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# Antioch University Los Angeles General Catalog 2014-2015

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## **Disclaimer Clause**

This Student Catalog is provided, in part, to summarize current tuition rates, fees, curricula, course offerings and the major university policies affecting your rights and responsibilities as a student. The actual policies may be found on the University portal. The university reserves the right, in its sole discretion, to amend or remove current policies or to adopt new policies as it deems necessary or appropriate from time to time. Therefore, it is the student's responsibility to visit the policy section of the Portal frequently to be kept informed of all current policies and their effective dates. The University also reserves the right to change tuition, fees, curricula and course offerings and other matters contained in this Catalog at any time, without notice.

The University may elect in its sole discretion to revise the academic calendar and the tuition refund policy during the current catalog year. Any change will be published with 30 calendar days notice prior to the effective date. Students are encouraged to review the online catalog periodically for future amendments.

## **For More Information**

**Requests for further information should be addressed to:**

Office of the Registrar  
Antioch University Los Angeles  
400 Corporate Pointe  
Culver City, CA 90230-7615  
Telephone: (310) 578-1080 ext 216  
Facsimile: (310) 301-8403  
**registrar.aula@antioch.edu**

# About Antioch University

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Antioch University is a bold and enduring source of innovation in higher education.

Inspired by the pioneering work of nineteenth-century educator Horace Mann, Antioch University is a vital, vocal advocate for higher education that promotes the common good, prizes experiential learning, and draws on the strength of a diverse academic community.

Established in 1964, the modern Antioch University traces its roots back to Mann's visionary leadership of an independent, non-sectarian college founded in 1852. Learn more... (<http://www.antioch.edu>)

## The Antioch University Family

- Antioch University Los Angeles
- Antioch University Midwest (Located in Yellow Springs, OH)
- Antioch University New England (Located in Keene, NH)
- Antioch University Santa Barbara
- Antioch University Seattle
- University-wide PhD in Leadership and Change
- Antioch Education Abroad

## Mission Statement

### Antioch University Mission

Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice.

### Antioch University Vision

Antioch aspires to be a leading university offering learners and communities transformative education in a global context that fosters innovation and inspires social action.

Learn more... (<http://www.antioch.edu/explore-antioch/our-story>)

## Statement on Antioch University's Policy of Freedom of Inquiry and of Academic Freedom

*[Authority: Board of Trustees, May 1941; reaffirmed May 1948; reaffirmed, as applicable to the University, March 2007]*

Freedom of inquiry and freedom of communication are essential to human dignity and progress and to self-government. That freedom is won at great cost and can be maintained only with courage and vigilance, especially during times of great stress, such as may be ahead.

The Board of Trustees of Antioch University takes this occasion to assure the faculty and students of Antioch University that it shares with them this commitment to freedom of inquiry and of expression, and will support them in maintaining it.

The value of a University is that it supplies leadership and equips men and women for leadership in citizenship. It is not enough that a University meet the minimum standards of citizenship. Members of the University community should be expected to meet reasonable standards of propriety and good taste, and to have a decent respect for the opinions of mankind.

The dangers to freedom in inquiry and of expression are not only from without. Abuse of such freedom by members of a university community would be one of the surest ways of undermining it. The members of the university community, therefore, by acting with good will, good taste and with a sense of fitness, greatly contribute to maintaining and strengthening the heritage of freedom.

Learn more... ([http://aura.antioch.edu/cgi/viewcontent.cgi?article=1000&context=policies\\_500\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1000&context=policies_500_1x))

## University Governance

### University Governance

Antioch University strives to be a democratically-minded and participatory institution of higher education. Antioch University's governance structure is based on several fundamental assumptions:

- Antioch University strives to be a unique national educational resource committed to progressive, innovative, and quality education for adult students
- The governance structure contributes to achieving Antioch University's mission, priorities and objectives
- The governance structure clearly articulates and provides for each program's curriculum to be developed and implemented by the faculty to achieve Antioch University's educational mission
- The governance structure provides for appropriate and meaningful involvement of student, faculty, staff, and administration in decision-making processes and facilitates communication, promotes cooperation, and encourages effective and efficient operation
- The governance structure judiciously uses institutional, human, and fiscal resources to achieve its mission, priorities, and objectives

Antioch University provides a wide range of opportunities for broad involvement in governance. Principal legal and fiduciary responsibility for the University rests with the University Board of Governors, which appoints the University Chancellor to oversee the University's five campuses and other operations.

Principal operational responsibility for the Los Angeles campus rests with the Antioch University Los Angeles President, who provides campus leadership and is responsible to the AULA Board of Trustees and the Chancellor of Antioch University. AULA's Provost and Vice President for Academic Affairs, in concert with the faculty Program Chairs and other directors in Academic Affairs, provides campus leadership in the development of curriculum.

The faculty as a whole is responsible for curricular innovation and excellence, for providing a challenging student-centered classroom environment, and for modeling a community of lifelong learning. Student voices related to policy issues are directed to the President and the Provost as appropriate. AULA alumni are served by the volunteer Alumni Council. Key campus committees include faculty and staff, and often student and alumni, representation.

The campus has several governing and advisory bodies, a wide range of faculty and staff meetings, and community-wide meetings to provide input into campus operations and directions.

## Administration and Leadership

Please see here. (<http://www.antioch.edu/explore-antioch/leadership>)

# Antioch University Los Angeles

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Antioch University Los Angeles (AULA) is a place where individual spirit thrives and collective community grows.

Beginning with just twelve students in 1972, Antioch University Los Angeles now educates more than 1000 adult students each year. With more than 8,000 distinguished alumni, AULA has been honored to serve the diverse communities of the greater Los Angeles area for over forty years.

Our core values of social justice, service to community, and lifelong learning comprise the heart of our BA degree completion program and master's degree programs in organizational management, education and teacher credentialing, non-profit management, psychology, urban sustainability, and creative writing. Partnerships with community organizations provide our students with unique experiential learning opportunities.

The first AULA campus catalog proclaimed, "We offer a student the opportunity to structure learning experiences out of the abundant resources available within the college walls and in the community outside the college; to accredit that learning as well as recognize the validity of past learning experiences that took place outside the academic structure and which are relevant to degree goals; and to integrate these past and present learnings into a coherent degree program."

The AULA of today offers a unique, unconventional graduate and undergraduate education that is centered on the values of social justice, community engagement and life-long learning. In addition to classroom learning, students supplement their education experience with a variety of experiential learning options, including internships, independent study, prior learning and off-site seminars.

## Antioch University Los Angeles Purpose Statement

*Antioch University Los Angeles provides rigorous progressive education to prepare students for the complexities of today's diverse societies. Combining dynamic scholarship and creative endeavor with experiential learning and reflective practice, AULA fosters personal and collective agency, global citizenship, and socially conscious leadership.*

## Mission, vision and values

Please see here (<http://www.antiochla.edu/about-aula/mission-vision-values>).

## Board of Trustees

Please see here (<http://www.antiochla.edu/about-aula/our-people/board-of-trustees>).

## AULA Administration

**Dr. Tex Boggs**, President

PhD and MS, Cornell University; BA, Davis and Elkins College

**Dr. Luis Pedraja**, Provost and Vice President for Academic Affairs

PhD, University of Virginia; BA, Stetson University

**David Houser**, Regional Chief Financial Officer (West Coast)

MBA, Keller Graduate School of Management; BS, Pennsylvania State University

**Sandy Lee**, Chief Operations Officer

BA, University of California, Los Angeles.

For a full campus directory, please see here (<http://www.antiochla.edu/about-aula/our-people/campus-directory>).

## Educational Objectives

An Antioch University Los Angeles student will be able to:

- Engage in creative critical thinking, and problem solving.
- Integrate theory and practice.
- Exhibit an awareness of self and others.
- Demonstrate competencies core to one's field of study.
- Use knowledge and skills as an effective participant in civic and professional life.
- Recognize oneself as a global citizen with a responsibility to effect social change.



## Educational Community

Antioch University Los Angeles is a community of learners consisting of students, faculty, staff, and alumni. Among the distinctive features of our learning environment are:

- A personalized education that integrates academic excellence, experiential learning, and a commitment to social justice and community service. This tripartite model is the cornerstone of all AULA educational programs. Individualized advising and intense collaboration between students and faculty are at the core of AULA's approach to student learning.
- An integration of theory and practice. Graduate and undergraduate students alike earn some of their academic credit through experiential learning, such as field study, internships, and clinical traineeships. Many of AULA's graduate faculty are themselves practitioners and professionals in their fields, who incorporate their practical experience into the classroom.
- An emphasis on encouraging students to recognize and integrate diversity in intercultural, intergroup, intergenerational, and interpersonal dynamics. AULA students question and probe their own views and those held by others, being simultaneously responsible for respecting each and every individual in the community. Discussion and self-reflection are ways of furthering learning and understanding in the AULA community.
- A supportive environment that encourages collaborative learning, values social awareness and activism, and respects the multiple roles of adult students.
- The development of communication and critical thinking skills to support effective and independent thought and action and a curriculum designed to prepare students to find meaningful work, improve professional opportunities, and lead more purposeful lives.
- Student-friendly schedules and procedures designed for adult learners.
- The use of narrative evaluations rather than standard grades.
- For undergraduate students, an option to provide documentation of prior college-level learning through the Prior Learning Program (described in the BA section of this catalog).

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

## Degrees and Credentials Offered

- Bachelor of Arts in Liberal Studies
- Teacher Credentialing
- Master of Arts in Education Teacher Credentialing
- Master of Arts in Education, Leadership & Change
- Master of Arts in Organizational Management (*Note: Beginning in Winter quarter 2014, the MAOM faculty initiated a process of program review and planning known as an "MAOM redesign interim." During the redesign interim, no new applications to the MAOM program will be reviewed for acceptance. Please contact the Office of Admissions to be put on the waiting list for the next cohort.*)
- Master of Arts in Non-Profit Management
- Master of Arts in Clinical Psychology
- Master of Arts in Psychology
- Master of Arts in Urban Sustainability
- Master of Fine Arts in Creative Writing

## Certificate Programs Offered

- Bridge Program
- Certificate in Applied Community Psychology
- Certificate in Conflict and Non-Conflict Related Trauma Studies
- Certificate in LGBT Affirmative Psychology
- Certificate in Urban Sustainability
- Post-MFA Certificate in Teaching Creative Writing

## AULA Departments and Offices

### Academic Affairs

Luis Pedraja, PhD, Provost and Vice President for Academic Affairs

Josh Williams, Director of Student Affairs

Alaine Chapple, Executive Assistant to the Provost & VPPA

## **Academic Program Offices**

Kirsten Grimstad, PhD, Co-Chair, Division of Undergraduate Studies  
MeHee Hyun, PhD, Co-Chair, Division of Undergraduate Studies  
Koreema Walden, BA Program Coordinator  
J. Cynthia McDermott, EdD, Chair, Education Department  
Debbie Magana, Education Program Coordinator  
Susan Nero, PhD, Chair, Management Studies Department  
Danielle Minobe, MA. in Organizational Management Program Coordinator  
Joy Turek, PhD, Chair, Psychology Department  
Grant Elliot, PhD, Director, Weekend Satellite Programs  
Heather Huff, Psychology Program Coordinator  
Rachel Fusco, Psychology Program Coordinator  
Donald Strauss, MFA, Interim Chair, Sustainability Studies Program  
Sherry Wong, Sustainability Program Coordinator (Temp)  
Steve Heller, MFA, EdD, Chair, Creative Writing Department  
Audrey Mandelbaum, MFA Program Coordinator  
Howie Davidson, MFA Program Coordinator

## **Admissions**

Karen Magner, EdD, Director of Admissions and Recruitment  
Melissa Hall, Admissions Counselor  
Erica Ifill, Admissions Counselor  
Katharine Fairchild, Admissions Office Coordinator  
Shaunte Ross, Admissions Recruiter  
Andres J. Ruiz, Admissions Recruiter

## **Campus Services Center**

Sandy Lee, Chief Operations Officer  
Tim Cervantes, Facilities Associate  
Tara Foley, Campus Services Assistant  
Jarried Gragg, Campus Services Assistant  
Jorge Luis, Campus Services Assistant  
Bryan Powell, Campus Services Center Assistant

## **Clinical Training Office**

Sara J. Lederer, Psy.D., Director of Clinical Training  
Amy Ezell, Assistant Director, Clinical Training Office

## **Communication & Marketing**

Joanna Gerber, Interim Executive Director of Marketing \*  
Karen Hamilton, Campus Marketing Manager  
Katie Havener, Graphic Designer

## **Computing and Technology (IT)**

Pedro Lopez, Network Technician

## **Counseling Center**

Eric Day, PhD, Director  
Jill Howe-Vercos, Manager

## **Student Affairs & Disability Services**

Josh Williams, Director of Student Affairs

## **Finance**

David Houser, Regional Chief Financial Officer (West Region)  
Naomi Castro, Campus Finance Director

Dawn Jackson, Finance Manager

## **Financial Aid**

Christopher Freeman, Director of Financial Aid  
Rebecca Santillan, Assistant Director of Financial Aid  
Trofina Pacleb, Financial Aid Counselor

## **Human Resources**

Robert Stapp, Director of Human Resources  
Monica Cornejo, HR Coordinator

## **Alumni Relations**

Tiffany Curlee, Manager of Constituent Information \*

## **Institutional Research**

Mark Riddle, Director of Institutional Research

## **Library**

Lisa Lepore, Director of Library Services

## **President's Office**

Tex Boggs, PhD, President of Antioch University Los Angeles  
Martha Longley, Executive Assistant to the President

## **Office of the Registrar**

Emelita Dacanay, Registrar  
Lowell Fenerty, Associate Registrar  
Yaru Wang, Registrar Staff Associate  
Jaskaram K. Khalsa, Registrar Staff Associate

For a campus directory, please see here (<http://www.antiochla.edu/about-aula/our-people/campus-directory>).

\* University Central Employee

# Accreditation and Licensure

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Antioch University Los Angeles is one of five campuses of Antioch University which is accredited by the Higher Learning Commission (<http://www.ncahlc.org>). The Higher Learning Commission is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools (<http://www.northcentralassociation.org>) (NCA), which is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region. See the Higher Learning Commission (<http://www.ncahlc.org>) website for its student complaint process.

## **About the NCA**

The NCA ascertains whether an institution meets certain standards, meets the goals it has set for itself, and has the personnel and financial resources to accomplish its objectives now and in the foreseeable future. Antioch University credentials also include federal government recognition, which makes Antioch University students eligible for a variety of financial aid assistance, including grants, scholarships, and loans.

## **Authorization**

Antioch University Los Angeles is authorized for operation in the state of California by the State of California Bureau of Private Postsecondary Education.

# General Admissions

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Antioch University Los Angeles currently accepts applicants for the following:

- Bachelor of Arts (BA) in Liberal Studies
- Master of Arts in Clinical Psychology (MAP)
- Master of Arts in Education and Teacher Credentialing (MAE/TC)
- Master of Arts in Education, Leadership and Change (MAEx.)
- Master of Arts in Nonprofit Management (MANM)
- Master of Arts in Psychology (MPIC)
- Master of Arts in Urban Sustainability (USMA)
- Master of Fine Arts (MFA) in Creative Writing
- Teacher Credentialing Program (TC)
- Post MFA Certificate in the Teaching of Creative Writing
- Certificate in Applied Community Psychology
- Certificate in Conflict and Non-Conflict Related Trauma Studies
- Certificate in LGBT Affirmative Psychology
- Certificate in Urban Sustainability

AULA seeks qualified candidates who will contribute to building a student body that is diverse in gender, ethnicity, age, class, physical differences, learning styles, sexual orientation, professional backgrounds, and community experiences. In evaluating candidates, AULA examines the quality and content of previous academic work. However, AULA recognizes that an individual's current capacities may not be fully or adequately reflected in grades earned at an earlier age or in fields unrelated to the applicant's present interests. Except for specific instances, Antioch University Los Angeles does not require standardized tests for admission. International applicants whose native language is not English must often complete the Test of English as a Foreign Language (TOEFL), IELTS, or CELSA exam. Foreign applicants who hold a valid degree for which the language of instruction was English may be exempt from the TOEFL, IELTS, or CELSA requirement. Candidates must contact the Admissions Office (<http://www.antiochla.edu/admissions>) in order to verify if the applicant's background will exempt them from this requirement.

For all AULA programs, application materials become part of the applicant's file and cannot be returned. Once all proper materials are received, the file is ready for review by an Admissions Committee for the program. Some programs require a face-to-face interview as part of the admissions process. Admissions decisions are communicated in a letter from the Admissions Office. Application materials remain active for three years from the date of receipt, with the exception of recommendations, which remain active for one year. After one year, applicants for all programs are required to submit a new application fee in order to reactivate the application for admission; additional requirements may apply for processing reactivated applications.

## Special Admissions Issues

### AULA BA Students Applying to AULA Graduate Programs

BA students at AULA applying for graduate programs must adhere to the same policies and protocols as non-AULA applicants. However, the application fee is waived for all AULA alumni applying to AULA.

### AULA BA Students Applying to AULA Fast Track Graduate Programs

BA students at AULA applying for Fast Track graduate programs must adhere to the same policies and protocols as non-AULA applicants. However, the application fee is waived for BA Fast Track applicants. Additionally, BA students wishing to apply for a Fast Track option are required to complete a Fast Track Intent Form which verifies the student's eligibility for the Fast Track program by the Academic Advisor, Division/Department Chair, and Office of the Registrar.

The BA program collaborates with our graduate programs to offer Fast Track options that allow undergraduate students to earn significant advanced standing in our teaching credential program and in select master's programs. Fast Track programs shorten the time and investment required to complete a teaching credential or graduate degree at AULA.

Interested BA students who already attend AULA may consider applying for the Fast Track options. See the Fast Track (p. 86) section of this Catalog for further details.

### Students Transferring from Other Antioch University Campuses

Students who wish to transfer to Antioch University Los Angeles from other Antioch University campuses must apply through the Admissions Office and conform to the same deadlines and admissions requirements as other applicants.

Transfer applicants must also be in good academic and financial standing at the previous Antioch University campus in order to be eligible to transfer. The Admissions Office may exempt the student from obtaining certain documentation if it is able to obtain comparable materials from the student's existing Antioch University file. In order to be admitted, however, students must submit official transcripts from all previous schools of attendance, including from any Antioch University campus.

Because students transfer at various points in their degree programs, faculty members review the applicant's file and determine what Antioch University Los Angeles degree requirements, if any, have been met through study at another Antioch University campus. Any exemptions are noted either in the letter of acceptance and/or in the Official Transfer Credit Summary (for BA students). The files and transfer credit of BA applicants are reviewed before an admissions decision can be made by the BA Program faculty.

## **MAE/TC Candidates Transferring from Antioch University Santa Barbara**

MAE/TC candidates who wish to transfer to Antioch University Los Angeles from a Master's and/or Credential Program within Antioch University Santa Barbara's Education Department must apply through the AULA Admissions Office. Transfer applicants must be in good academic and financial standing at the Santa Barbara campus. Transfer applicants must submit official transcripts from all previously attended regionally accredited colleges and universities. One of the official transcripts must document earning the BA degree. Transfer requests are evaluated on an individual basis.

## **Auditors**

Auditors are individuals who attend a course and do not expect to receive credit for the course. Consent of the instructor, or in some cases of the Program Chair, is required to register for a class as an auditor. Individuals who are not already AULA students are required to file an Audit Application with the Office of the Registrar, obtain approval to audit from the Division/Department Chair, and pay the appropriate audit fee during the scheduled registration period. For further details on auditor status click here (<http://aulacatalog.antioch.edu/policiesregulationsandprocedures/studentstatus>).

## **Non-Matriculating Admission**

Individuals who wish to enroll in courses for credit without intending to earn an AULA degree or certificate are referred to as non-matriculating students. These individuals must file a Non-Matriculating Student Application in the Admissions Office and pay the nonrefundable application fee. The Admissions Office forwards the application to the Registrar's Office. Upon approval, the student may register for the desired course(s) as a non-matriculating student.

Non-matriculating students may not be permitted to register for some classes. They receive lowest priority if classes are full. Non-matriculating students must register during the late registration period and may not register for independent studies. Non-matriculating students are not eligible for financial aid. See the Registrar section of this catalog for more information about non-matriculating student status.

As a general rule, other than for PSY510, only students who are either registered in another accredited graduate program in psychology or who are license eligible in another state and are completing coursework required for licensure in California may register as non-matriculating students in the graduate psychology program.

## **Non-Matriculated Admission for Introduction to Psychological Theory and Practice (PSY 510) or Educational Foundations (EDU 380A)**

For some programs, students who apply for admission may be allowed to enroll as non-matriculated students in order to take one or more courses to strengthen skills or to fulfill program requirements. Students with fewer than 30 units of transfer credit may be admitted to the BA program on a non-matriculating basis in order to undertake the Educational Foundations (EDU 380A) course. For the MAP Program, students may be admitted on a non-matriculating basis to take the PSY 510 course. Students must successfully complete the coursework attempted in order to be fully admitted into the Program or to take any further classes.

## **International Student Admissions**

The U.S. Department of Justice has approved Antioch University Los Angeles as an institution of higher education in which nonimmigrant students may enroll. A student from another country who wishes to study at AULA on a student visa must comply with all applicable U.S. Immigration Service rules and regulations in order to be considered for admission. Applicants from outside the United States are required to apply at least twelve weeks before the start of a quarter. All application materials must be submitted by the International Application deadline. If materials are received after the deadline, then, upon completion, an application may be reviewed for consideration for admission in a subsequent quarter.

Applicants to all Antioch University undergraduate and graduate programs must be able to understand and communicate in English with a high level of proficiency in order to succeed in coursework.

Although a writing lab is available, Antioch University Los Angeles does not have ESL courses as part of the curriculum.

An international student applicant who wishes to attend Antioch University Los Angeles on an F-1 student visa must furnish the following when applying:

- Demonstration of English language proficiency — International Applicants must submit official Test of English as a Foreign Language (TOEFL), IELTS, or CELSA exam results. A minimum TOEFL score of 550 (paper-based), or 214 (computer-based), or 79 (internet test) is required; a

minimum IELTS score of 6.5 is required; or a minimum CELSA score of 70 is required. If an applicant has completed at least one year of education in the United States or Canada, this requirement may be waived

- Academic credentials - Academic credentials received outside of the United States must be formally evaluated for equivalency by an approved foreign credentials evaluation agency and by AULA. Foreign credentials evaluation providers generally charge a fee for this service. Applicants with foreign credentials not provided in English will be required to provide an Official English Translation through an approved secondary agency
- Demonstration of sufficient financial support for a minimum of one year of study at the University - Applicants are required to complete and submit the International Student Data (ISD) form. This form will serve as written documentation of an applicant's ability to pay the educational and living expenses for an AULA educational program, and will provide AULA with the information required to process an I-20
- For applicants already in the United States on a visa – Applicants already in the United States must provide evidence of student status and eligibility to transfer to AULA on a student visa. An international student on an F-1 visa transferring from another U.S. school must submit the "Transfer In" form for F-1 Students after having been admitted in writing to Antioch University Los Angeles
- Valid passport and visa information.
- I-94 - Upon arrival in the U.S. a copy of an I-94 must be provided to the Office of the Registrar
- Any additional information that may be required by federal, state, and/or local governments

If an international student is accepted for enrollment in one of the degree or certificate programs at Antioch University Los Angeles, the AULA designated school official will provide guidelines on U.S. immigration forms and steps to apply for a student visa through the U.S. consulate in the applicant's home country. Admission to Antioch University Los Angeles does not guarantee that an admitted international student will receive a student visa. If a student visa is not issued in time for the program start, admission may be deferred until the following quarter.

Designated School Officials at Antioch University Los Angeles are empowered to issue and sign I-20's for admission and for travel outside the United States. AULA does not provide visa services, but will vouch for student status.

Federal and/or State financial aid is not available for F-1 visa students. However, various private lending institutions offer private or alternative educational loans to international students. Most lending institutions require a student to have a co-signer who is a U.S. citizen or permanent resident with a valid social security number in order to qualify.

Once admitted to AULA, an international student is required to consult with the Registrar or other school official designated by the federal Department of Homeland Security, in the following specific instances or situations.

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

## General Application Process

Prospective students are encouraged to attend an information session, to communicate with an Admissions Counselor (by email, telephone, in person, or by "LiveChat" instant message via the AULA website), and to refer to the AULA website for current application deadlines and requirements.

To apply to any of the degree or certificate programs at Antioch University Los Angeles, prospective students follow these steps:

**Step 1.** Complete the Application, ([https://app.applyyourself.com/AYApplicantLogin/fl\\_ApplicantConnectLogin.asp?id=antioch-u](https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=antioch-u)) which includes submission of Part I and II of the application, application fee, and the Admissions Essay, Dialogue or Self-Reflective Statement. The application can be completed and submitted to the Admissions Office online, in person, or by mail.

**Step 2.** Request official transcripts of every accredited institution from which college credit was earned. Official transcripts should be sent directly to AULA from the institution. For application to graduate programs, one of these transcripts should indicate the completion of a bachelor's degree.

**Step 3.** Submit the required supplemental application materials for a specific degree or certificate programs; such as resume, letters of recommendation, or writing samples as specified in the application. Specific degree and certificate programs will have their own material requirements that are unique to that program.

All materials should be sent to the Admissions Office on or before the application deadline. Application files are not complete until all required documents are submitted to the AULA Admissions Office. Application files that do not meet required deadlines may be considered for a subsequent term. All submitted application materials become part of an applicant's file and cannot be returned.

## Admissions Decisions

Applicants receive notification by mail, telephone or email of the admissions decision. Applicants may also call the Admissions Office at any time to inquire about the progress of their application at (310) 578-1080 x100 or (800) 726-8462. Those who are admitted must confirm their intention to enroll by returning the Student Intent to Register (SIR) form. The SIR must be sent along with a non-refundable \$200.00 tuition deposit. For students experiencing financial hardship, there is a Tuition Deposit Waiver Form and request available. New students are required to attend a New Student Registration and Orientation (NSRO) Meeting or New Student Orientation (NSO) Meeting, depending on the academic program.

### Full and Provisional Admission

The Admissions Office sends letters indicating either full or provisional admittance. Full admission means that the applicant is admitted into the Program without any conditions or provisions. Provisional admission is granted for applicants who lack one or more elements of preparation or who need to fulfill particular academic or administrative requirements for full Admission.

If a student is provisionally admitted, provisional requirements are specified in the admissions letter and the student must satisfy these by the stated deadlines and/or prior to registering for a second term. A provisional admission often is contingent upon successful completion of the first term, with no incompletes or no-credits or fulfillment of outstanding admission requirements such as receipt of final transcripts. Students are responsible for working closely with a faculty advisor and with either the Admissions Office or Office of the Registrar to ensure that provisions are satisfied within the assigned timeframe. Once outstanding provisions are satisfied, the student will be fully admitted.

### Denial of Admission

If an applicant does not meet AULA's criteria for admission, the applicant will be notified by letter. Admissions decisions may not be appealed. The University does not provide information about the reasons for denial of admission. An applicant who has been denied admission may reapply for the same program after one year.

### Readmission

Students returning with a Leave of Absence or Enrollment Maintenance Status from the Registrar may enroll directly with no involvement of the Admissions Office.

Students who have not enrolled for two or more consecutive terms and wish to return to AULA after regular withdrawal, administrative withdrawal, or academic or disciplinary suspension must re-apply through the Office of Admissions.

Returning students who are required to re-apply must submit the application form by the application deadlines. All supporting evidence (including official transcripts from all colleges attended since leaving AULA) must be submitted so that it can be reviewed in a timely manner.

Students who have withdrawn or who have been withdrawn from Antioch University Los Angeles must formally apply for re-admission if they wish to reenter the University. Readmitted students are subject to the program requirements, policies, and procedures in place at the time of their readmission. This includes, but is not limited to, attending New Student Registration Orientation (NSRO) and adhering to new degree requirements.

Previously completed academic work will be reevaluated at the time of readmission, and the student desiring to be re-admitted should discuss the reasons for withdrawal in the admissions essay. In some instances, the student will be required to re-take previously credited courses. This may apply to credit initially admitted in transfer, as well as for credit earned at AULA. For the MAP Program, course credit that is more than two years old may need to be retaken to ensure that the student is current with legal and ethical standards as well as subject matter in the field.

Students applying for readmission must adhere to all admissions deadlines and procedures, including submission of a completed application with the accompanying, non-refundable fee. A new admissions essay, new official transcripts, new forms of recommendation, and a personal interview may also be required depending upon the program and upon the length of time since previous enrollment. The student who is applying for re-admission must request official transcripts for any coursework completed at another academic institution since the time of withdrawal from Antioch University Los Angeles. Students should contact the Admissions Office to determine current admissions requirements for readmission to specific programs.

### Deferring Admission

Students newly admitted to quarter programs who wish to defer admission to a future quarter should notify the Office of Admissions and Office of the Registrar in writing prior to or during the first week of classes for the quarter, or prior to the deadline specified for semester programs. Entering students who register for classes and do not follow this procedure remain enrolled in classes and incur administrative and tuition costs for the quarter or semester.

Students admitted to the BA, MAP, MAE/TC, MAEx, and MANM degree programs, or for the ACP certificate program, for a particular quarter may defer admission to a later term when new students are admitted. Requests must be made prior to the start of the term and must follow the procedure outlined above. However, if entry into any Program is delayed for more than two quarters beyond the initial acceptance students are required to reapply and must submit a new application fee.



MFA in Creative Writing students admitted for a particular semester may defer admission to a later semester without penalty, providing they make such a request two months prior to the residency and follow the procedure outlined above. If entry into the Program is delayed for more than one year after initial acceptance, students are required to reapply, to submit a new manuscript, and to be reconsidered by the MFA Faculty Committee.

USMA or USMA Certificate students admitted for a particular semester may defer admission to a later semester without penalty, providing they make such a request one month prior to the residency and follow the procedure outlined above. If entry into the Program is delayed for more than one year after initial acceptance, students are required to reapply, and to be reconsidered by the USMA Faculty Committee.

# Undergraduate Program Admissions

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Antioch University Los Angeles offers a Bachelor of Arts in Liberal Studies. Students are admitted into the BA Program for the Fall, Winter, Spring, and Summer Quarters. Readmitted students may be accepted for any quarter.

To learn more about the BA Program including the application process and deadlines please click [Admissions](#). (p. 18)

## Admission to the Bachelor of Arts in Liberal Studies Program

Students in the BA in Liberal Studies degree completion program at Antioch University Los Angeles pursue a broad base of knowledge, skills, experience, and the intellectual flexibility to become critically informed participants in their professions and communities. The program fosters students' critical and analytical thinking ability as well as the ability to connect classroom learning to lived experience through dynamic experiential learning formats. In multiple ways the program cultivates students' commitment to personal responsibility, concern for the rights of others, and to the goal of achieving social justice in their communities and in our world.

Students are admitted into the BA Program for the Fall, Winter, Spring, and Summer Quarters. Readmitted students may be accepted for any quarter. For application deadlines, refer to the AULA website.

### BA Eligibility Requirements

To qualify for admission, applicants must supply the following:

- Evidence of successful completion of at least 36 quarter units (24 semester units) of college-level learning from a regionally accredited institution of higher education as demonstrated on official transcripts. (See below section on transfer credits.) AULA may consider accepting transfer credits from academic institutions accredited by national accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA) and from foreign institutions approved by national ministries of education.
- Proof of high school graduation, GED, or receipt of the AA degree. Note: You may waive this requirement if you apply with 72 quarter units (48 semester units) of transferable credit.
- Evidence of college-level writing and communication ability, as demonstrated in the Admissions Dialogue essay.
- Evidence of readiness to complete the BA degree, as demonstrated in the Admissions Dialogue and previous academic record.
- The Admissions Dialogue. This is a three-to-four page essay in which applicants introduce themselves by addressing the following topics:

- o Their decision to apply to the BA Program and complete their degree
- o Their choice of a Major Area of Concentration and the rationale for that choice
- o Their experience with learning outside of the classroom
- o Their experience with community service

### Transfer Credits

#### Calculating Transfer Credits

To convert transfer units to quarter units, the following formulas are used:

- # semester units x 1.5 = # quarter units

or

- # trimester units x 1.5 = # quarter units.

Fractions are rounded down to the nearest half-unit.

Credit for a particular course can be given only once. For example, if the same course was taken twice at two different academic institutions, Antioch University Los Angeles gives transfer credit for only one of the courses. However, when an academic institution's catalog specifically states that a given course may be taken more than once for credit, Antioch University Los Angeles will consider transferring all the credits earned.

Antioch University Los Angeles accepts undergraduate transfer credit(s) for courses completed with a minimum letter grade of C- or Pass in a Pass-Fail system, if the Pass is equivalent to a minimum of a C-.

### Approval Process for Transfer Credits

Transfer units are admitted for credit towards Antioch University Los Angeles degree requirements through a formal process carried out in the Office of the Registrar and by the faculty. Evaluations can be made only when official copies of all transcripts are present in the student's admission file. Antioch University Los Angeles may accept units on the basis of transcript information alone, or the student may be asked to provide further information -- such

as a catalog course description(s) or course syllabus -- to determine whether the course(s) meets transfer credit eligibility. A student who has questions about transfer credit evaluation may discuss the matter with the Office of the Registrar transcript evaluator.

## BA Class Standing

It is important for students to be aware of their class standing for purposes of financial aid and verification of enrollment status. Class standing is determined by the number of units completed:

### Class Standing Classification Completed Units

Freshperson 0-44.5

Sophomore 45-89.5

Junior 90-134.5

Senior 135 or more

## Articulation Agreements

Antioch University Los Angeles has standing articulation agreements with Santa Monica College, the American Academy of Dramatic Arts, New York Film Academy, El Camino College, Los Angeles Pierce College, Los Angeles Valley College, Marymount College, Pasadena City College, West Los Angeles College, El Camino College/Compton Community Educational Center, and UCLA Extension for transfer of certain courses to meet the requirements of the BA Program. These agreements simplify how specific courses are accepted in transfer and can be used to fulfill Antioch University Los Angeles' BA Program domain requirements. The University will continue to develop articulation agreements with additional institutions in the future.

The agreement with UCLA Extension specifies that Antioch University Los Angeles will automatically accept in transfer all UCLA Extension degree credit courses (courses numbered X, XL, or XLC 1-199) toward the Antioch University Los Angeles BA degree. Coursework numbered 1-99 is transferable as "lower division" quarter units; coursework numbered 100-199 is accepted as "upper division"; and coursework numbered 300-400 is evaluated on a course-by-course basis. Students seeking transfer credit for one or more of these courses may be asked to submit the course description and also a syllabus providing information on reading, requirements and assignments. The following UCLA Extension Substance Abuse courses are accepted by AULA for lower-division transfer credit: X428.1a, 2a, 3a, 1b, 2b, 3b, 4b, and XL402.4.

Current information about AULA's articulation agreements is available from the Office of the Provost.

## Extension Courses Other Than UCLA Extension

Antioch University Los Angeles accepts only certain types of extension courses for credit. The Office of the Registrar evaluates extension courses for credit on a case-by-case basis. If an extension course is refused for transfer because it does not meet Antioch University Los Angeles' standards for college-level learning, the student may be able to document the coursework as Prior Learning with additional reading and written work. See the BA Program section (<http://aulacatalog.antioch.edu/undergraduateprogram/bachelorofartsinliberalstudiesba/#spanpriorlearningspan>) for Prior Learning for further information.

## Technical Courses

Technical courses consist primarily of specific technical or applied skills, as opposed to courses that emphasize conceptual or theoretical learning. Examples of technical courses include, but are not limited to: die casting, technical drafting, analysis of asbestos, shorthand and typing, certain types of performance and methodological courses, and certification programs.

Antioch University Los Angeles accepts up to 6 quarter units of lower division technical courses from accredited institutions for transfer toward the BA degree if the courses include conceptual learning as shown in catalog course descriptions and/or course syllabi. Students may petition to exceed this limit if they are able to demonstrate that these units represent an integral part of their Major Area of Concentration.

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

## Physical Education Units

Antioch University Los Angeles accepts up to 6 quarter units of lower division physical education (PE) courses from accredited institutions for transfer toward the BA degree. Students may petition to exceed this limit if they are able to demonstrate that additional physical education units:

- Include conceptual learning; and,
- Represent an integral part of the Major Area of Concentration.

## Cooperative Education and Work Experience

Cooperative Education courses may be transferable. The student may be asked to write a brief summary of learning for review by the Office of the Registrar and faculty if either the catalog course description or the student's work was individualized. Work experience, if documented on a transcript, may be transferable by this same process.

## Credit Policy for Registered Nurses and other Health Professionals

Undergraduate students holding the Registered Nurse (R.N.) license are awarded a maximum of 90 quarter units (lower-division – the equivalent of two years' college study) earned in a National League for Nurses (NLN)-approved diploma program of three years' duration. Proof of license is required. Credit for the nursing units will be awarded in block form. This credit is subject to the same standards and limitations on transfer credit presented elsewhere in this Catalog.

If a student completes a Licensed Practical Nurse (LPN) program, credit is accepted toward the BA degree only through the Prior Learning process of evaluation. See the BA Program section (p. ) on Prior Learning for further information.

## Credit for CLEP and DSST (formerly DANTES) Examinations

Antioch University Los Angeles recognizes some credits earned through College-Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST (<http://www.getcollegedcredit.com>)) testing. CLEP and DSST credit is only for lower division learning which is normally undertaken early in the student's academic program. Students with CLEP or DSST scores should request that score reports be sent directly to the Office of the Registrar. The Registrar will determine credit eligibility.

## Credit from the U.S. Armed Forces

Course work completed while in the U.S. armed forces may be eligible for transfer. In order for the course work to be considered, students must submit an original DD214 form (discharge paper) to the Office of the Registrar, along with any other supporting documentation, certificates, or evidence of completed course work.

## Remedial and Vocational Courses

AULA does not accept remedial or vocational courses for transfer toward the BA in Liberal Studies degree, since these generally do not represent college-level coursework. The following standards are used by the Office of the Registrar in determining which courses fall into these categories:

Remedial courses are courses with content appropriate to a high school or pre-college level of learning. Examples of remedial courses include, but are not limited to: reading and comprehension, study skills, remedial English and composition courses, plane geometry and elementary math courses below the level of intermediate algebra.

Vocational courses are courses that consist primarily of specific job skill training, with little or no college-level conceptual learning. Examples of vocational courses include, but are not limited to: dressmaking, patient clinical skills such as blood pressure reading, real estate courses, or word processing.

## Continuing Education Units (CEU)

AULA does not accept Continuing Education Units (CEUs) for transfer. However, if learning acquired through Continuing Education is relevant to a student's degree program, she or he may be able to document the CEU's as Prior Learning. For information about the Prior Learning Program, see the BA section (p. ) for further information.

# Graduate Program Admissions

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## Graduate Program Admissions

Antioch University Los Angeles welcomes applications to our vast array of distinctive graduate programs. These programs are geared toward promoting students' experience and career aspirations. These programs also prepare students to be agents of change, serving society's most critical needs in business, education, psychology, sustainability, and literature. For more information including the application process and deadlines, click on the program's link below:

- Admission to the Master of Arts in Clinical Psychology (MAP) and Psychology (MPIC) Programs (p. 21)
- Admission to the Master of Arts in Education and Teacher Credentialing (MAE/TC) Program (p. 22)
- Admission to the Master of Arts in Education, Leadership and Change (MAEx) Program (p. 23)
- Admission to the Master of Arts in Nonprofit Management (MANM) Program (p. 21)
- Admission to the Master of Arts in Urban Sustainability (USMA) Program (p. 23)
- Admission to the Master of Fine Arts in Creative Writing (MFA) Program (p. 24)
- Admission to the Teacher Credentialing (TC) Program (p. 24)

## Admission to the Master of Arts in Clinical Psychology (MAP) and Psychology (MPIC) Programs

Students in the Master of Arts in Psychology and Clinical Psychology Programs (MPIC and MAP) are seeking licensure as Marriage and Family Therapists, preparation for doctoral programs in Psychology, or to advance their knowledge in a specialized area within the field of Psychology. The Master of Arts in Clinical Psychology program offers specialized training in Applied Community Psychology; Child Studies; LGBT-Affirmative Psychology; Spiritual and Depth Psychology; Psychological Trauma; or an individually Self-Designed Specialization. All of the degree options are fully described in the MAP Program section of this catalog.

New students are admitted into the MAP and MPIC program at the start of each quarter. One-Day-a-Week students are admitted for Fall, Winter, and Spring Quarters. Weekend Commuter students are admitted for the Fall and Spring Quarters. For application deadlines, refer to the Academic Calendar (p. 139) or to the AULA website, [www.AntiochLA.edu](http://www.AntiochLA.edu) (<http://www.AntiochLA.edu>).

## Eligibility Requirements

To qualify for admission, applicants must supply the following:

- Evidence of a bachelor's degree from a regionally accredited institution of higher education (Note: Evidence of a bachelor's degree from a non-regionally accredited institution of higher education may be considered, but is at the discretion of the academic program.) Neither the degree nor the major need be in Psychology.
- Evidence of graduate level writing and communication ability, as demonstrated in the Admissions Dialogue Essay and Autobiography Essay.
- Evidence of appropriate orientation and goals that indicate potential success in the Programs as well as future professional work, as provided in the Admissions Dialogue Essay and Autobiography Essay, previous academic record, two Recommendation Forms, and a face-to-face interview.

Before applying for the MA in Clinical Psychology, any applicant with a record of a past criminal offense is advised to contact the California Board of Behavioral Sciences regarding eligibility for MFT licensure.

## Fast Track Admission for the MAP Program

Interested BA students who already attend AULA may consider applying for the Fast Track option for the MAP Program. See the Fast Track (p. 86) section of this catalog for further details.

## Admission to the Master of Arts in Nonprofit Management (MANM)

The Master of Arts in Nonprofit Management is designed for individuals who want to dedicate their time and talent to mission-driven organizations. The program prepares professionals to exercise managerial and leadership expertise in support of any nonprofit organization's mission: human service, religious, educational, community development, health care, arts and culture, environmental, foundation work, or any other 501 C enterprise.

Antioch University Los Angeles is a Collegiate Partner of the national Nonprofit Leadership Alliance (NLA). Graduates of the MANM program are eligible to become Certified Nonprofit Professionals (CNP). The Nonprofit Leadership Alliance offers the only national certification in nonprofit management and leadership developed with, and recognized by, the nonprofit sector.

Through the MANM program, students hone their skills and enhance their career opportunities as a professional in the nonprofit world, learning from some of the most successful nonprofit professionals in Southern California.

New students are generally admitted in the Fall and Spring Quarters for the MANM Program. For application deadlines, refer to the Academic Calendar or to the AULA website.

### **Eligibility Requirements**

To qualify for admission, applicants must supply the following:

- Evidence of a bachelor's degree from a regionally accredited institution of higher education. (Note: Evidence of a bachelor's degree from a non-regionally accredited institution of higher education may be considered, but is at the discretion of the academic program.)
- Evidence of graduate level writing and communication skills as demonstrated in the Admissions Dialogue Essay and interview.
- Evidence of appropriate experience, goals, and interests that indicate a potential to succeed in the program as well as in future professional life. This evidence is provided in the previous academic record, the Admissions Dialogue Essay, resume or curriculum vitae, two Recommendation Forms, and an interview.

## **Admission to the Combined Teacher Credentialing and Master of Arts in Education (MAE/TC) Program**

AULA's Combined Master of Arts in Education and Teacher Credentialing (MAE/TC) Program is designed both for individuals who are beginning their teacher preparation and for those who are already teaching. The student can earn a Multiple Subject or Level 1 Educational Specialist Mild/Moderate Credential and continue their studies to also earn a Master of Arts in Education.

The Program also seeks students desiring to prepare for leadership roles in social justice education and school reform.

New students are admitted in the Fall, Winter, Spring and Summer Quarters. For application deadlines, refer to the Academic Calendar or to the AULA website.

### **Eligibility Requirements**

To qualify for admission, applicants must supply the following:

- Evidence of a bachelor's degree from a regionally accredited institution of higher education.
- Evidence of graduate level writing and communication skills as demonstrated in the Admissions Essay.
- Evidence of appropriate goals and interests that indicate a potential to succeed in the Program as provided in the Admissions Essay, previous academic record, resume, and two Recommendation Forms.

Regarding required exams, a minimal standard for admissions is documented evidence of having registered for, taken or passed the CBEST (or CSET sub-test 4) and the Multiple Subject CSET exams. Applicants who have taken but not passed CBEST and the Multiple Subject CSET exams may be provisionally admitted which allows them to enroll in all program coursework while they are preparing for and retaking the examinations. Provisionally admitted candidates who pass the CBEST in their first quarter and the Multiple Subject CSET exams by the end of their third quarter (and who complete all other provisions of their acceptance) are fully admitted and continue in the program. Candidates are required to have passed the CBEST exam by the beginning of their second quarter. On a case by case basis candidates who have not passed the CBEST are provided with support through the writing and/or math center and other individualized support services. Petitions to extend a provisional admit may be submitted and reviewed by the chair. CBEST and CSET preparation books are available in the Department and may be checked out. Candidates are responsible for providing passing score information to the credential analyst.

The Antioch program assesses the candidate's subject matter competency and admits those candidates to the credential program who provide evidence of both of the following:

- CBEST or CSET Writing Skills exam: passage, proof of registration, or scores from exam taken but not passed
- CSET Multiple Subjects exam: passage, proof of registration, or scores from exam taken but not passed

The department carefully monitors each candidate's attempts to complete these requirements.

### **Fast Track Admission for the MAE/TC Program**

Interested BA students who already attend AULA may consider applying for the Fast Track option for the MAE/TC Program. See the Fast Track section of this Catalog for further details

## Admission to the Master of Arts in Education, Leadership and Change (MAEx) Program

AULA's Master of Arts in Education with an emphasis on Leadership and Change (MAEx) Program is designed for individuals who are interested in leadership roles in schools or other education-related ventures. The MAEx Program seeks students who are interested in social justice, school reform, environmentalism, as well as developing as leaders. Students choose to continue their education for career increment opportunities, personal and professional growth, and/or professional mobility. The program is useful to educators who currently may not be teaching but who are working in or with schools in other capacities, as well as to individuals working to educate organizations to create change.

Admission to the MAEx Program is based upon a variety of information that the applicant provides: the academic record, work experience, personal interview, written essay, and letters of recommendation. Prospective students are urged to attend a regularly scheduled Information Session to learn about the rich and complex world of educational leadership. The dates of these meetings are posted on the AULA website. Applicants may also speak with an admissions counselor or with a faculty member.

Students can be admitted to the MAEx Program each quarter: Summer, Fall, Winter and Spring.

For application deadlines, refer to the Academic Calendar (p. 139) or to the AULA website (<http://www.antiochla.edu>).

### Eligibility Requirements

To qualify for admission, applicants must supply the following:

- Evidence of a bachelor's degree from a regionally accredited institution of higher education, optimally with a grade point average (GPA) of 3.0 or better.
- Evidence of experience as a professional educator.
- Evidence of graduate level writing and communication skills as demonstrated in the Admissions Essay.
- Evidence of appropriate goals and interests that indicate a potential to succeed in the Program as provided in the Admissions Essay, previous academic record, resume, and two Recommendation Forms.

## Admission to the Master of Arts in Urban Sustainability (USMA) Program

This USMA program integrates social, economic, and scientific perspectives in an interdisciplinary curriculum, taking advantage of its unique location in Los Angeles, a context that provides a diverse constellation of urban ecosystem types. In this way, the U.S. program offers advanced education and training of scholars, practitioners, activists, and advocates who will themselves become leaders in the emerging field of urban sustainability. By integrating a low-residency model with a substantial fieldwork component, the program places strong emphasis on putting theory into practice, offering students training for a variety of professional roles for urban centers both nationally and internationally. The low-residency model allows students to pursue fieldwork in their home community—making connections with prospective employers and gaining hands-on learning opportunities related to current issues in the field.

Students are accepted into the Urban Sustainability Program twice each year – to begin the program in either a Fall/Winter or Spring/Summer semester. For application deadlines, refer to the Academic Calendar (p. 139) or to the AULA website. (<http://www.AntiochLA.edu>)

### Eligibility Requirements

In order to qualify for admission, applicants must supply the following:

- Evidence of a bachelor's degree from a regionally accredited institution of higher education. (Note: Evidence of a bachelor's degree from a non-regionally accredited institution of higher education may be considered, but is at the discretion of the academic program.)
- Evidence of graduate-level writing and communication ability as demonstrated in the Admissions Dialogue and Essay.
- Evidence of a strong academic and/or professional record that indicates potential to succeed in the program.
- Evidence of appropriate experience, goals, and interests that indicate a good fit with the program and potential to be successful in the professional field as provided in the Admissions Dialogue and Essay, previous academic record, resume or curriculum vitae, two Recommendation Forms, and an interview.

### Fast Track Admission for the USMA Program

Interested BA students who already attend AULA may consider applying for the Fast Track option for the USMA Program. See the Fast Track (p. 87) section of this catalog for further details.



## Admission to the Master of Fine Arts in Creative Writing (MFA) Program

The Master of Fine Arts in Creative Writing Program seeks applicants who want to serve as writers in professional, academic, and community settings. Applicants should aspire to develop their skills in the art and craft of writing, care deeply about the role of the arts and artists in society, and share a commitment to and appreciation of culturally diverse writers and traditions. The program upholds AULA's tradition of honoring both academic and experiential learning. Applicants must be self-motivated individuals who are able to work independently in a distance-learning format, as well as a traditional classroom atmosphere. Program participants must have access to a computer, Microsoft Word, and the internet.

Students are accepted into the MFA Program twice each year—at the beginning of the Summer/Fall or Winter/Spring semesters. To be considered for admission to the MFA Program, the applicant must meet all of the eligibility requirements listed below.

### Eligibility Requirements

To qualify for admission, applicants must supply the following:

- Evidence of a bachelor's degree from a regionally accredited institution of higher education. (Note: Evidence of a bachelor's degree from a non-regionally accredited institution of higher education may be considered, but is at the discretion of the academic program.)
- Evidence of exceptional ability as a creative writer as demonstrated in a writing sample (typed and double-spaced with 10 pages of poetry, or 20 pages of fiction, creative nonfiction, or writing for young people).
- Evidence of appropriate experience, goals, and interests that indicate a good fit with the Program and potential to be successful in the professional field as provided in the Admissions Dialogue, previous academic record, samples of work, and two letters of recommendation or Recommendation Forms.

### Advanced Standing

Accepted applicants may apply for no more than one semester's advanced standing if they have successfully completed at least one semester in another accredited MFA in Creative Writing Program. Work completed in other types of graduate writing programs do not count toward advanced standing.

## Admission to the Teacher Credentialing (TC) Program

AULA offers two stand-alone teacher credentialing programs. Within our teacher credentialing programs, the specially-designed curriculum prepares teachers to meet the day-to-day challenges inside the classroom, and provides the skills and knowledge in leadership to become an active force in education reform. Students describe our program as rigorous – but they also say that AULA's emphasis on intellectual development, knowledge of good practice, diversity, and character-building well-prepares them for their real-world teaching careers.

Students may enroll in one of the following teacher credentialing programs, or do a combination of both:

### Preliminary Multiple Subject

The multiple subject teaching credential prepares candidates to teach multiple subjects in classrooms to young people generally in grades K-6.

(We do not offer a single subject program; however, once you have earned a multiple subject credential, you can obtain a single subject credential by passing the CSET in a single subject and completing a 4-unit single subject methods course offered by a college with an approved single subject program.)

### Preliminary Education Specialist Mild/Moderate

The educational specialist teaching credential prepares candidates to teach students with disabilities that include specific learning disabilities, mild to moderate mental retardation, attention deficit and attention deficit hyperactivity disorders, and serious emotional disturbance, for grades K-12 to adult.

A Clear Credential for Multiple Subject or Single is available for any teacher with a preliminary credential seeking to complete their credential requirements.

New students for the Multiple Subject Credential Program are generally admitted in the Fall, Winter, Spring and Summer Quarters. Students are admitted in the Summer only for the Mild/Moderate Credential Program. For application deadlines, refer to the Academic Calendar or to the AULA website.

### Eligibility Requirements

To qualify for admission, applicants must supply the following:

- Evidence of a bachelor's degree from a regionally accredited institution of higher education.
- Evidence of graduate level writing and communication skills as demonstrated in the Admissions Essay.



- Evidence of appropriate goals and interests that indicate a potential to succeed in the Program as provided in the Admissions Essay, previous academic record, resume, and two Recommendation Forms.

Regarding required exams, a minimal standard for admissions is documented evidence of having registered for, taken or passed the CBEST (or CSET sub-test 4) and the Multiple Subject CSET exams. Applicants who have taken but not passed CBEST and the Multiple Subject CSET exams may be provisionally admitted which allows them to enroll in all program coursework while they are preparing for and retaking the examinations. Provisionally admitted candidates who pass the CBEST in their first quarter and the Multiple Subject CSET exams by the end of their third quarter (and who complete all other provisions of their acceptance) are fully admitted and continue in the program. Candidates are required to have passed the CBEST exam by the beginning of their second quarter. On a case by case basis candidates who have not passed the CBEST are provided with support through the writing and/or math center and other individualized support services. Petitions to extend a provisional admit may be submitted and reviewed by the chair. CBEST and CSET preparation books are available in the Department and may be checked out. Candidates are responsible for providing passing score information to the credential analyst.

The Antioch program assesses the candidate's subject matter competency and admits those candidates to the credential program who provide evidence of both of the following:

- CBEST or CSET Writing Skills exam: passage, proof of registration, or scores from exam taken but not passed
- CSET Multiple Subjects exam: passage, proof of registration, or scores from exam taken but not passed

The department carefully monitors each candidate's attempts to complete these requirements.

# Certificate/Non-Degree Program Admissions

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Designed to enhance professional competencies and to better equip students for both academic and alternative career paths, AULA offers the following dynamic certificate programs and teaching credentials. To learn more about any of these programs including the application process and deadlines, click on the program's link below:

Admission to the Post-MFA Certificate in the Teaching of Creative Writing Program (<https://aulanextcatalog.ant/certificatenondegreeprogramadmissions/admissiontothepostmfacertificateintheteachingofcreativewritingprogram/och.edu/certificatenondegreeprogramadmissions/admissiontothepostmfacertificateintheteachingofcreativewritingprogram>)

Admission to the Certificate in LGBT Affirmative Psychology Program (p. 27)

Admission to the Certificate in Conflict and Non-Conflict Related Trauma Studies Program (p. 26)

Admission to the Certificate in Applied Community Psychology Program (p. 26)

## Admission to the Certificate in Conflict and Non-Conflict Related Trauma Studies

The Trauma Certificate program is designed to meet the growing demand for specialized training in the field of conflict and non-conflict related trauma psychotherapy. An increasing number of Americans suffer from trauma-related disorders which include veterans of wars in Iraq and Afghanistan; survivors of natural disasters, victims of crime, and others who have experienced traumatic events. To help meet the growing need to treat those suffering from the effects of trauma, AULA offers a post-degree Certificate in Psychology of Trauma. The certificate program grew out of AULA's Conflict and Non-conflict Related Trauma Psychology Specialization within the master's in Clinical Psychology program, in which students learn about the causes and treatments of trauma in the general population and as a result of conflict and war. In the Program, students are encouraged to contextualize and treat those suffering the effects of trauma in a systemic, ecological, and socially responsible manner by maximizing contact with, and use of, familial and community resources to provide advocacy and a holistic approach to symptom reduction.

The Certificate in Psychology of Trauma was designed for:

- Psychiatrists, clinical psychologists, and practitioners holding an LMFT, LPCC, LCSW, or related license
- Non-licensed professionals who have earned a license-eligible, regionally accredited master's degree in clinical or counseling psychology or a related field
- School/pastoral counselors

## Eligibility Requirements

To qualify for admission, applicants must supply the following:

- Evidence of a bachelor's and master's degree from a regionally accredited institution of higher education.
- Evidence of graduate level writing and communication ability, as demonstrated in the Self-Reflection Statement
- Evidence of appropriate orientation and goals that indicate potential success in the Program as well as future professional work and capacity to reflect insightfully on personal experience, as provided in the Self-Reflection Statement and previous academic record. An interview may also be required to determine eligibility

## Admission to the Certificate in Applied Community Psychology Program

The Certificate is designed for individuals employed in a range of advocacy and/or human services fields who wish to improve their skills and increase their career options. In addition, the Certificate provides excellent opportunities to recent university graduates in the social and behavioral sciences who are interested in entering community intervention work, deepening their understanding of community life and developing practical skills for community and social change. After completing the certificate, participants are able to approach problems with a more integrated point of view and work cooperatively with individuals, organizations, and communities to prevent and ameliorate social problems and strengthen community capacities.

This unique program, the only one of its kind in the United States, offers working adults the opportunity to acquire new skills at a pace that will not overly interfere with their busy lives.

- The Certificate welcomes applicants with a bachelor's degree from an accredited institution
- The 18 month course of study is not as intense as a Master's program but still provides students with quality, hands-on experience and training at a graduate level of study

- Classes meet only once per week, usually on Wednesday evenings, plus additional field study work which can be planned to accommodate hectic schedules
- Students completing the certificate may be eligible to transfer coursework into Master's degree programs

## Eligibility Requirements

To qualify for admission, applicants must supply the following:

- Evidence of a bachelor's degree from a regionally accredited institution of higher education.
- Evidence of graduate level writing and communication ability, as demonstrated in the Admissions Dialogue.
- Evidence of appropriate orientation and goals that indicate potential success in the Certificate Program as well as future professional work, as provided in the Admissions Dialogue, previous academic record, one Recommendation Form, and a face-to-face interview.

## Admission to the Post MFA Certificate in the Teaching of Creative Writing

This one-semester program is for writers who also aspire to teach writing at any level. Accepted applicants study writing pedagogy and gain experience as instructors through supervised teaching placements in their local communities. In order to be eligible for the Post MFA Certificate in the Teaching of Creative Writing Program, applicants must have already earned an MFA in Creative Writing from AULA or another accredited institution. In reviewing applicants the Post MFA Admissions Committee considers applicants' performance in their MFA work as well as other supporting materials, including answers to a series of questions that must be addressed in their Letter of Application (part of the Application Package).

Applications for the Post MFA Certificate in the Teaching of Creative Writing Program are reviewed on a rolling basis. There is no application deadline, although applicants are encouraged to apply early as cohort space is limited. Qualified applicants will be admitted for the next available starting date in either June or December.

## Eligibility Requirements

To qualify for admission applicants must supply the following:

- Evidence of a bachelor's and an MFA in Creative Writing degree from a regionally accredited institution of higher education. (Note: Evidence of a bachelor's degree from a non-regionally accredited institution of higher education may be considered, but is at the discretion of the academic program.)
- Evidence of exceptional ability as a creative writer as demonstrated in a writing sample (10 page maximum).
- Evidence of appropriate experience, goals, and interests that indicate a good fit with the program and potential to be successful in the professional field as provided in the Letter of Application, previous academic record, samples of work, curriculum vitae, and two letters of recommendation or Recommendation Forms.

## Admission to the Certificate in LGBT Affirmative Psychology Program

The LGBT Psychology Certificate program is designed to meet the growing demand for specialized training in the field of LGBT-affirmative psychotherapy. Developed from AULA's graduate-level LGBT Specialization in Clinical Psychology (the first of its kind in the nation), the certificate program prepares mental health professionals to provide more effective and compassionate therapy for lesbian, gay, bisexual, and transgender clients. Students gain a historical and cultural perspective on LGBT oppression and identity; study the impact of both external and internalized homophobia and heteronormativity; and learn LGBT-affirmative therapy techniques that validate and celebrate the special gifts of LGBT individual.

The Certificate in LGBT Psychology was designed for:

- Psychiatrists, clinical psychologists, and practitioners holding an LMFT, LPCC, LCSW, or related license
- Non-licensed professionals who have earned a license-eligible, regionally accredited master's degree in clinical or counseling psychology or a related field
- School/pastoral counselors

## Eligibility Requirements

To qualify for admission, applicants must supply the following:

- Evidence of a bachelor's and master's degree from a regionally accredited institution of higher education.
- Evidence of graduate level writing and communication ability, as demonstrated in the Self-Reflection Statement.
- Evidence of appropriate orientation and goals that indicate potential success in the Program as well as future professional work and capacity to reflect insightfully on personal experience, as provided in the Self-Reflection Statement and previous academic record. An interview may also be required to determine eligibility.

# Undergraduate Program

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Antioch University Los Angeles welcomes interest from potential undergraduate students year-round. Please see Undergraduate Program Admissions (p. 18) to begin.

AULA offers the following:

- Liberal Studies: Major Area of Concentration (p. )
- Addiction Studies: Major or Minor Area of Concentration (p. )
- Business and Social Entrepreneurship: Major or Minor Area of Concentration (<http://aulacatalog.antioch.edu/undergraduateprogram/bachelorofartsinliberalstudiesba/#ibusinessandsocialentrepreneurship>)
- Child Studies: Minor Area of Concentration (p. )
- Creative Writing: Major or Minor Area of Concentration (p. )
- Psychology: Major or Minor Area of Concentration (p. )
- Queer Studies: Minor Area of Concentration (<https://aulanextcatalog.antioch.edu/undergraduateprogram/bachelorofartsinliberalstudiesba/#queerstudiesminorareaofconcentration>)
- Urban Community and Environment: Major or Minor Area of Concentration (p. )
- Individually Designed Concentration (p. 43)

## Bachelor of Arts in Liberal Studies (BA)

Liberal education addresses our democracy's need for an educated and critically aware citizenry; it also serves to enhance personal and professional roles. Since its inception in 1972, the BA degree completion program at Antioch University Los Angeles has provided a liberal studies curriculum designed to assist students in becoming independent life-long learners with a sound grasp of disciplinary content and an ability to think critically and creatively about the social issues that influence their lives, communities, families, and professions. The liberal studies curriculum – based on a tripartite model of academic rigor, experiential learning, and social engagement -- cultivates ethical understanding, perspective taking, diversity, and an appreciation of historical and political issues. The learning activities – courses, internships, and independent studies -- are often interdisciplinary and integrative in their design. The interdisciplinary nature of the program fosters students' capacity to synthesize what they are learning and to understand complex social issues in a holistic way.

## PURPOSE AND VALUES OF THE BA PROGRAM

The BA in Liberal Studies Program provides its students with a broad base of knowledge, skills, experience, and the intellectual flexibility to become critically informed participants in their professions and communities. The Program fosters students' critical awareness by examining the multiple contexts that shape knowledge and inspire courageous action. By linking knowledge to agency, the Program challenges students to demonstrate their commitment to personal responsibility, concern for the rights of others, and to the goal of achieving social justice in our communities and our world.

## PROGRAM LEARNING OBJECTIVES

The BA Program infuses its curriculum with this purpose and these values through learning activities that cultivate the following intellectual and practical skills, applied learning, social awareness and responsibility:

### Critical and analytical thinking ability

This objective cultivates students' ability to reach conclusions founded on their examination of a variety of authorities within and across various disciplines. As critical thinkers, students develop an appreciation of the complexities and nuances of problems under investigation by examining the historical, social, and political contexts in which the problem emerged. Critical thinking also entails assessing evidence and methodology as well as the logic of an argument and biases that undermine it. And it includes the capacity for self-reflection, that is, the ability to take stock of one's own learning and experience and to harvest effective change through the self-awareness gained.

### The ability to understand issues from multiple perspectives

This objective fosters the capacity to take a spectrum of perspectives into account, to acknowledge respectfully points of view that differ from or are opposed to the student's own, and to weigh these perspectives with fair-minded analysis that enriches the complexity of the student's thought. This objective promotes the development of an appreciation for underrepresented perspectives, unfamiliar forms of discourse and representation, and different ways of knowing. This objective further challenges students to develop their capacity to respond constructively to classmates' contributions as responsible members of the AULA learning community.

### The ability to connect learning to lived experience

This objective calls upon students to apply abstract knowledge to their lived experience and concrete issues. The insights of theory help to organize and conceptualize data drawn from experience. At the same time, experientially based knowledge can serve as an effective measure for assessing the

validity of theoretical knowledge. This objective challenges the student to synthesize connections among academic knowledge and experiences outside of the formal classroom to deepen understanding of fields of study, to broaden her/his own points of view, and to integrate these perspectives into new levels of insight and awareness.

### **Social and intercultural awareness**

This objective calls upon students to identify and engage with their own cultural patterns and biases and to seek understanding of others whose history, values, and cultural practices are different from their own. The objective fosters appreciation of cultural differences and critical awareness of the social, economic, political, and environmental justice issues that impede the goal of equality and inclusiveness.

### **Civic and community engagement**

This objective challenges students to develop understanding of the interconnectedness of societies and the commitment, skills, and knowledge necessary to contribute to the on-going work for justice through activism and engagement in local and/or global communities. The objective calls upon students to sharpen their awareness of their own civic identity and the ways they might contribute to the public space through community projects and ethical social action.

### **Core competency in foundational skills**

These skills -- including writing, quantitative reasoning, information literacy, technological literacy, oral communication, and research -- establish the foundation for professional effectiveness, continued academic study, lifelong learning, and robust social action.

## **PROGRAM OVERVIEW**

AULA understands learning as an interactive process in which the student and teacher together develop attributes of liberally educated individuals. To that end, AULA encourages its faculty to present their own work, commitments, and values in the classroom while faculty members encourage students to define and reflect upon their own goals, interests and values.

Some of the educational and developmental principles that guide the program's pedagogic philosophy are:

- **Respect:** Instructors are expected to treat what the student knows with respect. This principle acknowledges the power differences between teachers and students deriving from the teacher's expertise, yet it assumes that the students' thinking and knowledge are central to the interactive learning process
- **Developmental Match:** AULA encourages instructors to assess the student's level of knowledge and to design course work and independent studies that are sufficiently flexible to challenge the student to build upon that knowledge and extend it to a new level of complexity
- **Problem-Solving/Conflict Situations:** AULA expects instructors to engage students in genuine social and cognitive debate about problematic situations and to pursue constructive solutions
- **Interactive Activities:** Instructors involve students in activities in which there is regular feedback from the instructor
- **Student Interest:** AULA encourages instructors to allow their students' individual interests to help shape their research and writing assignments
- **Active Learning:** Whenever possible, course design promotes opportunities for students to apply what they are learning. Learning involves theory and practice, as well as critical reflection on this relationship

AULA's BA Program emphasizes the historical and socio-political context of thought and knowledge. This implies the following practices:

- **Historical Context:** AULA encourages both the student and the instructor to situate the content of the learning in historical perspective and contemporary context.
- **Contextualization:** Instructors compare and contrast ideas, theories and practices not only in terms of their quality and validity but also in terms of their contextual antecedents such as gender relations at the particular time, social stratification, and values of the society. The way in which the ideas or theories reflect or sustain particular power relations in society is also part of the context for consideration.
- **Values and Outcomes:** Instructors emphasize the values embedded in ideas, theories, and practices and the social outcomes to which the values contribute.
- **Academic Freedom:** AULA stands behind the principle of academic freedom for both faculty and students. Instructors may present content that is uncomfortable to some individual students. Students and faculty are encouraged to discuss any areas of discomfort in order to ensure that academic freedom and the critical exploration of ideas occur in the context of respect and responsibility to the class as a whole

## **DEGREE REQUIREMENTS**

The BA degree requirements are:

### **1. Unit Requirement**

To complete the degree, students must earn 180-200 quarter units overall of which a minimum of 90 units must be upper division. (Note: units earned through DSST or CLEP testing may be counted as lower division units only.)

## 2. Residency Requirement

Students must also earn a minimum of 45 quarter units during residency at AULA. Residency units must be AULA classes, seminars, workshops, independent studies, or internships. Prior learning units and units earned through other means such as DSST or CLEP testing do not accrue toward residency.

## 3. General Studies Requirement

Students must earn a minimum of six units and no more than 39 units in each of six Domains of Knowledge: communications, sciences, humanities, fine arts, social sciences, and quantitative methods.

Students must complete a minimum of 100 units of General Studies overall.

The General Studies units may include any combination of upper and lower division units. AULA provides a range of general studies courses to assist students in completing domain requirements and to help students gain knowledge and skills appropriate for the development of a liberally educated person.

The following is a guide to the types of courses generally included in each domain:

## Communications

All Writing Courses	Foreign Languages
Journalism	Media Studies
Speech	Linguistics
Television	Communications

## Fine Arts

Painting and Sculpture	Dance
Design	Film and Video
Music	Theatre Arts
Photography	

## Humanities

History	Literature
Philosophy	Religion
Anthropology	Humanities
Women's Studies	

## Quantitative Methods

Intermediate Computer Science	Advanced Computer Science
Finance	Mathematics
Research Methods	Statistics

## Sciences

Anatomy	Astronomy
Biology	Health Science
Nutrition	Physical Geography
Physiology	Geology
Environmental Studies	Chemistry

## Social Sciences

Accounting	Administration
Anthropology	Economics
Education	Finance
Gerontology	Human Development
Law	Management

Political Science	Psychology
Sociology	Business
Social Work	Urban Studies
Labor Studies	Library Science
Organizational Management	Public Administration
Social Services Administration	Teacher Education
Addiction Studies	

#### 4. Major and Minor Area of Concentration Requirements

Students must complete a minimum of 40 units and a maximum of 80 units in a Major Area of Concentration. The BA Program currently offers six Major Areas of Concentration with a wide variety of core courses, electives, internships, and independent study opportunities for each: 1) Liberal Studies, 2) Business and Social Entrepreneurship, 3) Creative Writing, 4) Psychology, 5) Urban Community and Environment, and 6) Addiction Studies. Note that units counted towards an Area of Concentration cannot be used to meet the domains of knowledge requirements and vice versa.

Students are encouraged to work very closely with their faculty advisors as they develop degree plans appropriate to their educational and career goals. The faculty strongly recommends that at least half of the units in the student's chosen Major or Minor Area of Concentration be upper division. Students who are not able to accrue 20 upper-division units in one of the specialized Major Areas of Concentration should opt for Liberal Studies as their Major Area of Concentration. Students are also strongly advised to take as many of the core courses in the specialized Major Area of Concentration, as listed in this catalog and as identified on the quarterly course schedule. Students who take the recommended core courses acquire a strong foundation in their chosen discipline.

The student should choose and declare the Major Area of Concentration in the first two quarters of enrollment and work closely with his or her advisor to identify internship opportunities and independent studies that will reinforce the learning in the chosen discipline. If a student has not completed 40 credits in a specialized Major Area of Concentration by the time of candidacy review, the Major Area of Concentration will be designated as Liberal Studies.

Students may also opt for a Minor Area of Concentration in any of the above-listed specialized Major Areas of Concentration – Business and Social Entrepreneurship, Creative Writing, Psychology, Addiction Studies, and Urban, Community and Environment -- and also in Child Studies and Queer Studies. To earn a Minor Area of Concentration, a student must earn at least 20 units in the concentration of which at least 10 are upper division units.

For further information on the curriculum of each specific area, please see the section below, "Areas of Concentration."

#### 5. Self-Directed Non-Classroom Learning Requirement

Each student must complete a minimum of 6 units of learning outside of the classroom through internships or field work completed previously at another institution and approved by AULA for transfer credit by any of the following learning activities:

- Internships undertaken while in residence at AULA
- AULA Independent Studies that focus on field work, learning through personal experience, and/or are conceived and crafted by students in collaboration with their evaluators
- Upper-Division Prior Learning, where upper division is determined by students' ability to situate their learning experience within appropriate disciplinary discourses and to reflect critically on both the experience and their learning

For any of the activities itemized above to qualify for Self-Directed Non-Classroom Learning credit they must be:

- Approved in advance following the specific guidelines for internships, independent studies, and prior learnings. For further information, see the section below on Non-Classroom Learning
- Accompanied by a Student Learning Analysis, which reflects critically on the learning in terms of the student's understanding of the discipline or internship experience, as well as the knowledge and development gained in the experience. Additional documentation of learning is also expected, depending on the specifics of the learning activity

For further information on internships, independent studies, and prior learning, please see the section below, "Types of Learning."

#### 6. Other Requirements

##### *Educational Foundations Course*

All entering BA students are required to enroll in and successfully complete the Educational Foundations course (EDU 380A) during their first quarter at AULA. The course familiarizes students with AULA's educational philosophy; trains them in using Antioch University's Gmail and Sakai online learning management system and OhioLink (Antioch's library database access); provides students with their math and writing assessments; and prepares students for the sort of critical reading and writing that will be expected of them during their enrollment.

Students who fail to complete Educational Foundations during their first quarter of enrollment will receive an "incomplete" or a "no credit" for the course, which will result in being placed on academic probation or dismissal. Students who are not maintaining satisfactory performance or not completing requirements for this course in a timely manner may receive a "Letter of Concern from the instructor, spelling out what actions the student needs to take



in order to earn credit for the course. (See "Academic Policies and Procedures" section of this Catalog for more information about the Letter of Concern.) For students who have received a Letter of Concern in Educational Foundations, registration for the second quarter may be delayed until they have resumed good progress in this course.

#### *Core Competency Assessment*

During the Educational Foundations course, all students complete three assessments to determine their incoming skills in academic writing, critical thinking, and math. The writing and critical thinking assessments provide baseline information for placing the student in the academic writing course appropriate to the individual student's skill level. The math assessment identifies the student's basic skill level and any weaknesses to be addressed through required review workbooks, workshops, tutoring, or other intervention aimed at assisting the student in achieving college-level proficiency in math. Students are required to complete these assessments and fulfill the subsequent writing requirements and/or math review requirements even if they have previously met the communications and quantitative domain requirements.

#### *Instructional Requirement*

At least 50 percent of all units earned during enrollment at AULA must be evaluated by members of the AULA Core, Associate, or Adjunct Faculty.

#### *Satisfactory Academic Progress Requirement*

Per University policy, students must successfully complete and earn credit for a minimum of 75 percent of the units they attempt in order to maintain good standing and be eligible for graduation, with the following exceptions. 1) During the first quarter of enrollment the minimum completion rate is 50 percent to maintain good standing; during the second quarter, the minimum completion rate is 66 percent. 2) Students admitted with the provision of successful completion of the first quarter must complete and receive credit for all units attempted in order for the student to become fully admitted to the BA Program. A student with the first quarter provision who fails to complete and receive credit for any learning activity may be dismissed or may petition the program chair, with the recommendation of the student's advisor, to continue. (A student with a pending petition will be allowed to register for the following quarter while his/her petition is being reviewed.) If the petition is accepted, the student may continue on academic probation until he or she has achieved good standing.

## **TYPES OF LEARNING**

BA students pursue their education through classroom learning, internships, and independent studies. They also have the opportunity to receive credit for college-level learning obtained through prior experience.

AULA's educational approach emphasizes experiential learning, which recognizes the validity of learning acquired through participation in the home, workplace, and/or community. In these settings, students often construct new knowledge when prior assumptions and understandings are challenged. Likewise, their direct experiences may challenge and enrich current bodies of scholarship. Experiential learning exercises in the classroom are also encouraged such as site visits, data collection, and learning activities that promote the integration of theory and practice and confer academic value on adult students' experiences.

### **Classroom Learning**

This category includes classes, seminars, and workshops taken at AULA. These offerings taught by core, associate, and adjunct faculty are announced and listed in the Quarterly Schedule published prior to the student advisement and registration period each quarter.

#### **Classes**

Most BA Program classes are upper-division courses, although some lower division courses are provided to assist students in improving proficiency in areas such as writing and math. Most courses meet once a week for three hours and extend over a ten-week quarter. The BA Program is also experimenting with other delivery models such as five-week intensives and online courses to enhance scheduling flexibility. Students taking on-line courses are expected to have their own high-speed Internet Service Provider and an active AULA Gmail account.

Some BA classes are cross-listed; they appear in the Quarterly Schedule with two discipline and number designations. At registration, the student selects one of the designations and applies that course to one Domain of Knowledge or to the Area of Concentration. The choice determines how the class appears on the academic transcript. Students should keep in mind that the discipline designation can be changed after the add/drop period only by petition.

#### **Seminars**

Seminars offer directed independent study in a group setting, providing an opportunity to focus in depth on particular lines of inquiry. Readings are usually assigned prior to the first meeting. Students are expected to do independent library or empirical research and writing, and to document their learning through presentations and/or papers.

#### **Workshops**

These learning opportunities allow students to become acquainted with subjects not typically present in the regular course curriculum. A one-unit workshop typically runs from 8 to 10 hours in a single day. Between 20 to 22 hours of non-classroom learning such as field work, data collection, reading and/or writing are also expected. Some workshops may require papers whereas others may require more reading or an experiential project. Incompletes



are generally not allowed for workshops. Most workshops have assignments that must be completed before the class meets. Students are responsible for checking the Quarterly Schedule of Classes and syllabus posted in the AULA BA Google site for early assignments and completing them in advance. It can be disruptive to the workshop if some students attend without having completed the prior reading. In these cases, the instructor has the right to ask the student to leave the workshop. Extra units and grade equivalents are not allowed for workshops.

## Non-classroom Learning

AULA has long been recognized as an innovative pioneer in awarding credit for college-level learning accomplished outside the traditional classroom. In 1922, Antioch College established a Co-Op program that required traditional-aged students to participate in work, community service, or travel as part of their Antioch College educational experience. More recently, Antioch University, catering to returning adult students, has led the way in recognizing learning gained prior to university re-entry as potentially valid and creditable college-level learning. The recognition underlying both of these initiatives is that education must further the development of self-directed, life-long learners.

Non-classroom learning includes internships, independent studies, and prior learning. These types of learning activities are intended to supplement the classroom learning experience, not serve in lieu of classroom study. Students should work with their advisors to achieve an appropriate balance between classroom and non-classroom learning in their overall program.

Each non-classroom learning activity is supervised by an evaluator with credentials appropriate to the topic of the study. In some cases, with the advisor's approval, an outside evaluator may be enlisted to supervise a specialized topic.

## Internships

An Internship is a field-based learning activity that takes place in an applied setting (business, community organization, high school, senior center, etc.). BA Internships recognize the special circumstances of adult students by linking classroom and workplace. The program stresses an interdisciplinary perspective while combining rigorous academic standards and hands-on learning. It offers students an opportunity to expand their learning experiences, apply a range of new skills, play an instrumental role in a community organization, become an active part of the city of Los Angeles, and reflect academically about the learning process.

The Internship format offers:

- Academic credit, up to 4 units per internship
- State-of-the-art academic support for experiential learning
- A range of sites to choose from among the most progressive community organizations in Los Angeles
- The opportunity to work individually or in collaborative teams
- Internship sites that match students' academic concentrations
- One-on-one guidance to develop appropriate learning objectives, to take advantage of academic opportunities, and to showcase learning analyses.
- A rigorous evaluation model through which future employers and/or graduate program admissions will clearly discern the scope of students' abilities

All undergraduate Internship activities are numbered 253, 353, or 453 with the appropriate subject prefix. Interns are expected to demonstrate their learning by submitting an Internship Journal and a Student Learning Analysis. Unlike a course, an internship involves establishing a suitable placement, developing a proposal, and gathering approvals to be completed with the support of the Internship Program office at least six weeks before the internship begins. Detailed information -- including procedures and academic standards for demonstration of learning -- can be found in the Internship Program Handbook posted in the Internship section of the BA Program Google Site, together with all other forms used to set up, register and document these learning activities. Grade equivalents are not allowed for Internships.

## Independent Study Projects (ISPs)

BA students may undertake self-directed reading, writing, and other learning experiences based upon a learning contract they negotiate with a faculty evaluator, whose academic expertise and credentials match the topic of study, with their advisor who must approve the selection of the evaluator as well as the proposal, and with the approval of the Independent Study Faculty Coordinator. Students may earn 1- 4 units for an Independent Study project. Students may earn a maximum of 20 units through ISP toward their degree; under special circumstances a student may petition the Chair of Undergraduate Studies to exceed this maximum. Independent Study proposal forms are available in the Undergraduate Studies Office and on the BA Google site. The form must be submitted, with the signature of the evaluator, advisor, and ISP faculty coordinator during registration.

All undergraduate Independent Study learning activities are numbered 151, 251, 351 or 451 with the appropriate subject prefix. In the proposal, the student also specifies the title of the study, the learning objectives, learning activities, and method of demonstrating learning, which must be approved by the evaluator, the student's faculty advisor, and the ISP faculty coordinator. For an activity that extends for more than one quarter, an approved Independent Study Form is required for each quarter, and the student must be evaluated each quarter. The student may assign the letter A, B, C, etc. to the Independent Study subject prefix number when exploring the same topic in consecutive quarters. Note that in these cases the learning objectives must change in each subsequent proposal.

## Prior Learning

Prior Learning refers to college-level learning that took place outside of college or university classes after high school and before enrollment at AULA. Many adult students enter AULA's program with college-level learning acquired in such diverse settings as the workplace, home, or volunteer

organizations. Awarding credit for prior learning is based on the assumption that a great deal of college-level learning that takes place in adult life experience is as valid as traditional classroom learning. Prior learning is also more likely to have been applied in real-life situations, allowing for fuller understanding and longer retention of what was learned.

Prior learning credit is awarded only for demonstrated college-level learning, not for experience alone. College-level learning is defined as learning that 1) has both theoretical and practical understanding of the subject, 2) has applicability beyond the immediate context in which it was learned, 3) is acquired after high school graduation or its equivalent, and 4) falls within an area eligible for higher education as identified by academic and professional experts. AULA strives to maintain a fair, high quality evaluation process with appropriate standards. These standards, policies, and procedures are based on the Council for Adult and Experiential Learning (CAEL) standards that are widely recognized internationally in the field of prior learning, as well as the Antioch University policy on Prior Learning.

Students can earn a maximum of 22 lower division units, although limits apply for students transferring in extensive lower division units. (The total of prior learning and transfer units cannot exceed 90 lower division units.) Students may also earn up to 22 upper division units of prior learning, for an overall maximum of 44 units. Prior learning units may not duplicate units transferred to Antioch or units earned through Antioch courses or independent studies. Prior learning credits are not awarded until students complete 24 units of course and/or internship credits at AULA. In order to begin documenting any Prior Learning, students must take and complete the Prior Learning Workshop. This workshop assists students in conceptualizing prior learning, developing successful prior learning proposals, and in understanding the documentation process. Students are advised to take this workshop early in their program. Each prior learning activity requires the completion of a Prior Learning Proposal Form, which is approved by the Prior Learning Coordinator and faculty evaluator. Up to 4 lower or upper division units can be requested for each prior learning activity. Upon review of the documentation, the Prior Learning Coordinator and faculty evaluator will make the final determination about the awarding of credit. Prior learning units do not count toward the Residency Requirement. For more detailed information regarding policies and procedures for Prior Learning, students should review the Prior Learning Workshop Reader available on the BA Program Google site.

Students may register for prior learning projects at any time, except not during their final quarter of enrollment. Students pay a fee for each prior learning activity. Prior learning projects may also be completed and evaluated at any point and are not tied to the quarterly schedule.

Students need to balance the time and energy spent on courses, internships and independent studies with that spent on completing documentation of Prior Learning if they intend to earn this form of academic credit. Some students find it helpful to devote an entire quarter to completing Prior Learning documentation, without registering for classes in addition. In this case, the student must register for Enrollment Maintenance (p. ).

AULA is required to retain and archive all Prior Learning documentation. Students should keep copies of their Prior Learning work for their own files, as their originals will not be returned. Students who wish to transfer prior learning credit to another undergraduate program should check if the institution accepts these credits in transfer. Students should also check with any graduate programs to which they intend to apply to find out their policies regarding credit for prior learning experience. Grade equivalents are not allowed for prior learning.

## Evaluation of Non-Classroom Learning

For all non-classroom learning, BA students complete and submit a Student Learning Analysis (SLA) to the evaluator. AULA believes that for independent learning activities, this self-evaluation is a crucial part of the student's learning experience. The objective is to provide an opportunity for the student to participate in the evaluation process and to encourage students to be critical and reflective about their learning as they articulate and share these reflections with an academic audience.

The SLA affords students the opportunity to focus on the following: how the student met the program learning objectives as well as the learning objectives of the particular independent study, internship, or prior learning; what were most significant parts of the learning; a self-assessment on the level of learning acquired; directions for further study; insights into the larger context of the learning; and a summary of how the learning benefited the student. The SLA should be clearly written, concise, detailed, and balanced, referring both to strengths and to areas for improvement. Please note that the SLA is not a mere listing or description of tasks and activities. Other documentation such as a paper, report, and bibliography may be attached to the SLA to complete the evidence substantiating the learning. The SLA together with accompanying documentation provides the basis for the evaluator in writing the Student Learning Evaluation. Internships and Prior Learning have specific requirements for the SLA, guidelines for which may be found on the AULA BA Google site.

## PLANNING THE PROGRAM

During the first two weeks of enrollment, each incoming student is assigned to a faculty advisor and receives notification by email. This relationship is not only a means to assist the student in planning and completing the degree requirements; it is, more importantly, a mentoring relationship. The advisor is available for guidance on course selection, independent studies and internships, preparing for graduate study, and developing future professional plans, but also for help in setting goals, reflecting on the questions that animate the student's educational quest, and exploring the pathways to a life of meaning and purpose. The advisor also reviews the student's academic progress and the quality of her or his work on a regular basis.

Students are expected to contact their assigned advisor and set up an initial advisement meeting during weeks 2-4 and a follow-up meeting during week 8, which is designated as advisement week for advisors to meet with their advisees in planning the student's course schedule for the next quarter, in preparation for registration during week nine. First quarter students are required to meet with their advisor before registering for the second quarter.

During the initial degree planning and follow-up advisement meetings, students work with their advisor to design a program that meets basic degree requirements. This involves determining:

- How many transfer units will be included in the BA degree, based on the official Degree Audit Report (DAR)
- How many Prior Learning units the student plans to document, if applicable
- The appropriate course load per quarter
- How many quarters of residency at AULA are needed and the tentative target date for completing the degree
- Which initial writing course is required as determined by assessment
- What workbook review, if any, is required in math, as determined by assessment
- How the various degree requirements will be met
- Which Major Area of Concentration is appropriate to the student's educational goals and which core courses are needed to build a strong foundation
- How to plan the program to meet graduate school requirements, if applicable

These basic program planning discussions are initiated in the first quarter of enrollment with follow up during subsequent quarterly advisement meetings. Many students find it useful to construct a timetable of study indicating when they expect to fulfill course requirements.

Early in the program and prior to candidacy for graduation, students should be sure to address the following issues

- Attend the Prior Learning Workshop at an early point in the program, if the student intends to incorporate prior learning into his or her program. Make sure that Prior Learning proposals are filed with the Registrar with final approval signatures of the Prior Learning Coordinator and the evaluator
- Design the Major Area of Concentration during the first or second quarter of residency. Students cannot declare a specialized concentration after candidacy review begins during the student's penultimate quarter
- Units of credit transferred to AULA from other institutions must be evaluated and accepted by the Office of the Registrar early in the degree program. It is not possible to accept additional transfer credit during candidacy preparations or the actual candidacy review
- Students should track their progress toward completing degree requirements from their earliest quarters in the program by reviewing their Degree Audit Report with their advisor each quarter prior to registering for classes

## AREAS OF CONCENTRATION

### Liberal Studies: Major Area of Concentration

The Liberal Studies concentration allows students considerable freedom in designing their educational program and encourages students to be active agents in defining the parameters of their concentration. To this end, there are no set core courses for the Liberal Studies concentration. Each student, with an advisor, has maximum flexibility in shaping her or his course of study and meeting individual learning objectives. The Program recommends that students earn all 180-200 quarter units across a broad array of disciplines with 9-15 quarter units in each of the six Domains of Knowledge but no more than 39 units in any single Domain. The program faculty also recommends that students strive for a balance of upper and lower division learning in establishing their degree plans.

Students choosing the Liberal Studies concentration should work closely with their faculty advisors to develop a degree plan characterized by:

- Breadth across all domains of knowledge
- Depth of study in specific areas of interest
- Development of critical thinking, writing, and oral presentation skills
- Integration of theory and practice
- Independent study
- Cross-disciplinary approaches to issues of power relations, race, class, sex, gender, and diversity issues

### Non-Classroom Learning

The faculty recommends that students supplement their course work with an internship in a setting that acquaints students with the work of community organizations or professional fields in which they are thinking of focusing their careers. In addition, independent studies provide opportunities for students to pursue new learning in specialized areas of interest in self-directed individual or collaborative projects under the guidance of faculty mentors. The prior learning process is another option that affords students the opportunity to reflect on the knowledge, values, and commitments gained in the course of lived experience outside of the formal classroom.

### Addiction Studies: Major or Minor Area of Concentration

Through the integration of theoretical understanding, experiential learning, and a broad liberal arts education, learners engaged in the Addiction Studies Concentration will gain a critical understanding of addiction, its treatment, its individual, social and community impact, and the personal and professional ethical concerns of working in the addiction treatment profession. The core curriculum fosters a global perspective on the impact of addiction on the individual, family and community while engaging strength-based approaches to prevention, intervention and treatment.

The Addiction Studies Concentration at Antioch University Los Angeles was developed in 2012 to respond to the call for higher education in the addiction treatment profession. This concentration serves learners who are interested in entering the addiction treatment profession by equipping them with the competencies and knowledge needed to sit for credentialing examinations to become certified addiction treatment counselors. This concentration also serves learners who may already have professional experience in the addiction treatment field (or other helping professions) by providing advanced learning opportunities to meet the ever changing and expanding needs of those they serve.

### Curriculum:

The Addiction Studies Concentration curriculum is designed to fulfill the educational requirements necessary for credentialing as a certified addiction treatment counselor in the state of California and to provide appropriately challenging coursework that will offer upper division scholarship in addiction studies.

Learners who declare the concentration with the intention of becoming certified addiction treatment counselors must complete the following core and expertise courses to prepare for the certification exam. All other learners are encouraged to build these core and expertise courses into their program of study as scheduling allows. Courses are offered in rotation throughout the yearly schedule.

### Course List

#### Core Courses

ADS 301	Addiction & Human Development	3-4
or PSY 301A	Addiction & Human Development	
ADS 314	Addiction & Marginalized Populations	3-4
or PSY 314A	Addiction & Marginalized Populations	
PSY 356A	The Science of Psychopharmacology	3-4
or PSY 356A	The Science of Psychopharmacology	
PSY 359	Theories of Addiction	3-4
PSY 366A	Psychology of Addiction	3-4
PSY 391A	Integrating Addiction Counseling Proficiencies	3-4

#### Expertise Courses

ADS 310	Addiction & Counseling: Models of Practice	3-4
ADS 315	Group Facilitation for Addiction Counselors	3-4
or PSY 369A	Group Facilitation for Addiction Counselors	
ADS 317	Counseling Addiction & Co-Occurring Disorders	3-4
or PSY 317A	Counseling Addiction & Co-Occurring Disorders	
ADS 318	Addiction & Family Dynamics	3-4
or PSY 318A	Women and Mental Disorders	
ADS 319A	Process & the Addiction Counselor	3-4
or PSY 319A	Process & the Addiction Counselor	
PSY 319	Ethics in Counseling and Psychotherapy	3-4

The California Association of Alcohol and Drug Educators (CAADE), as well as other credentialing bodies, have stated that addiction treatment professionals require an education across many domains to effectively engage the diverse, unique and rapidly changing needs of individuals, families and communities experiencing the impact of addiction. Therefore, learners are advised to take a broad range of coursework in the arts, science, philosophy, quantitative studies, history and sociology to gain additional understanding of the diverse complexities that underlie the phenomenon of addiction.

### Non-Classroom Learning

The Addiction Studies Concentration is developing relationships with numerous human service organizations, clinical settings, and social advocacy groups in the Los Angeles area that meet the requirements for credentialing (i.e., fieldwork experience at a state licensed agency). It is recommended that learners in the Addiction Studies Concentration take at least 9 units of internship/fieldwork (this is mandatory for learners seeking a credential) in one of the placement sites in order to gain real-world experience and have an opportunity to apply classroom learning in real time work environments.

Additionally, the faculty works individually with learners to develop and design specialized topics of independent study that can be counted toward completion of the concentration.

### Education Requirements for Certification in the State of California

The California Department of Alcohol and Drug Programs (ADP) has oversight over the eight credentialing bodies that provide certification and credentialing for AOD (alcohol and other drug) counselors in the State of California. The ADP is responsible for enforcing the Counselor Certification Regulations, Title 9, Division 4, Chapter 8 of the California Code of Regulations (CCR).

*The educational requirements for certification mandated by the CCR:*

Prior to certification as an AOD counselor, the certifying organization shall require the registrant to:

- Complete a total of 155 hours of classroom education and training:
  - Education on Technical Assistance Publication Series 21 (TAP 21), "Addiction Counseling Competencies, The Knowledge, Skills, and Attitudes of Professional Practice"
  - Education on ethics, and communicable diseases
  - Training on the provision of services to special populations such as aging; co-occurring disorders; disabilities; gay, lesbian, transgendered and cultural differences; and individuals on probation/parole
  - Training on the prevention of sexual harassment.
- Complete a specified minimum documented hours (250) of supervised training and work experience providing counseling services in an AOD program.

For more information on State requirements please visit the state of California's page (<http://www.adp.ca.gov>)

The BA Addiction Studies curriculum at Antioch University Los Angeles is designed to exceed the minimum educational requirements mandated by the State of California for addiction treatment professionals and to prepare students to be socially aware and effective agents of healing and transformation for individuals, families and communities.

## Business and Social Entrepreneurship: Major or Minor Area of Concentration

Business professionals must meet the challenge of understanding the complex technological, social, political, ethical, and ecological issues in the global economy. Critical thinking and problem solving skills in broad interdisciplinary frames are essential. Issues of diversity in the workforce, economic and environmental sustainability, the changing role of capital in the global economy, the role of information and technology are among the topics to be addressed together with a critical appreciation of the role of people in organizations. AULA's Business and Social Entrepreneurship Concentration is designed to help students develop the knowledge necessary for understanding and challenging the professions they will enter and lead. Interdisciplinary course work in philosophy, psychology, and political theory are integrated with the theory and practice of socially responsible business management, making the curriculum relevant for entrepreneurs, managers in small businesses, as well as corporate, public, and non-profit organizations.

The courses on social entrepreneurship and nonprofit management highlight the potential for business to contribute to the work of social change. By examining organizing strategies of nongovernmental organizations and nonprofits, the individuals and organizations that foster entrepreneurial change in the social sector, and the innovative business practices that effect positive social outcomes, the concentration offers a socially engaged approach to the study of business.

### Core Curriculum

The Business and Social Entrepreneurship concentration core courses address the broad categories listed below, with core courses offered in rotation. Students in this concentration are advised to build these courses into their program of study to whatever extent scheduling allows.

#### People in Organizations

BUS 357	Interpersonal Communication in the Workplace	3
BUS 332	Small Group Process	3
BUS 362	Management in the Multicultural Workplace	3
MGT 517	Organizational Behavior: People in Organizations	4

#### Foundations

BUS 346	Principles of Finance	3
BUS 355	Principles of Marketing	3
BUS 373	Accounting Practices	3

#### The Context of Business

BUS 381	The Political Environment of Business	3
BUS 382	Global Economics	3
BUS 431	Social and Ethical Issues in Management	4

Social Entrepreneurship

BUS 321	Transformative Forces: Case Studies in Social Entrepreneurship	3
BUS 325	The Business of Social Change	3

Opportunities for Applied Learning

BUS 353	Internship	1-4
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Business students are advised to take a broad range of liberal arts courses, particularly those in the arts and in history, science, philosophy, and mathematics, in addition to the core courses listed specifically for the concentration. BA students who opt to become MAOM advanced-standing candidates may also register for graduate management courses (subject to space availability) with the permission of the Chair of the MA in Organizational Management Program. If they are admitted to the graduate management program, they may apply up to 12 units of these 500-level courses toward AULA's MAOM degree. See below section on Preparation for Graduate Study regarding the option for advanced standing in the MAOM. Note: Students may take a maximum of 16 units of MAOM courses while enrolled in the BA program.

For course descriptions of all the undergraduate courses, click here (<http://aulacatalog.antioch.edu/courses>).

**Non-Classroom Learning**

Students should incorporate at least one internship into the design of their program of study in consultation with their advisor. Examples: Students may develop new learning in their current job setting for activities such as designing a training program, implementing new management information systems, or researching alternative means for marketing a new product. An internship could entail participating in socially responsible business management groups where the student applies the theory studied in courses. In addition to internships, students are also encouraged to propose independent studies focusing, for example, on topics such as feminist management, sexual harassment in the workplace, the social practice of business, etc. Students may also develop prior learning projects based on learning they acquired in a business setting prior to their matriculation at AULA.

**Child Studies: Minor Area of Concentration**

The Child Studies Minor Area of Concentration provides an interdisciplinary approach to the study of children with an emphasis on Psychology. The Child Studies minor prepares undergraduate students for positions in education, human services, and child advocacy, as well as for clinical and research-oriented graduate programs in education, psychology, and child development.

Students concerned with working effectively to enhance the quality of children's lives will benefit from the blend of clinical and developmental psychology, as well as aspects of physiology, neurology, sociology, philosophy, economics, social policy, and the law. As one of the few social groups still lacking equal rights under the law, children are particularly vulnerable to the vicissitudes of our social conditions. Child advocates with an interdisciplinary perspective gain from a sophisticated understanding of the contexts that shape children's lives. The Child Studies minor provides the opportunity for in-depth study of the relations between community, peers, social agencies, families, schools and the developing self of the child.

**Core Curriculum**

Core courses fall into four basic categories as listed below. These courses build a strong foundation and preparation for professional work in the field; students opting for a Child Studies minor are advised to build these courses into their programs of study to whatever extent scheduling allows.

Theoretical Foundations

PSY 343	Infant to Child Development	3
PSY 401A	Child to Adolescent Development	3
PSY 433	Cognitive Psychology: Children's Thinking	3

The Child in Context

PSY 346	Cross-Cultural Child Development	3
PSY 384 or SOC 375	Social Cognition: the Social-Psychological World of the Child Social Cognition: the Psychological World of the Child	3

Scientific Foundations

MAT 402 or PSY 409	Research Design and Methodology Research Design and Methodology	4
PSY 434A	Contemporary Neuro-Psychology	3
MAT 403 or PSY 414	Descriptive and Inferential Statistics Descriptive and Inferential Statistics	4



Child Advocacy

HUM 316	Human Rights and Children	3
or SOC 316	Human Rights and Children	
SOC 381	Children in Social Policy	3

Opportunities for Applied Learning

EDU 353	Internship	1-4
PSY 353	Internship: Psychology	1-4
SCW 353	Internship	1-4

In addition to the core courses listed above, Child Studies students are also advised to take a broad range of liberal arts courses, particularly in the arts and in history, science, philosophy, and mathematics. Students preparing for research-oriented graduate study should complete the sequence of Research Design and Methodology and Descriptive and Inferential Statistics, followed by independent study research projects under the guidance of an AULA faculty member.

**Non-Classroom Learning**

Students who plan to continue their studies in applied fields such as education, social work, or clinical psychology should include an internship in these areas in their program of study. The BA Program sponsors internships in the community that provide opportunities to work with children and adolescents. Students may also design independent studies in specialized areas such as infant care, early education, anti-social personality disorder, or learning disorders.

**Creative Writing: Major or Minor Area of Concentration**

The Creative Writing concentration encourages students to explore literary expression in order to achieve greater proficiency in their own craft. Since creative writing is a highly rigorous practice with a history of diverse conventions, methods, and forms, the concentration also encourages students to learn a critical vocabulary for talking about and reflecting on texts. Creative Writing students are encouraged to gain a strong familiarity with the literature of various genres as a means of expanding their appreciation of the complexities of language. The concentration introduces students to traditional writing concerns, such as language, form and expression, to theory and literary models, to practical concerns shared by working writers, and, through the *Two Hawks Quarterly* internship, to experiential learning in literary publishing. With these competencies in hand, Creative Writing students are encouraged to experiment with form by blurring the lines between traditional genres as well as working in multi-generic modes and considering alternate narratives strategies. AULA's Creative Writing concentration is distinguished by its emphasis on the ethical import of language and story, attention to the socio-political context within which work is produced, and the role of the writer in society.

**Learning Objectives**

Students in the Creative Writing Concentration develop and demonstrate the following:

**The craft of writing in multiple genres**

This objective encourages students to explore literary expression in order to achieve greater proficiency in their own craft as writers. The practice of writing in multiple genres introduces students to different forms of creative writing, including (but not limited to) fiction, creative non-fiction, poetry, playwriting, and the blurring of genres often found in more experimental forms of creative writing.

**The ability to do a close reading of literature**

This objective cultivates students' ability to examine the craft of other writers (both historical and contemporary), looking at formal elements of the work, including the elements of language, character, story, theme, rhythm, and tone. Exposure to different styles and content often expands a writer's own sense of voice, style, and creative interests. Identifying literary models among historical and contemporary writers can also help students begin to understand the work within a context of time, place, and culture.

**The ability to analyze writers' roles in local and global communities**

This objective calls upon students to consider the impact that creative writing has in our world. Students are encouraged to consider the importance of writers in community, society, and culture—to move toward a contextual understanding of one's own voice in a continuum of writers. In doing so, students may consider political issues that affect writers, such as censorship, the role of activist literature, independent vs. corporate publishing and bookselling, and the inclusion of previously marginalized voices in the canonization of literature. Students are also called to consider personal responsibilities in their work, such as questions of representation, identification of self in society, agency, and considerations of truth in writing.

**The ability to apply foundational skills of a creative writer**

These skills include the ability to comment on the work of other writers, participate in a writing community, and apply best practices of editing and grammar. These abilities help establish the foundation for professional effectiveness and continued academic study.

## Core Curriculum

The core curriculum serves as a guide to students in the concentration for establishing a strong foundation in the history, theory, and practice of creative writing. The faculty strongly recommends that Creative Writing students take as many of the core courses as possible during their enrollment. These courses are offered in regular rotation:

### Craft

ENG 309B	The Art of Fiction	3
ENG 322A	The Art of Poetry	3
ENG 327	The Art of Mixed Media Literature	3
ENG 364A	The Art of Creative Non-Fiction	3
ENG 365	Genre Mongrels and Unfixed Forms	3
ENG 490A	Advanced Multi-Genre Workshop	3

### Texts, Contexts, and Critiques

LIT 321A	Literary Theory and Critique	3
LIT 365A	Writing & Social Resistance	3
LIT 437	Special Topics in Contemporary Literature	3

### + 3 units in History of Literature

### + 3 units in Global Literature or Translation

### Internships

ENG 353	Internship (Two Hawks Quarterly)	1-4
ENG 353	Internship (WriteGirl Teaching)	1-4
or EDU 353	Internship	
ENG 353	Internship (WriteGirl Publishing)	1-4
or COM 353	Internship	
EDU 353	Internship (Bridge Teaching)	1-4

Note: ENG 490A, Advanced Multi-Genre Workshop in Creative Writing, is an on-going seminar that provides Creative Writing students with an opportunity to workshop their writing in a structured and supportive environment while exploring craft in poetry, fiction, and creative non-fiction. Students are encouraged to work in multiple genres, to press the boundaries of genre, form, intertextuality, and narrative. In workshop, students are challenged to use various approaches in critique and close reading of a text. The workshop requires permission of the creative writing faculty advisor; it can be taken multiple times for credit. LIT 437, Special Topics in Contemporary Literature, is designed to explore a range of topics in post-World War II literature, such as sexual politics, literary journalism, and others. Students may take this course multiple times for credit in order to sample the varying special topics offered.

Creative Writing students are also advised to take a broad range of liberal arts courses in literature, the arts, religion, philosophy, and history in addition to the courses listed above.

For course descriptions of all the undergraduate courses, click here (<http://aulacatalog.antioch.edu/courses>).

## Non-Classroom Learning

Creative Writing concentration students may take advantage of a broad array of internship and independent study opportunities. A number of community partners are engaged in creative writing education and literacy for underserved sectors of the local population, First Amendment advocacy, and production of public literary events such as readings and symposia. Internships in these areas provide opportunities for Creative Writing students to extend their writing practice beyond the discipline of writing into the larger community where they have the opportunity to facilitate the emergence of the voices of others. Students may also gain practical experience in the day-to-day operations of literary publication by serving on the editorial board of *Two Hawks Quarterly: A Literary Uprising by the BA Students of Antioch University Los Angeles*, an online journal sponsored by the BA Program.

Creative Writing students may also design an array of independent studies including ongoing work on creative writing projects such as novels, memoirs, and collections of short stories, essays, and poetry. Students who have written professionally prior to their matriculation may be eligible to receive credit for college-level learning through prior learning projects. This process allows students to apply a critical, analytical lens to their own published and unpublished works of fiction, poetry, and creative non-fiction and to analyze their own body of work in comparison to the work of other published writers. For each of these prior learning activities, students will select a qualified evaluator who will join them in the process of compilation and reflection.



## Psychology: Major or Minor Area of Concentration

The BA in Liberal Studies Psychology Concentration began at Antioch with the university's inception in 1972. Since that time, the concentration has provided AULA's diverse adult-learner population with a comprehensive and cutting-edge education in psychological theory and practice, while emphasizing the core issues of social justice and intercultural studies. The curriculum continues to train students in numerous areas within the field of psychology, including case management, clinical work and counseling, industrial/organizational psychology, and the treatment of substance abuse. Additionally, students can receive preparation for a multiplicity of related careers, including the fields of child studies, non-profit work, community organizing, teaching, and social work.

### Core Curriculum

The core curriculum falls into the following four categories, with courses offered in regular rotation. Students in the Psychology Concentration are advised to build these courses into their programs of study to the extent that scheduling allows, with the two identified 'Gateway Courses' -- PSY 371, The Politics of Psychology and PSY 327A, Critical Psychology -- highly recommended for all beginning psychology students. The faculty also strongly recommends that at least one half of the units counted toward the concentration be upper division. Our Core Psychology Curriculum:

#### Psychologies in Context

PSY 371	The Politics of Psychology	3
PSY 327A	Critical Psychology	3
PSY 352A	Human Sexualities	3
PSY 384A	Social Psychology	3

#### Integrated Theories

PSY 307	History and Systems of Psychology	3
PSY 425	Global Approaches to Normal & Abnormal Psychology	3
PSY 358	Community Psychology: Context and Change	3

#### Applied Theories

PSY 311	Contemporary Modes of Counseling	3
PSY 319	Ethics in Counseling and Psychotherapy	3
PSY 464A	Introduction to Postmodern Psychotherapies	3

#### Empirical Foundations

PSY 434A	Contemporary Neuro-Psychology	3
PSY 409	Research Design and Methodology	4
PSY 414	Descriptive and Inferential Statistics	4

In addition to the core courses listed above, an array of elective courses is offered each quarter. A representative sampling of elective course offerings includes: The Psychology of Couples in Fiction & Film; PSY 311A Foundations of Art Therapy: Past, Present, and Practical ; PSY 401A Child to Adolescent Development; PSY 392A Madness in American History and Film; PSY 485 The Art of Relationship in Tibetan Buddhism; PSY 340B Relational Gestalt Therapy; PSY 333A Eco-psychology; PSY 385 Adult Levels of Psycho-sexual Development; PSY 308A Existential Psychology: Roots, Theory, and Practice; PSY 435A LGBT Identity Issues; PSY 383A Psychology of Consumer Behavior; PSY 434A Contemporary Neuropsychology; PSY 390BB The Psychology of War, Trauma and Vets, and PSY 363A Applications of Psychology in the 21st Century.

In accordance with American Psychological Association (APA) recommendations, students in the Psychology Concentration are advised to take a broad range of liberal arts courses. Specifically, the APA recommends courses in the arts, science, philosophy, and quantitative studies in addition to psychology. The BA faculty also recommends that students enroll in history and sociology courses to gain an additional understanding of the social context that influences identity development and informs our relational interactions. AULA also recommends courses that focus on gender, ethnic and racial differences, and various forms of disability to enhance students' appreciation of the special issues of diverse communities.

For course descriptions of all the undergraduate courses, click here (<http://aulacatalog.antioch.edu/courses>).

During their final one or two quarters in the BA Program, students may earn 6-12 credits toward a graduate degree in psychology in AULA's Master of Arts in Psychology Program. See below under the heading "Preparation for Graduate Study" for further information on the Fast Track for Master of Arts in Psychology.

### Non-Classroom Learning

The Psychology Concentration has established relationships with numerous human service organizations, clinical settings, and social advocacy groups throughout the Los Angeles area. It is recommended that students in the Psychology Concentration complete 6-12 units of internship in one of these placements in order to gain real-world experience and to enable students to link up classroom learning with practical applications in the field.

Additionally, the faculty works individually with students to design specialized topics of independent study. Some recent areas of independent study initiated by students and conceptualized together with faculty have included: Forensic Psychology, Community Organizing, Treatment of Autism, Bisexual Identity Development, Sports Psychology, Counseling the Homeless, and Working with Transgender Youth.

## Queer Studies: Minor Area of Concentration

In support of AULA's commitment to the issues affecting this historically marginalized population, the BA Program offers a Minor Area of Concentration in Queer Studies emphasizing an activist orientation and advancing the understanding of queerness as challenge and resistance to dominant paradigms in history, culture, and society.

The Queer Minor requires 20 units of study in related course work, independent study and internship, including at least 10 units of upper division. Courses and workshops are offered throughout the calendar year and include:

HIS 390C	Queer History of Los Angeles	1
HUM 348B	Gay & Lesbian History Through Documentary Film	3
or SOC 348A	Gay & Lesbian History Through Documentary Film	
HUM 390AZ	Queer Theory	1
HUM 404	Queer Theory	4
LIT 339	Queer Literature-A Brief Survey Fiction, Poetry, Drama, Memoir and Film	3
PSY 352A	Human Sexualities	3
or SOC 352A	Human Sexualities	
PSY 427A	Transgender Identities	3
or SOC 427A	Transgender Identities	
PSY 435A	LGBT Identity Issues: Theories of Personality, Racial and Cultural Concerns	3
PSY 490AC	Lgbt Sexual Identity Development: Diversity and the Multi-Layered Self	1
SOC 307	Race, Gender, and Migration	3

Current internships include various opportunities with the L.A. Gay & Lesbian Center and LifeWorks, an after school peer mentoring program for LGBT youth.

For course descriptions of all the undergraduate courses, click here (<http://aulacatalog.antioch.edu/courses>).

## Urban Community and Environment: Major or Minor Area of Concentration

The Urban Community and Environment concentration (UCE) at Antioch University Los Angeles prepares our students for careers as courageous and thoughtful practitioners and activists, in the nonprofit, private, and public sectors, in education, and for graduate study in multiple fields. In the program, students explore urban dynamics through a framework of human rights, and a focus on the powers of action, community organizing, place-making and social change.

Our practice and theory-based philosophy of education equips students with the skills and understandings necessary to become effective leaders within organizations and networks. All students participate in field study and internships, building their capacity and resumés while working as youth organizers, community gardeners, event coordinators, fundraisers, communications and social media practitioners, and as researchers in social justice campaigns throughout the region. Urban Community and Environment faculty, staff and guest lecturers are social justice change-makers, contributing to and shaping the current public, intellectual, cultural and sustainability discourse.

This innovative program exists in the recognition of the need to support and train effective change-makers who can envision a socially, economically, racially, and ecologically just future, and who will participate in the diverse coalitions and alliances necessary to inspire and make that future a reality. Unique among most academic programs, the Urban Community and Environment curriculum incorporates the study and practice of social, political, historic, cultural, ecological, legislative and economic analysis, media, and the arts.

The Urban Community and Environment concentration embodies our Antioch University mission to advance justice and to inspire lifelong learning.

### Core Curriculum

The UCE concentration core courses fall into the three broad categories listed below, with courses offered in regular rotation. UCE students are advised to build these courses into their program of study to establish a strong foundation in history, theory, and methodology to be supplemented by a range of elective courses and workshops.

### Foundations

URB 303	Intro to Urban Communities & Environment	3
HIS 336	Environmental & Social History of Los Angeles	3
or SCI 336	Environmental & Social History of Los Angeles	
GEG 303	Global Justice & Ecology	3
or ENV 303	Global Justice & Ecology	
SOC 323	Identity, Community, Social Change	3

#### Theory

SOC 305	Social Theory of the City	3
or URB 305	Social Theory of the City	
SOC 334	Classical and Multicultural Social Theory	3

#### Skills

SOC 343	Community Organizing	3
ENV 314	Environmental Justice: Law & Policy	3
URB 353	Urban Studies Internship	1-4

+ At least 1 guided field- or skills-based workshop or course

+ At least 1 ecology / science workshop or course

+ At least 1 art and social change-related workshop or course

In addition, students select elective courses that span the four conceptual anchors of the UCE concentration to study the dynamics of oppression and liberation in our city's people, systems, arts, and environment.

A BA student may elect to become a fast-track candidate for the Master of Arts in Urban Sustainability, enroll in MA program courses and have them count toward completion of both the BA degree and the USMA degree or certificate. See below under the heading "Preparation for Graduate Study" for further information about the Fast Track into the USMA Program.

For course descriptions of all the undergraduate courses, click here (<http://aulacatalog.antioch.edu/courses>).

### **Non-Classroom Learning**

The UCE concentration offers community-based workshops, which are site-based learning activities conducted partially or completely by personnel at community venues. Student learning is evaluated either by a core faculty member working with the community organization or the community organizer conducting the workshop. Workshops are scheduled to coincide with and take advantage of cultural events taking place in the city. Most workshops are one-day events and are offered for one unit.

Students in the UCE concentration are strongly encouraged to select internship placements that connect them with community organizations. Internship opportunities for UCE students include urban and environmental organizations working on such issues as poverty and homelessness, economic justice, immigrant rights, and the greening of Los Angeles. Teaching assistant internships in Antioch's Bridge Program count as UCE internships. In consultation with their faculty advisors, students can also develop independent, advanced learning opportunities to examine one or more aspects of urban and environmental studies in greater detail. UCE students often propose independent studies that enhance their understanding and effectiveness in their off-campus activist or non-profit work.

If students have relevant experience in the community that qualifies as college-level learning, they can earn prior learning credit and apply such credit to their required UCE units. Prior learning activities include working with community organizations, developing new policies, and administering existing programs.

### **Individually Designed Concentration**

In exceptional cases, a student may construct an individually designed Area of Concentration in consultation with his or her advisor. This option is appropriate only for students transferring to AULA with a substantial number of units in a specialized field of study not offered at AULA and who intend to complete work in that field through AULA classes, independent study, or through courses at other institutions. Students must petition for an individualized concentration to the Chair of Undergraduate Studies through their faculty advisor well in advance of their candidacy. Units counted toward an individually designed major Area of Concentration should include at least 20 upper division units; for an individually designed minor Area of Concentration at least 10 upper division units are expected. To be approved, the petition must demonstrate that the student has studied or has a plan to study courses that can be understood to constitute a core curriculum in the individually designed Area of Concentration.

## Dual Areas of Concentration

Under certain circumstances, a student may construct dual major Areas of Concentration to demonstrate depth of learning in two specialized academic fields (i.e., excluding the Liberal Studies concentration). The dual concentration option may prove viable if a student enters AULA with 40 or more transfer units (including at least 20 upper division) in a specialized Area of Concentration but wishes to pursue a second specialized concentration during enrollment at AULA. Please note that students with two Areas of Concentration cannot have more than 100 units in the two Areas of Concentration combined and no less than 40 units in each area. Transfer courses and courses taken at AULA may be counted for one concentration or the other but not for both. There may be no overlapping in the courses counted toward the two concentrations, just as courses counted toward the concentrations may not overlap with the courses counted toward meeting the general studies requirement. Students wishing to pursue dual Areas of Concentration should consult their advisors to explore this option.

## PREPARATION FOR GRADUATE STUDY

The qualities of mind cultivated by this curriculum prepare students for career advancement and for pursuing lives of meaning and purpose, as well as for further study at the graduate level. Historically a significant percentage of the program's graduates attend and complete graduate school, including, in recent years, Boston University, Brandeis, Alliant International University, the California State Universities, Claremont Graduate School, Columbia, Harvard University, Harvard Divinity School, Loyola Law School, Southwestern School of Law, University of California Berkeley, University of California Los Angeles, University of Chicago, University of Nebraska, University of New Mexico School of Law, University of Southern California, Rutgers Law, Pacifica University, University of Minnesota, and Yale, as well as graduate programs at Antioch University Los Angeles and Antioch New England.

Students intending to pursue graduate study should contact graduate schools early in their BA enrollment to find out the admission requirements so that they can tailor their undergraduate study accordingly. BA students interested in attending a particular graduate program outside of AULA should be sure to investigate that school's policy on accepting undergraduate credit for Prior Learning in order to make appropriate choices about incorporating Prior Learning into their programs of study. They should also find out whether the school accepts narrative evaluations in place of grades and a grade point average. If the school does not accept narrative evaluations, the student should request a grade equivalent on the final evaluation from each instructor at AULA.

## Fast Track Programs

For all Fast Track info, please see Fast Track Programs (p. 85).

# Graduate Programs

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Antioch University Los Angeles offers several graduate programs.

- Education Department (p. 45)
- Master of Arts in Clinical Psychology (MAP) (p. 54)
- Master of Arts in Psychology with Individualized Concentration (MPIC) (<http://aulacatalog.antioch.edu/graduateprograms/mainpsychologywithindividualizedconcentrationmpic>)
- Master of Arts in Non-Profit Management (MANM) (p. 70)
- Master of Arts in Urban Sustainability (USMA) (p. 72)
- Master of Fine Arts in Creative Writing (MFA) (p. 76)

## Education Department

The Education Department at Antioch University Los Angeles (AULA) offers two graduate degrees and several professional credentials.

### Master of Arts in Education, Leadership and Change (MAEx)

- This is a six quarter half-time degree requiring 45 quarter units.

### Combined Teacher Credentialing and Master of Arts in Education (MAE/TC)

- This MA in Education degree is a continuation of the Teacher Credentialing program. It is a 4 quarter half time program that can be completed immediately after the credential or can be postponed. Fourteen credits earned during the credential are included in the 31 graduate units for a degree total of 106.

### Teacher Credentialing (TC)

- Professional Credentials
  - SB 2042 Preliminary Multiple Subject
  - Preliminary Education Specialist Mild/Moderate
  - A combination of both
  - Clear Credential

Each stand alone credential is offered as a 4 quarter full time program with classes offered two nights a week during the 10 week quarter. An individual plan can be created in order to complete both credentials.

## MISSION OF THE EDUCATION DEPARTMENT

We are a community of teachers and learners who value making a positive and sustainable difference in our world. All that we do is designed to help each other thrive and evolve as we learn to interact systemically with those important areas of our cosmopolitan society most in need of our social justice attention. Our pedagogies are progressively characterized by close interactions between candidates and faculty, nurture the skills and habits of critical and creative reflection that can best serve lifelong learners, advocates for democracy and global citizens who seek to live lives of meaning and purpose. This holistic atmosphere of shared intellectual and scholarly intent supports and encourages a disposition in all of us toward the integration and application of high theory and deep practice.

## EDUCATION DEPARTMENT LEARNING OUTCOMES

1. Commitment to Systems Thinking: Identify and evaluate the interactions and interconnectivity of elements in a system.
2. Commitment to Currency: Identify, investigate, evaluate, and articulate past, current, and future trends in the given discipline.
3. Commitment to Access: Evaluate theories and generate advocacy for social justice, diversity, leadership, community and equity.
4. Commitment to Integration: Praxis: the relationship between educational theory and practice.
5. Commitment to Communication: Articulate concepts and understanding utilizing a variety of means of communication.

## EDUCATION DEPARTMENT DISPOSITIONS

- Knowledge, skills and dispositions are the three elements that, when measured, describe the systemic attributes of brain compatible cosmopolitan thinking.
- NCATE defines professional dispositions as: "Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support learning and development (NCATE, 2010). The literature on dispositions is grounded in the fields of philosophy and psychology with strong connections between neurological, experiential and reflective intelligence which acknowledge the impact of dispositions on people's thinking and judgments (Thorton, 2006). Dewey, Katz, Costa and others have described an array of behaviors that are necessary dispositions for individuals working in a community. Villegas (2007)

argues that attending to issues of social justice in teacher education is appropriate and that assessing teacher candidates' dispositions related to social justice is both reasonable and defensible.

- In keeping with our mission, the following are key for the AULA Education Department. A member of our community is:
  - dedicated
  - optimistic (positive, enthusiastic)
  - adaptive (flexible)
  - patient
  - collaborative (cooperative)
  - compassionate (empathetic)
  - principled (concerned with social justice)
  - proactive
  - open-minded
  - creative
  - inquisitive
  - cosmopolitan

Members of our department will be asked to self-assess their personal growth related to these dispositions throughout their educational experience. At the same time, faculty will be asked to consider these dispositions in all narrative evaluations and any other assessment events. These dispositions will be the basis for any faculty concerns that come forward to the Department Chair. Dispositions are seen as holistic and a measure of the individual, consequently no one disposition will be measured or will be treated as superior to any other. The goal of the department is to encourage the development, awareness and practice of these attributes with the candidates, the faculty, and staff, providing another point of reflection and measure of growth over time.

## EDUCATION DEPARTMENT POLICIES

The Education Department designs policies and procedures in order to enhance the potential of all candidates to achieve success as learners and professionals.

### Attendance

Antioch University courses are offered in a 10-week quarter and candidates are expected to attend all classes. In the event that an absence is necessary due to a serious circumstance, candidates are expected to contact their faculty member and minimally make arrangements to have the class taped with the permission of the instructor. Candidates who miss 20% of any course will not receive credit. Faculty, however, may set additional attendance policies that have been approved by the Department Chair and will note these in the syllabus. Courses that meet on a condensed schedule create a serious challenge and students must attend every meeting in order to receive credit.

### Registration

Continuing candidates are advised during week 8 and informed about the courses needed for the program. Candidates are expected to register online through My Antioch by the end of week 11 in order to avoid late fees. Any change to the recommended course plan must be approved by the Department Chair prior to registering. This process is designed to allow for maximum course opportunity as well as balancing course load and faculty teaching responsibilities. In the event that a candidate registers for a course other than what was recommended, the department may administratively drop the candidate from the course.

### Degree Completion

If a Teaching Credential candidate determines that they do not want to apply for the credential they may continue for the Education Department degree. A candidate seeking this degree may determine that the MAEx degree is more suitable and will be able to transfer units from the credential. (Up to 12 units may be accepted). Such a change requires the approval of the Department Chair.

MAEx candidates may elect to transfer to the Education Department, which requires the approval of the Department Chair and candidates will be required to complete all requirements for that degree.

### Fast Track

Candidates in the Bachelor of Arts program may be granted permission to enroll in Education Department courses while completing their degree. Each candidate's situation is unique and requires advising from the Bachelor of Arts program. It is advisable to meet with the Department Chair and Program Coordinator as early as possible if considering this option.

### Transfer courses

The AULA Education Department may consider courses from another college for the credential or Master's degree if they meet the following standards: were earned at a regionally accredited university/college; are consistent with the course offerings in the AULA Teaching Credential or Master's

programs; minimum grade of C; represent best practices in the field of study and are not older than 5 years. Graduate candidates may transfer up to 12 credits. All transfer units and courses must be approved by the Department Chair.

## Submission of Documentation

Candidates are given advising materials each quarter and are expected to follow the time frame guidelines in order to be advanced to the next quarter of study. Documentation for the Teacher Credential program must be submitted on time to assure continuance in the program.

## Cross Program Course Approval

Permission to take courses in a department other than Education must be approved by the Department Chair.

## Capstone Experience

The Capstone Experience effectively culminates students' tenure within the MAE and MAEx programs. It is staged as a private, educative, and transformative encounter based in dialogue between an individual Capstone student and two faculty from the student's Master's program of study (at least one must be a Core Faculty member in Education). During the mandatory Core Courses in research that will have taken place prior to the Capstone, students will have been engaged in critical inquiry on a topic relevant to them and to the Department. They will have named an important educational problem/topic, related it to Antioch's mission and values, as well as their personal lives. Further, through research they will have amassed summative knowledge of historical background on the topic, its contemporary context, and of a variety of key theoretical and/or policy positions that inform it. Out of this work, along with their entire course of study generally, students will have additionally amassed authoritative knowledge about progressive education that they will be expected to speak to and relate to their future mission as educators and transformative leaders in schools or the larger society. During the Capstone Experience, the faculty will engage with the student, pose further questions and problems for consideration, and seek to have students explore their full capacities as educators and professional and civic agents of change. While not a traditional exam, the Capstone Experience is evaluated as Pass/Fail, with students being expected to articulate professionally and with literacy on their research topic and coursework at Antioch.

During the 5<sup>th</sup> week of their final quarter of study in the MAE or MAEx programs, students arrange with their advisor to sit the Capstone. Students may request particular faculty from the Department to participate in the exercise, but the Department does not guarantee that students' choices will always be fulfilled. Any outstanding questions students maintain about the Capstone, or their research topic for presentation, should be handled at this time if they have not been handled sooner. Students should by this time have made arrangements for the completion of any outstanding work from previous quarters. By the 8<sup>th</sup> week of students' final quarter of study, they should apprise their advisor of any expected incomplete coursework or potential noncredit for courses being undertaken during the final quarter. The Capstone should not be conducted unless there is a good faith expectation that all coursework is in the process of completion and the quarter in which it will be held will indeed be the student's final quarter of enrollment. By the end of the 8<sup>th</sup> week of the final quarter of study, students are expected to have their Capstone date and topic confirmed with their advisor. Except with approval by their advisor, students will complete their Capstone by the end of the 10<sup>th</sup> (or final) week of the quarter. Any Capstone date or topic that requires approval after the 8<sup>th</sup> week of the quarter in which the Capstone Experience is to be held occurs only with the approval of the Department Chair and is not guaranteed.

Upon successful completion of the Capstone, a Capstone Completion Form is signed by the presiding faculty, with the exception that if one of the faculty members participating in the Capstone is not Core Faculty, the Department Chair will issue a signature of affirmation by proxy. The presiding faculty will file this form with the Registrar on behalf of the student. If after consultation with one another, faculty presiding over the Capstone Experience decide that they cannot evaluate a student's performance as passing, the student is informed of the decision, as well as the student's advisor and Department Chair (if not present). The student is then provided a detailed written evaluation of the Capstone, with constructive feedback, within two weeks time from when the Capstone Experience is held. Students who do not initially pass the Capstone should consult with their advisor about the evaluation. Only one Capstone Experience can be held per quarter, with exception made by the Department Chair.

Students who attempt to pass the Capstone Experience during a quarter in which they no longer are required to take coursework must register for Thesis Completion and arrange with the Registrar's Office for the payment of any associated fees.

## Letter of Concern

The department believes that student conduct is a social justice issue and values cooperative, responsive classroom behavior and disposition. In the event that candidate misconduct is reported, the Department Chair will meet with the candidate. If the behavior continues the candidate will receive a letter of concern which will be placed in their file. Continuing misbehavior may result in withdrawal from the department.

AULA's Master of Arts in Education and Teacher Credentialing Program is designed both for individuals who are beginning their teacher preparation and for those who are already teaching. The student can earn a Multiple Subject or Preliminary Educational Specialist Mild/Moderate Credential.

The Education Department Program and MAE degree especially seeks students with the following values:

- Caring about equal educational opportunities for all children. All children are deserving of equal opportunities to have caring, humane and democratic educational experiences that are both methodologically rigorous and socially just



- Interested in learning more about themselves as human beings. Students are individuals, each with unique skill-sets and knowledge, who deserve relationships based in respect and reciprocity
- Open to and tolerant of people who are different from themselves. Classrooms, like the wider society, are diverse spaces and teachers should be sensitive to and tolerant of differences while working to facilitate intercultural attitudes and multicultural resources for all
- Valuing children as individuals deserving of respect. Teachers are engaged in lifelong learning themselves and are interested students of their own emerging humanity

The Education Department also seeks students desiring to prepare for leadership roles in social justice education and school reform, who do not necessarily envision themselves as primary teachers but desire to prepare for school leadership roles in social justice education and other aspects of school reform.

New students are generally admitted in the Fall, Winter, Spring and Summer Quarters for the Education Department Program. For application deadlines, refer to the Academic Calendar (<http://aulacatalog.antioch.edu/aulaacademiccalendar>).

## Master of Arts in Education with Leadership and Change Emphasis (MAEx)

An Antioch University Los Angeles MAEx degree provides candidates with a wide variety of skills and practices that are quite marketable in our changing economy. The department faculty partner with our candidates to explore the injustices that pervade our cosmopolitan society and to learn strategies for impacting them in positive ways through educational ventures.

Our candidates experience a liberation of consciousness, connecting to their creativity and innovation, while respecting the need for relevance with clear outcomes for the future. Adult learners want a safe and supportive environment that encourages intellectual freedom. Our candidates are treated as peers and their experiences and interests are respected and welcomed within the program. We learn from our candidates as much as they learn from us and each other. Our process encourages self directed learning with the professional guidance of our faculty stimulating high levels of literacy in students' areas of inquiry. Our classes are conducted using an active learning model with regular feedback from faculty and peers. Our cohort model provides additional support leading to enhanced success. Candidates who begin our program continue to completion because we are here to create a successful experience.

Originally designed for teachers who had never completed a master's degree, the curriculum has expanded as the candidate population has grown. Today, teachers of varying levels, CEOs of nonprofits and progressive business organizations, civic leaders, community organizers, film makers and media producers, parents and others interested in understanding the social and cultural context of education in the 21<sup>st</sup> century have joined us in pursuit of this degree.

As a graduate candidate in the MAEx program we invite you to design a relevant mix of courses for a more personalized curriculum of study. Explore the areas of study that are offered and suggest other areas that might interest you, such as:

- Systems thinking and inquiry
- Nonprofit support
- Critical perspectives
- Labor organizing
- Transformative Leadership
- Upstander literature and practice
- Inquiry processes
- Neuroscience research
- Cosmopolitan Study
- The roots of Liberalism and Conservatism
- Democratic and civic practices
- Sustainability

## DEGREE OVERVIEW

The curriculum consists of six half-time quarters where candidates develop a systems approach to social justice and sustainability-oriented educational leadership perspectives along with a variety of elective courses to best suit their area of interest and Department goals. The degree culminates with candidates sitting an oral Capstone experience that is based on research and learning they will have conducted within the program.

Candidates are assigned to a faculty advisor when they are accepted into the Program and work closely with their advisor to tailor the degree to meet their needs and allow them to pursue their individual interests.

For general information about department goals, please see the Master of Arts in Education and Teacher Credentialing section.



## DEGREE REQUIREMENTS

### Unit Requirements

The number of quarter units for the MAEx degree is 45.

### Required Courses

TEP 623	Review of Educational Research	3
TEP 629A	Educational Research: Inquiry II	3
TEP 526	Systems Thinking	3
TEP 638	Leadership & Change	3-4

### Elective courses \*

TEP 500B	Grassroots Organizing for Social Justice	3
TEP 531C	Enhancing English Language Development With Literature	3
TEP 603B	Graduate Seminar	1-6
TEP 603H	Graduate Seminar: History of Ideas	3
TEP 606	Diversity in Schools	3-4
TEP 621A	Thesis Study	3-6
TEP 622	Integrated Curriculum I	2
TEP 625	Financing School Change	2
TEP 634	Critical Media Literacy	3
TEP 637	Global Perspectives in an Era of Change	3
TEP 639	Global Perspectives in an Era of Change II	3
TEP 642	Current Trends in Neuroscience	3-4
TEP 643	Advanced Leadership	3-4
TEP 644	Education-Community Contexts & Interactions	3-4
TEP 645	An Intro to Ecoliteracy	3-4

Total Quarter Units = 45

\* This list represents potential course offerings. Not all courses will be available to all students.

## Master of Arts in Education/Teacher Credential

### OVERVIEW OF PRELIMINARY TEACHING CREDENTIALS

The Teaching Credential program stands alone and its coursework can be completed in one year's time. Teaching Credential candidates who complete their course work towards the credential have the option to continue with their studies towards the Master of Arts in Education.

Requirements for the California SB2042 Preliminary Multiple Subject teaching credential or the Preliminary Education Specialist credential Mild/Moderate are met during the first year of study (four quarters), which is full-time.

Both credentials include a graduated field study curriculum which begins with structured classroom observations and ends with full-day novice teaching. Fieldwork takes place at partnership schools allowing all candidates to receive close and regular supervision from program faculty. Fieldwork begins with 10 hours of observation. In the second quarter, candidates observe and participate for one day a week or two mornings a week. During the 3<sup>rd</sup> quarter, candidates are assigned to half day field experiences. In their 4<sup>th</sup> quarter, they are assigned four or five days a week for their novice teaching experience for a total of 8 to 10 weeks. Novice teacher placements are finalized by the Field Placement Coordinator. Candidates are expected to do at least one placement in a Title 1 school and work with second language students.

Working teachers and classroom aides may be able to utilize their employment for many of the fieldwork requirements. In this situation, candidates must discuss their novice teaching placement, including discussion of their employment details, with the Department Chair upon acceptance into the Teacher Credential program. Any use of employment for fieldwork placements must be approved by the Department Chair.

#### CREDENTIAL GOALS

The Education Department prepares teachers who specialize in teaching literacy, are knowledgeable about building character and citizenship skills and actively resist cultural, economic, racial and other forms of sociocultural bias. Moreover, AULA faculty educate their candidates to understand and

respect the systems humankind depends upon for its continued survival. A key commitment of the department is preparing pre-service teachers to successfully teach English language learners.

The Teacher Credentialing (TC) program seeks to prepare competent, effective teachers with research-based practices who have the educational and social skills to influence change in their schools and to make their classrooms and school communities places where all members can learn and develop. The Education Department program prepares its candidates to address social justice and systemic issues in education through high theory and deep practice particularly appropriate for effective work in urban low-performing schools where structural inequities and sociocultural problems are most prominent.

Consistent with AULA's historic mission, the Education Department prepares individuals to be agents of social change. Courses contain assignments that require candidates to apply what they are learning to classroom situations and to contemporary educational problems. Candidates are expected to be conversant with the Department Credential Handbook, which is distributed to teacher credential candidates during New Student Orientation.

## CREDENTIAL REQUIREMENTS

### First Year of Study -- Courses Required for the Preliminary Multiple Subject Credential (SB2042)

To meet the requirements for the California Commission on Teacher Credentialing (CCTC) for the SB2042 Preliminary Multiple Subject Teaching Credential candidates, must complete the courses which have been approved and accredited by the CCTC.

#### Required courses

TEP 545	Language Development & Acquisition	3
TEP 544	Child Development & Learning	3
TEP 504	Social Science and Children's Experience	3
TEP 505	Reading Instruction in Elementary Classrooms	3
TEP 507	Real World Mathematics	3
TEP 510	Science: Discovery Teaching, Action Learning	3
TEP 511	Language Arts Curricula: Theory and Methods	3
TEP 512A	Student Teaching With Professional Seminar	12
TEP 513	The Arts in Culture and Learning	3
TEP 515A	Student Teaching with Professional Seminar II	12
TEP 519	Educational Technology	2
TEP 525	Physical Education and Movement	1
TEP 533A	Field Practicum	6
TEP 536	Foundations of Social Justice Education	4
TEP 537	Mediation and Conflict Resolution in Schools	3
TEP 538	Classroom Organization Theory and Practice	3
TEP 565	Adaptation Pedagogy	3
TEP 599	TPA Workshop	0
TEP 601A	Social and Legal Dimensions of Special Education	2
TEP 601B	Teaching and Accommodating Students with Disabilities	1
TEP 602	Advocating for Healthy Children	2

Total = 75 Quarter Units

### First Year of Study – Courses Required for the Preliminary Education Specialist Mild/Moderate (M/M) Credential

To meet requirements for the California Commission on Teacher Credentialing (CCTC) for the Preliminary Education Specialist Mild/Moderate Credential, candidates must complete the courses which have been approved and accredited by the CCTC. This credential preparation curriculum at AULA takes place during the first year and consists of both course and fieldwork.

#### Required courses

TEP 544	Child Development & Learning	3
TEP 545	Language Development & Acquisition	3
TEP 505	Reading Instruction in Elementary Classrooms	3
TEP 507	Real World Mathematics	3

TEP 533A	Field Practicum	6
TEP 536	Foundations of Social Justice Education	4
TEP 565	Adaptation Pedagogy	3
TEP 599	TPA Workshop	0
TEP 601A	Social and Legal Dimensions of Special Education	2
TEP 601B	Teaching and Accommodating Students with Disabilities	1
TEP 602	Advocating for Healthy Children	2
TESE 509	Assessment in Special Education	3
TESE 512A	Student Teaching With Professional Seminar	12
TESE 515A	Student Teaching Mild/Moderate With Professional Seminar II	12
TESE 516	Understanding and Teaching Students With Mild and Moderate Disabilities I	4
TESE 517	Understanding & Teaching Students With Mild & Moderate Disabilities II	4
TESE 518	Family Dynamics & Communication for Special Education Services	3
TESE 538	Comprehensive Behavior Assessment and Positive Behavior Support	3
TESE 541	Introduction to Autism Spectrum Disorder	3
TESE 601B	Individualized Education Design and Policy Implementation	1

Total = 75 Quarter Units

## Additional Requirements for Teaching Credential

Beyond the coursework, a credential granted by the California Commission on Teacher Credentialing (CCTC) has state-mandated requirements. Note that for all examinations, the official score reports must be submitted to the department as soon as they are received by the candidate. These are:

- Negative TB test
- Fingerprint clearance through the CCTC
- CBEST (California Basic Skills Test)
- CSET (California Subject Examinations for Teachers)
- RICA (Reading Instruction Competence Assessment)
- US Constitution
- CPR
- California Teacher Performance Assessments
  - Subject Specific Pedagogy
  - Designing Instruction
  - Assessing Learning
  - Culminating Teaching Experience

## Field Study Curriculum

The Field Study Curriculum is designed to meet the standards of the California Commission on Teacher Credentialing (CCTC), the educational requirements of the Education Department program, the professional development needs of candidates and the needs of the schools that candidates serve. Candidates participate in field work each quarter. The responsibilities are graduated, beginning with observations, moving to novice teaching and then to full-day teaching responsibilities. Working teachers also do observations as well as novice teaching.

Much is learned through the Field Study experience. Only through application in real time of deep theory, research, pedagogy, personal philosophy and interpersonal interaction can a candidate become a professional educator. By working in local schools, candidates learn how to identify the specific needs of different communities and to work with them in responsive ways. Finally, candidates contribute to those communities their excitement about teaching, enthusiasm about learning and optimism and vision about social change.

## Field Placements

The Department takes much care in placing candidates with Cooperating Teachers. They consider many factors such as physical location, availability of Cooperating Teachers, grade level, student population, Cooperating Teacher's fit with Department ideals, personality variables and the professional development needs of the candidate. In addition, every candidate must have at least one placement in which there are significant numbers of second-language learners and one in which beginning reading is taught. Candidates do not choose their placements but may provide input prior to and during the placement process. All placements are located in schools with which AULA has a partnership and within districts with which AULA has a novice teaching contract.

The Teacher Credential degree requires all candidates to fulfill one quarter of full-day novice teaching in their fourth quarter. Candidates must be approved by the Department to advance to full-day novice teaching (whether or not they are already employed as a teacher) .

On occasion it may be determined by the faculty that a candidate is not ready to assume full-day novice teaching responsibilities. Such candidates are counseled as to how best prepare themselves through coursework, additional tutoring experiences, additional observations of teaching and/or other activities.

Under certain circumstances it may be determined that a candidate is not appropriate for the teaching profession. Attentive discussion, advisement and consultation will determine the appropriate action. Such a candidate may be counseled to remain in the Department to complete the MA degree, preparing for another role in the education community, or he/she may be counseled out of the Department. Under some conditions, withdrawal from the Department is possible.

If it is suspected or determined that a candidate may bring harm to or create or sustain unsafe conditions for children, he/she may be immediately withdrawn from novice teaching and/or from the Department.

## **Supervision**

Supervision of novice teaching is provided by Education Department faculty members who are familiar with the mission and learning outcomes of the degree. The central goal of supervision is to encourage novice teachers to reflect upon their practice and to incorporate supervisors' suggestions and new ideas. The novice teaching professional seminar is taken in conjunction with supervised fieldwork. Novice teachers benefit from the strategies demonstrated and/or suggested by the Supervisor.

Supervisors visit, observe and evaluate novice teachers. They also meet with each candidate during the visit or at another time to discuss the visit.

## **Fieldwork for Candidates who are Already Teaching**

Candidates who are employed teachers or aides must also complete all fieldwork requirements, including two quarters of full day novice teaching. If approved by the Department Chair, they can fulfill one quarter of the two quarters requirement in their own classroom. AULA Supervisors perform the same number of observations during the identified period of teaching. In addition, such candidates must complete a second placement typically at a different school, which is arranged by the University.

## **CREDENTIAL CANDIDATE EVALUATION**

### **Academic Dispositions**

Successful performance in the Education Department is complex because candidates must demonstrate academic knowledge, high theory, deep practice and skills and perform professionally. The Education Department is responsible for ensuring that its candidates have the knowledge, skills, dispositions and behaviors fitting for a teacher of students.

A candidate's learning is evaluated in three contexts. First, learning is evaluated in theory/methods courses by an instructor (including through the Cal TPA). Second, learning is evaluated in classrooms by the candidate's Cooperating Teacher. Finally, learning is evaluated by the Supervisor who observes and mentors the candidate during novice teaching.

### **Evaluation of Course Work**

Narrative evaluations based on clearly stated Student Learning Outcomes (SLOs) are at the core of Antioch University Los Angeles's educational philosophy and a foundation of its pedagogy. The Education Department is strongly committed to evaluation by SLOs and to employing narrative evaluations rather than grades. This process minimizes competition between candidates, provides the opportunity to acknowledge a candidate's unique contributions, fosters candidate's self-direction in learning and provides candidates with more meaningful feedback on their learning. The faculty believe the absence of grades fosters increased ownership of learning contrasted with working for external validation as in traditional grading systems. Clearly stated and demonstrable learning outcomes are part of an authentic candidate learning environment.

Evaluators complete the Narrative Evaluation for each candidate, writing a narrative description of candidates' strengths and areas for improvement in relation to these learning outcomes.

The Narrative Evaluations are part of a candidate's official transcript and are sent out to other institutions such as graduate schools, employers or funding institutions upon candidate request.

### **Honesty in Evaluation**

Meaningful, substantive professional feedback about difficulties and challenges is crucial to learning and development. Candidates need to know what they need to learn better or relearn. Faculty Advisors and the Credentials Analyst also need to know these things so they can assist candidates in getting the help they need. The Education Department aims to foster candidates' development through honestly assessing both strengths and challenges in achievement with objective, specific, balanced and supportive recommendations for improvement.

### **Evaluation of Fieldwork**

Each candidate's fieldwork performance is evaluated separately from academic course work. During the first quarter, candidates must demonstrate the ability to make meaningful observations and to reflect upon the observations. Reflective observation skills are considered part of "good" teaching

practice. During the second quarter, candidates are evaluated on their ability to assist a cooperating teacher and to practice teaching lessons that they are creating in their methods courses. In each of these cases, the candidate's performance is evaluated through course assignments.

In the third quarter, candidates are evaluated on their half-day field experience performance as well as their professional conduct and dispositions. In the fourth quarter of full day novice teaching they are evaluated against the Developmental Rubric and the Teacher Performance Expectations. These evaluations consist of information from the Cooperating Teacher, the Supervisor and the Professional Seminar instructor.

## EDUCATION DEPARTMENT RESOURCES

### Education Resource Collection

To support our candidates' work, AULA has established the Education Resource Collection which contains over 1500 volumes of children's literature that meet one or more of the following criteria of excellence in literature:

- Excellence in Literature
- Books considered for the Horace Mann Upstander's Book Awards
- Green Earth Book Award Winners

Book titles, subjects, authors and materials are cataloged with library database software. In addition, the Collection houses reference materials in Education as well as other curriculum resources.

## APPLYING FOR A CALIFORNIA STATE TEACHING CREDENTIAL

### Forms and Materials

Candidates apply for a California State Teaching Credential after their final academic quarter of Teacher Preparation courses and after completing all of the additional requirements for the state. The candidate should first meet with the Credential Analyst to go over the procedures for applying and complete the appropriate application form. To prepare for applying for the credential, the candidate needs to provide an original of the documentation described in the section "Requirements for the Teaching Credential."

### Working with the Credential Analyst

In order to apply for the preliminary credential, the candidate must meet with the Credential Analyst for an Exit Interview. In this meeting all candidate document requirements will be confirmed and the Credential application process will be discussed. An introduction to the routes to clearing the Preliminary credential will be provided. The candidate will be asked to complete an exit survey which will be used for state and federal reporting.

In the Exit Interview the candidate will fill out an internal application and provide the supporting documentation listed above to the Department's Credential Analyst. The actual application for the Credential is submitted by the candidate after they receive notice from the California Commission on Teacher Credentialing (CCTC). This occurs only after the Credential Analyst had recommended the candidate to the CCTC. It is important for candidates to keep in close contact with the Credential Analyst about questions and concerns related to completing the application process.

### Receiving the Credential

When all necessary documentation is submitted and the candidate's credential file is complete, Antioch University Los Angeles will recommend the candidate for the appropriate credential using the online application process. After the candidate completes their portion of the online application process, including submitting the application fee, the appropriate credential document is issued by the CCTC and can be found on their website at: [ctc.ca.gov](http://ctc.ca.gov) (<http://ctc.ca.gov>).

## Second Year of Study for MA in Education

After the first year of full-time study, candidates apply for admission to the MAE degree. The second year of study for the MAE degree is half-time and requires the completion of an additional 31 units beyond the first year of 75 quarter units. The second year in the Master's program also supports candidates through their first year of teaching. Candidates who participate in the Master's program culminate by sitting an oral Capstone experience in which research they conducted during the program on a topic pertinent to their work is informally presented and discussed with Department faculty, with an opportunity to reflect on their course of study and possible next steps.

## Second Year of Study – Courses Offered for the Master of Arts in Education degree

### Required Courses

TEP 526	Systems Thinking	3
TEP 623	Review of Educational Research	3
TEP 629A	Educational Research: Inquiry II	3
TEP 638	Leadership & Change	3-4

**Elective Courses\*\***

TEP 500B	Grassroots Organizing for Social Justice	3
TEP 531C	Enhancing English Language Development With Literature	3
TEP 603B	Graduate Seminar	1-6
TEP 603H	Graduate Seminar: History of Ideas	3
TEP 606	Diversity in Schools	3-4
TEP 622	Integrated Curriculum I	2
TEP 625	Financing School Change	2
TEP 630	Apprenticeship for Social Justice	3
TEP 642	Current Trends in Neuroscience	3-4

Total Quarter Units =31

+ 14 units of Teacher Credential coursework (1st year)

**= 45 total units**

\*\* This list represents potential course offerings. Not all courses will be available to all students.

## Teaching Credential

### Graduate Psychology Program

#### PROGRAM OVERVIEW

AULA's graduate psychology program currently offers two distinct degrees and a growing number of specializations.

The **Master of Arts in Clinical Psychology** (MAP) degree program prepares students for licensure as California Licensed Marriage and Family Therapists and, with additional coursework, for licensure as California Licensed Professional Clinical Counselors. Within the program, students specialize in their choice of Child Studies, Applied Community Psychology, Spiritual and Depth Psychology, Conflict and Non-Conflict Related Trauma, LGBT Affirmative Psychology, or General Practice. Learners also may design their own specialization, specific to their individual interests and goals.

The Master of Arts in Psychology-Individualized Concentration (MPIC) degree program is an individualized, non-clinical program of study, which prepares students for non-clinical careers in psychology (e.g., research, program evaluation) or doctoral work in experimental psychology, applied (e.g., clinical, counseling, or school) psychology, or other domains of non-clinical psychology. Information can found on the MPIC (<http://aulacatalog.antioch.edu/graduateprograms/mainpsychologywithindividualizedconcentrationmpic>) section of this catalog.

AULA offers a post-BA Certificate in Applied Community Psychology (<http://aulacatalog.antioch.edu/certificateprograms/certificateinappliedcommunitypsychologyacp>) and post-MA certificate programs in Conflict and Non-Conflict Related Trauma Psychology (<http://aulacatalog.antioch.edu/certificateprograms/certificateintraumastudies>) and LGBT Affirmative Psychology (<http://aulacatalog.antioch.edu/certificateprograms/certificateinlesbiangaybisexualtransgenderlgbt>). Contact the Admissions Office for more details about the certificate programs.

#### MISSION

The graduate degrees in psychology combine a commitment to teaching and training in psychology with a dedication to social justice. This is accomplished in a program that emphasizes:

- The Link Between Theory and Practice through Personal, Clinical and Societal Applications of Learning
- The Highest Personal & Professional Ethical Standards
- Experiential Learning, Collaborative Learning and Educational Innovation
- Support for Creativity, Personal Meaning and Pleasure in Learning
- Academic Excellence

At AULA, learning is not confined to the classroom. Numerous noncredit lectures and workshops, along with informal conversations and discussions with instructors and peers offer opportunities for gaining knowledge. Similarly, assessment is not confined to the classroom. From the moment a student is accepted into the psychology program and begins interacting with faculty, staff and peers, that student is being assessed as to demonstrating potential as a therapist, readiness to engage in clinical training and professionalism.

#### PROGRAM OBJECTIVES

The faculty has organized the curriculum around the following five core areas of competence:

- **Theoretical Learning:** Describe, critique, and apply major theories in the field of psychology.
- **Clinical and/or Community Applications:** Apply a broad range of intervention skills to clinical and/or community practice with diverse populations.
- **Professionalization:** Conduct themselves as professionals in the field, with reasonable judgment, effective interpersonal skills, and adherence to legal and ethical guidelines/obligations of practice.
- **Human Diversity and Social Justice:** Demonstrate awareness, sensitivity, and skills in working with individuals, groups and communities from various cultural backgrounds and identities, and, in working to dismantle systems of marginalization, domination and oppression.
- **Reflective Practice:** Use self-awareness including self-analysis, observation, inquiry, and purposeful reflection to continually improve their own self-knowledge, interpersonal effectiveness, and professional skills.

The graduate psychology faculty works in an ongoing way to develop criteria and processes to measure how well the program is able to represent its ideals. At various times in the program, students are asked to participate in this assessment process. For example, students evaluate faculty effectiveness in the classroom at the end of each learning activity. This information helps the program faculty continually revise and improve the program and their own work.

## MAP AND MPIC PROGRAM POLICIES

The following are the MAP program policies for which students are held accountable, except under the most extraordinary circumstances.

### **Class Meetings**

Quarterly classes are scheduled to meet each week of the 10-week term. Occasionally intervening holidays will result in a 9-week schedule for some classes. If for any reason a class does not meet a minimum of 9 times during a quarter, an additional class will be scheduled during the same day and time during week 11 of the quarter or some other equivalent activity will be included.

### **Class Attendance**

Students are expected to attend all scheduled class meetings, arrive on time and stay for the entire class. Students who miss more than 20% of class meetings may not receive credit for the course. Instructors may request appropriate documentation for missed classes and chronic lateness. In some courses, where class participation is a crucial part of the learning process, the instructor may allow only one absence.

### **Maximum Number of Objective Not Met on Narrative Evaluations**

Students receiving more than two "objectives not met" on a narrative evaluation will not receive credit for the course.

### **Maximum attempts at coursework and clinical training**

Students may attempt a course a maximum of three times. If a student receives a no credit for a required course after the third attempt the student will be withdrawn from the program.

Students can receive a no credit for PSY 620 Clinical Training, once. Upon receiving a second no credit evaluation, the student will be withdrawn from the program.

### **Incomplete and No Credit Narrative Evaluations**

Students who receive two or more incompletes during a quarter may be required to register for half time in the next quarters, until they have caught up on their work.

Students who receive no credit evaluations in two or more preclinical courses may be dismissed from the program.

## ISSUES FOR BOTH MAP AND MPIC

### **Provisional Admission**

Some students are admitted to the MAP Program provisionally. The student's letter of acceptance states the reason(s) for the provision. All provisions must be satisfied by the end of the first quarter in order to receive full acceptance. The provision may be cleared when all relevant materials have been submitted to the Office of the Registrar.

Occasionally a student is admitted to the program with the provision that all first quarter work must be completely satisfactory (i.e., no Incompletes and no "Credit not Awarded" for first-quarter classes). A student with this provision cannot register for the second quarter until a faculty advisor has spoken to the student's instructors and approved the student for Registration. This means that the student must normally wait until Late Registration to enroll.

### **Evaluation of Potential and Suitability**

From the moment students apply to the program they are being evaluated as to their potential for the program and suitability for the profession. This evaluation includes academic, clinical, ethical and interpersonal domains. While only faculty have input on academic and clinical evaluations, Antioch staff and administrators have input on the ethical and interpersonal domains. A pattern that establishes a deficiency in one or more of these domains may result in students being asked to do remedial work, reduce their load to half time (and/or delay taking certain clinical courses) or, in the worst case, leave the program, for a time or permanently.

### **Declaration of Program Form**

On entering the MA in Clinical Psychology Program, students must sign a Declaration of Program Form (available at New Student Orientation and in the Office of the Registrar) confirming the particular program option for which they were admitted: MA in Clinical Psychology or MA in Psychology—



Individualized Concentration; Specialization (i.e., Child Studies, Applied Community Psychology, Spiritual and Depth Psychology, Conflict and Non-Conflict Related Trauma, LGBT Affirmative Psychology, or General Practice); and One-Day-a-Week Cohort or Weekend Commuter Cohort.

If students wish to change to a different program option, (e.g., from one specialization to another, from non-clinical to clinical psychology, in or out of a cohort) an advisor and/or other relevant faculty members must be consulted. A personal interview with a faculty member may be required. The student then obtains appropriate permission signatures on the Change of Program Form, which must then be filed with the Registrar.

### **Residency Requirements**

Each MA Psychology option (described above) has a "Residency Requirement." This refers to the number of quarters (full, half-time or combination) students must be enrolled, while earning the units required for the degree.

Quarters in which students are enrolled less than half time, on Leave of Absence, on Enrollment Maintenance or on Thesis Completion status do not count toward the fulfillment of the residency requirement. Given the potential consequences of these enrollment statuses, students should consult with their advisor before committing to them.

The degree must be finished within five calendar years of first admission (unless students withdraw and subsequently re-apply and are re-admitted, in which case the degree must be finished within five years of the second entry into the program unless otherwise specified). Students readmitted on this basis must complete degree requirements in force at the date of readmission.

### **Transfer of Credit from other Institutions**

The MAP Program may accept in transfer up to 18-quarter units of graduate work in psychology from other regionally accredited institutions, if the coursework is equivalent to comparable AULA core or elective courses. Higher limits for transfer work may be allowed for students transferring from other Antioch University campuses (contact Department Chair for further information). Transfer courses must have been completed within five years immediately preceding admission to the AULA MAP Program, and the grade must be B or better.

In order to request transfer credit, students must fill out Form B, *Permission to Transfer Units From Another Graduate Program*, attaching copies of the relevant transcript(s), course descriptions and/or course syllabi, so that equivalencies to AULA courses can be determined. Form B is submitted to the Graduate Psychology Department Chair during students' first quarter.

Acceptance of transfer units is at the Program's discretion.

Students who are granted transfer credit for 4-7 units may reduce their residency by one-half quarter. Students who are granted transfer credit for 8 or more units may reduce residency by a full quarter.

### **The Personal Psychotherapy Requirement**

Students in the MA in Clinical Psychology Program (including all Specializations) are required to participate as clients in personal psychotherapy, once weekly or more, for a minimum period of two academic quarters, registering for Personal Psychotherapy in each quarter of participation. Individual, group, couples or family therapy may be used to meet this requirement. Students are encouraged to begin their personal therapy in advance and/or concurrently with beginning clinical training.

The two quarters of therapy need not be continuous. Students must work with a single therapist, and with a single modality of therapy (individual, group, couples or family therapy) during a quarter of enrollment, but may change therapists or change to a different modality for the second quarter of enrollment. The therapist must be a California licensed MFT, LCSW, LPCC, Psychologist or Board-certified Psychiatrist; interns and trainees are not acceptable as therapists. Telephone therapy and online therapy are not acceptable.

No units of credit are given for psychotherapy. The requirement is met through formally registering for PSY 623 *Personal Psychotherapy* for 0 units, in each of two quarters of study. Students may choose to register for therapy in additional quarters if they desire, so that ongoing participation in therapy will be recorded on their transcript.

Students may not take a class from someone who has ever been a therapist for them or for a member of their immediate family.

### **Registering for Psychotherapy – Form C**

The course number PSY 623, plus the letter A, B, C, etc. (e.g. PSY 623A Personal Psychotherapy) is used on the registration form. At the time of registration, Form C must also be on file in the Office of the Registrar. Instructions for Form C, available in the Office of the Registrar or on the AULA Email system, will be helpful. The process is as follows:

1. Form C must be completed with therapist's signature and business card, and filed with the Office of the Registrar. A single Form C can be used to obtain approval for multiple quarters of therapy
2. During the registration period, students register for psychotherapy by listing PSY 623 on the registration form, using the number 623A, initially. PSY 623A is also used in subsequent quarters for therapy continuing with the same therapist, in the same modality. For therapy with a different therapist or for switching to a different modality with the same therapist, 623B, C etc. are used. PSY 623 may be added during the Priority Registration period or during the Add-Drop period, using an *Add/Drop Form for Non-Online Courses Requiring Extra Documentation Only*.
3. On rare occasions with extenuating circumstances, students may be permitted to register for therapy after the end of registration by submitting a Petition for Exceptions to Registrarial Policies and Procedures (<http://aulacatalog.antioch.edu/registrarialpoliciesandprocedures/petitionforexception>).
4. Although students can use a single Form C for multiple quarters of permission, they must still formally register for therapy each quarter.



5. A new Form C is needed if students:
  - a. change therapists
  - b. change the number of sessions per week
  - c. change type of therapy, e.g. individual to group, or
  - d. decide to add additional quarters of therapy that were not included on the original Form C.

### **Evaluation of Psychotherapy**

After students have registered formally for psychotherapy (PSY 623), the Office of the Registrar will send Graduate Learning Assessments to the psychotherapists at the end of the quarter. The therapists provide no information about the therapy, but simply check the "Credit Awarded" box and indicates that the students have attended weekly therapy sessions for the duration of the quarter (12 sessions).

Students are responsible for ensuring that therapists return the completed evaluation to the Office of the Registrar by the stated deadline, however, the evaluation must be mailed to the University Registrar Office.

### **Guidelines for Psychotherapy with MAP Faculty Members**

In conformity with the Antioch University Los Angeles policy on Dual Relationships, students may not be a client in therapy with a Core or Affiliate Faculty Members during students' enrollment in the program. Adjunct Faculty are expected to follow the ethical standards of their professional organization.

### **Confidentiality in MAP Classes**

Because some class discussions at AULA involve disclosure of personal information, it is important to maintain confidentiality, particularly if this has been the agreement in a particular class. If students do not maintain confidentiality when it is appropriate to do so, it will be considered a conduct violation. As a related issue, it may not be appropriate to tape-record classes, even if only for personal review. Instructors should be asked if taping is permissible.

### **Progress Tracking Sheets**

There is a Progress Tracking Sheet for each specialization, provided to assist students in keeping track of their progress in meeting their particular degree requirements. Students should work with the appropriate tracking sheet throughout their time in the program to be sure that requirements for residency, core courses, electives, psychotherapy and clinical training are being met. Progress Tracking Sheets are distributed at New Student Orientation and Registration, and are available on the MAP Student Resources (<https://sites.google.com/a/antioch.edu/map-program-resources/home/tracking-sheets>) Google Site.

### **Letter of Concern**

Faculty utilize a Letter of Concern when a serious problem arises with students' work in a course or conduct. The Letter of Concern is a formal process that instructors use in order to state clearly their concerns and specify what students must do to receive credit for a course (or, in more serious cases, to inform students that credit is not going to be awarded). This letter does not replace a commitment to face-to-face discussions between students and instructors. When a Letter of Concern is written, it is sent to the student, the advisor, and a copy is kept in the student's file in the Office of the Registrar. Instructors are not required to use this Letter, but may do so if they feel that it will be helpful. Staff may also write Letters of Concern regarding students if they have had a significant negative experience with them.

### **Course Prerequisites**

A number of core MA Psychology courses have prerequisites as noted in the course descriptions and in the quarterly Schedule of Classes. Some elective courses may have prerequisites as well.

### **Requests to waive MAP course prerequisites**

Occasionally, students wish to enroll in a given course before, or concurrently with, the prerequisite course(s), believing that they already possesses sufficient academic preparation in the area of the prerequisite. In such cases, students may Petition for a Waiver of Academic Requirements (<http://aulacatalog.antioch.edu/policiesregulationsandprocedures/academicpolicies>). Students will be required to present evidence of earlier learning (e.g. syllabi of past courses at other schools, reading lists, writing in the area, etc.) and have the consent of their academic advisor, who will act in consultation with course instructor. Advisors determine whether the background is sufficient to permit students to enroll directly into the more advanced course. The one exception to this process is that prerequisites for beginning clinical training may not be waived.

If the prerequisite course is part of the required curriculum, students must still take the prerequisite, due to the MFT licensing requirement that the entire curriculum be completed. If a student is overqualified for the prerequisite class, it is often possible to work with the instructor to request more advanced assignments.

### **Independent Studies in MAP**

Instructor-student and student-student dialogue is highly valued at AULA. Because of this, taking courses offered by the program (both required and elective) in the classroom setting is the most appropriate and desirable means of completing them.

With the permission of the faculty advisor, MA Psychology students may be allowed to earn elective credit through Independent Studies in areas of special interest. An approved Form A is needed in order to register for any such independent study. Refer to the Instructions for Form A, available in the Office of the Registrar or on the AULA email system and to the Academic Policies and Procedures chapter of the Catalog.

Under unusual and extreme circumstances, the faculty may consider allowing a student to complete a required course as an independent study. This would be considered if the student has documented prior knowledge of the subject area and if taking the course via the classroom setting would produce significant hardship to the student. A faculty member (core, teaching or affiliate) who has taught the course content is the most appropriate choice for evaluator and that faculty member's syllabus may be used. The student must complete the requirements of the course and include additional work to account for the usual classroom time. If permission is granted, a Form AA is completed in consultation with the evaluator of the learning activity and filed with the Office of the Registrar.

## CLINICAL TRAINING AND LICENSURE (MAP Students Only)

AULA's MAP degree has been designed to meet and exceed the requirements established by the State of California Board of Behavioral Sciences (BBS) for academic preparation for licensure as a Marriage and Family Therapist (MFT) and/or Licensed Professional Clinical Counselor (LPCC). AULA's combination of classroom learning, clinical training experience, and personal development provides strong preparation for meeting licensure requirements, and AULA graduates have experienced high pass rates on the licensing examinations. AULA is experienced in helping students move successfully into productive service as qualified professionals.

The path toward licensure begins while the student is in the MA in Clinical Psychology Program. The Clinical Training Orientation (PSY 500), held during the New Student Orientation and Registration meeting, provides detailed information about AULA's clinical training requirements and the California State licensing process. During this meeting a Clinical Training Handbook is distributed. Although the Clinical Training Director, staff, and faculty advisors can assist students to understand all BBS procedures, students should bear in mind that meeting the BBS requirements for licensure is solely the student's personal responsibility. **Students are responsible for reading the Clinical Training Handbook and adhering to all its procedures.**

Students will complete PSY 500AA *Clinical Training Readiness* as early as (but no sooner than) their third quarter of academic study. The PSY 500AA *Clinical Training Readiness* course is designed to assist students in learning about and preparing for the various facets of applying to and securing a clinical training placement. This course is designed to assess students readiness to enter clinical training and serve as a bridge between introductory, didactic coursework, and applied experiences in clinical work.

In the quarter prior to registering for clinical training units, students must complete PSY 500A *Pre-Enrollment Requirements for Entering Clinical Training (PERFECT)*. This tutorial teaches students about the paperwork required to contract with a training site, how to register for clinical training academic units and how to track hours for AULA and the BBS. PERFECT is a self-paced, computer-based tutorial available on-line through the AULA Sakai system. Upon successful completion, students must submit a PERFECT Tutorial Proof of Completion form to the Clinical Training Office.

Students may start clinical training after successfully completing four quarters of enrollment, a minimum of 18 units of academic units, PSY 500 Clinical Training Orientation, PERFECT, PSY 500AA Clinical Training Readiness, PSY 500A PERFECT, as well as completing and receiving credit for the courses, which are prerequisites for clinical training (i.e., PSY 501A *Process of Interpersonal Psychotherapy I*, PSY 541F *Assessment of Psychopathology*, PSY 541G *Psychopathology and Treatment Planning*, and PSY 548 *Professional Ethics and the Law*). However, completing course and unit prerequisites does not guarantee permission to engage in clinical training. Students must also meet any additional readiness requirements outlined in the most current Clinical Training Handbook. Additionally, should the faculty determine that a student is not yet ready to begin clinical training, the student's clinical training may be delayed and additional learning activities may be required.

After correctly completing and submitting the relevant forms (Form D and Clinical Training Agreement) to the Clinical Training Office, as described in the Clinical Training Handbook, students must register for clinical training units (i.e., PSY 620 Applied Psychotherapeutic Techniques) during the Priority Registration period or during the Add-Drop period, using an *Add/Drop Form for Non-Online Courses Requiring Extra Documentation Only* in each quarter in which they plan to receive academic credit. Students may NOT register for clinical training until all evaluations for CT prerequisites have been reviewed by their advisor/appropriate faculty member, processed by the Office of the Registrar, and credit has been recorded in their credit report. Changes in clinical training supervisor(s) and/or hours must be communicated to the Clinical Training Office by submitting a correctly completed Form DD, and (in most cases) a new Clinical Training Agreement. Please see the Clinical Training Handbook for more information.

Students must be concurrently enrolled in PSY 620 *Clinical Practicum* during any quarter while earning clinical training hours and units. This course is designed to be a connection point between classroom-based learning and clinical training experience. The course addresses issues of professional development, supervision utilization, and offers training in case documentation and case presentation. Students who fail to enroll in or receive credit for PSY 621 *Clinical Practicum* cannot receive credit for their clinical training units (i.e., PSY 620) and cannot count toward licensure any of the hours accrued during the quarter.

During the clinical training process, students perform psychotherapy with clients under clinical supervision at one of AULA's approved training sites as a Marriage and Family Therapist Trainee and/or a Professional Clinical Counselor Trainee. Clinical training can only take place with agencies approved by the AULA Clinical Training Office.

Students must complete a minimum of 9 units of clinical training but may take up to 18 units. Students must complete a minimum of 297 hours of supervised clinical experience (but no more than 750 hours) as a trainee. As part of the 297-750 hours of experience, students completing the MFT requirements must accrue 150 hours of direct-client-contact counseling individuals, couples, families, or groups and 75 hours of client centered advocacy and/or additional direct-client-contact hours. Students completing the LPCC requirements must accrue 280 hours of direct-client-contact counseling individuals, couples, families, or groups. For students completing the MFT requirements, these hours will be counted toward the 3000 hours needed to qualify to take the examinations for the MFT license. The educational requirements for LPCC licensure include a clinical traineeship, however

these pre-degree hours will not be counted toward the 3000 hours needed to qualify for the LPCC licensing examinations. Students completing the LPCC requirements will begin earning the 3000 hours needed to qualify for LPCC licensure after graduation from the MAP program.

Upon successful completion of the MA in Clinical Psychology, graduates apply to the BBS for registration as Marriage and Family Therapy Interns and/or Professional Clinical Counselor Interns. As interns, graduates must work under appropriate supervision and may do so in a paid or unpaid positions at a community mental health centers, hospitals, schools, substance abuse treatment centers, or other appropriate agencies, or in a private-practice settings, in order to accumulate the balance of the 3000 hours of supervised clinical experience required for MFT licensure and/or to accumulate all 3000 hours of post-degree supervised clinical experience required for LPCC licensure.

After completing the 3000 hours of experience, applicants take the required examinations administered by the Board of Behavioral Sciences. When students pass these examinations successfully, they are eligible for licenses to practice independently as a Marriage and Family Therapists and/or Licensed Professional Clinical Counselors.

Students should be aware that, at this time, AULA's MA Psychology programs are not structured to meet requirements for education and school counselor credentials, which are overseen by the California State Department of Education.

### **Evaluation of Readiness to Begin Clinical Training**

As noted previously, despite completing all of the technical pre-clinical requirements, if, in the opinion of the faculty, students are not ready to begin clinical training due to identified issues with interpersonal effectiveness, student conduct, and/or other concerns, students may be required to undertake additional coursework and/or interpersonal skill-building activities before beginning the clinical portion of their degree.

### **Evaluation of Clinical Training**

Each quarter in which students are registered for clinical training units, the Clinical Training Office mails Graduate Student Learning Assessments to their Clinical Supervisors. Students are responsible for confirming that the completed learning assessments have been received by the Clinical Training Office on time. Clinical training evaluations may NOT be delivered by students. For continuing students, the completed learning assessment must not be completed before the last week of the quarter and must be received by the Clinical Training Office in accordance with the stated deadlines. For graduating students registered for clinical training units in their final quarter, the learning assessment cannot include hours past the penultimate week of the term (see the Academic Calendar section at the back of the Catalog).

When the Clinical Supervisors have returned the Graduate Student Learning Assessments for a given quarter to the Clinical Training Office, the Clinical Training Office reviews the assessment technically. The AULA Director of Clinical Training then reviews the assessments to determine whether AULA credit is awarded. It should be noted that the AULA Director of Clinical Training, and not the students' supervisors, has the authority to determine whether or not AULA credit is awarded. If credit is awarded, the Clinical Training Office enters the student's total hours of experience and total face-to-face client hours into the clinical training database. The learning assessment is then forwarded to the Office of the Registrar for entry into the student's official record. If the Director of Clinical Training denies credit, this decision may be appealed following the regular process for Appeal of Narrative Evaluations as detailed in the Academic Policies, Procedures, and Services section of this Catalog.

Students who fail to enroll in or receive credit for *PSY 621 Clinical Practicum* during any quarter in which they are also enrolled in *PSY 620 Applied Psychotherapeutic Techniques* cannot receive credit for their clinical training units (i.e., PSY 620) and cannot count any of the hours accrued during the quarter toward licensure.

Students may fail to receive credit for *PSY 620 Applied Psychotherapeutic Techniques*, only once. Upon receiving a second no-credit evaluation, students will be withdrawn from the program.

### **Evaluation of Hours Earned when Students are not Registered for Clinical Training**

In some cases, students earn hours at an AULA-approved clinical training site during a quarter for which they are not registered for PSY 620 units. The standard Clinical Training Agreements and Form Ds are required. Instead of narrative evaluations, supervisors complete *Supervisor's Report on Trainee Hours When Student is Not Earning Antioch Credit* forms at the end of the quarter. Details are provided in the Clinical Training Handbook. As is the case for clinical training credit, the AULA Director of Clinical Training has the authority to determine whether or not the hours are accepted.

Note: Students earning only clinical training hours must be concurrently enrolled in *PSY 621 Clinical Practicum*. Students who fail to enroll in or receive credit for *PSY 621 Clinical Practicum* cannot count any of the hours accrued during the quarter toward licensure.

### **Ethical Standards in Clinical Training**

Whenever AULA MAP students are earning hours at approved clinical training sites as MFT Trainees and/or LPCC Trainees, whether or not they are registered for academic credit for clinical training, they must conform to the ethical principles for professional practice. The Clinical Training Handbook provides detail on student ethical responsibilities in clinical training. Students found to be in violation of ethical principles may be subject to sanctions including but not limited to dismissal from the clinical training site; loss of credit for the term; loss of hours earned toward the MFT/LPCC license; and, in serious cases, suspension and/or dismissal from the program. Cases involving ethical violations will be considered first by the Director of Clinical Training, then by the Psychology Department Chair in consultation with the MAP faculty. Appeals of decisions may be made to the Psychology Department Chair, then to the Office of the Provost.

### **Traineeship at the Antioch University Counseling Center (AUCC)**

The Antioch University Counseling Center is not only a community clinic, but also a training site for selected students in the MAP Program. Graduates of the program may also complete internship at the AUCC. Trainees and interns are involved in individual, couples and family therapy, co-lead therapy

groups, and present psycho-educational workshops in the community. This rigorous clinical training is augmented by expert supervision, ongoing in-services and training sessions. For students able to counsel in languages other than English, The AUCC International Counseling Center provides experience with diverse clinical populations. For those interested in working with LGBT youth, the AUCC COLORS program provides LGBT-affirmative therapy, support and advocacy for underserved youth, young adults, and their families. Students may also earn hours in AUCC's School-Based Counseling Program working in area elementary, middle, and high schools. Counselors in training take responsibility for all aspects of Counseling Center operation, acquiring valuable experience in future roles. Students interested in training at the AUCC should contact the AUCC Associate Director.

## **FIRST QUARTER REQUIREMENTS**

### **New Student Orientation**

All students are required to attend New Student Orientation, where they learn basic information about the faculty, the program and the degree requirements. With assistance from program faculty, students plan out and register for their first quarter of academic coursework. During the meeting, students meet with representatives from the Office of the Registrar, Student Accounts, and Financial Aid.

Students also receive more detailed information about the following:

- AULA's clinical training requirements and the California State licensing processes for MFT and LPCC licensure.
- AULA writing standards, American Psychological Association format for writing papers and plagiarism.

### **Post Orientation Activity**

All students are required to attend a session of Campus Resource Day Training. At this session, students complete a writing assessment. Based on a review of this writing sample, students may be required to complete a first quarter writing workshop. The workshop includes information on academic writing that can be invaluable to new students. In addition, it provides students with training in how to write papers according to the format described by the American Psychological Association. Students will also receive access to and training in the use of the following AULA systems.

- The AULA email account including online conferencing
- Sakai - the online course management system and classroom
- OhioLink - an online library that contains numerous professional journals.
- myAntioch - Online registration and student accounts management system
- and other useful AULA resources

On the AULA email system, students can find draft course schedules for upcoming quarters, as well as syllabi for courses.

### **PSY 545 Society and the Individual**

All MAP students must successfully complete PSY 545 Society and the Individual in their first quarter of study (the only exception to this is for one-day/weekend students taking a limited number of courses in the quarter prior to the start of their cohort. See admissions office for details). This foundation course must be successfully completed in order to advance in the program. Students cannot receive an incomplete in this course except under the most unusual circumstances

In addition to course content, students must demonstrate specific basic computer competencies in order to receive credit.

The following processes pertain to a student who earns a No Credit evaluation in PSY 545. If, as the quarter proceeds, a student appears to be in danger of not passing the student may be informed through the feedback provided on written work and/or through a Letter of Concern. However, it is possible that the instructor might reach the decision to award No Credit at the end of the quarter, based on final work turned in, or on class participation late in the course.

If a student does not receive credit for this course, one of the following consequences will occur, as determined by the chair in consultation with the instructor and other faculty and based on the nature of the student's performance:

- The student may be permitted to re-take PSY 545, either by itself or as part of a half-time course load.
- The student may be withdrawn from the MAP Program.

The student's registration may be voided, if necessary. The student, following procedures specified elsewhere in this catalog, may appeal the No Credit decision and its consequences.

Any student failing twice will be withdrawn from the MAP program.

### **PSY 510 Introduction to Psychological Theory and Practice**

New students may also be required to complete Introduction to PSY 510 Psychological Theory and Practice during (or at the student's option) prior to the first quarter of study. If so, the course must be successfully completed in order to advance in the program.

The following pertains to a student who earns a No Credit evaluation in this course:

- If a student fails the final exam/final paper for PSY 510 Introduction to Psychological Theory and Practice, the student has one opportunity to redo it within the same quarter.

If the student does not pass the exam the second time the following consequence will occur:

- The student will be withdrawn from the MAP Program.
- The student's registration may be voided, if necessary. The student, following procedures specified elsewhere in this catalog, may appeal the No Credit decision and its consequences.

If a student receives a No Credit for some reason other than failure to successfully complete the final exam/final paper, the student may appeal to the Psychology Department Chair to request a remediation that does not result in withdrawal from the program.

### Waiver of the 510 Requirement

Normally an incoming student would not be expected to be required to take if the student has recently taken and achieved a B or better on the following coursework at a regionally accredited college or university:

- Personality Theory
- Abnormal Psychology
- Developmental Psychology

If, however, in the opinion of the admissions team an incoming student needs the coursework to prepare him or her for our program, the student may be required to take the course regardless of prior study in psychology.

### Specialization Courses

A course should be designated and approved as a specialization course before it can be counted toward a specialization. A non-specialization course cannot be switched to a specialization course after a student has taken it. While a course may be counted to satisfy two requirements, they cannot be double counted towards the total for the degree. Thus, it may be that a course could satisfy two different sets of requirements for the specialization, but not counted twice toward the total number of hours needed for a degree. An elective would be needed toward fulfilling the degree requirements.

## PROGRAM OPTIONS AND DEGREE REQUIREMENTS

Each AULA graduate psychology student applies for and is accepted to either MAP or MPIC. MAP Students also choose a specialization. (Changes are sometimes possible in subsequent quarters, certified by the Change of Program Form, which must be filed with the Registrar with appropriate permission signatures from the faculty. An additional interview may be required.)

### MA in Clinical Psychology (MAP)

This is the degree for students seeking to be licensed in California as Marriage and Family Therapists and/or Licensed Professional Clinical Counselors (with additional coursework). For students beginning in Fall 12 or later, the program consists 90 units with a minimal completion time of 8 full time quarters.

The MA Program in Clinical Psychology (MAP):

- Prepares students for MFT licensure in California
- With some additional coursework, prepares students for licensure as Licensed Professional Clinical Counselors in California
- Prepares students for doctoral study in Psychology
- Prepares eclectically trained students who are multiculturally sensitive
- Promotes students' personal growth and development
- Provides students with practical clinical experience in a very wide range of community-based mental health settings
- Challenges the profession toward greater relevance to the needs of Southern California's diverse communities

Exposure to changing methods in the profession for a variety of career paths is at the core of the curriculum. Each student is supported in finding the professional approach most appropriate for him/her/hir. AULA students are enriched by the opportunity to find and choose from the wide array of models available in the field, many of which are taught during their time in the program.

### MAP Degree Requirements

#### Core Curriculum 19 units

PSY 512A	Field Study: Psychology and Society	2
PSY 545	Society and the Individual (Required in the first quarter)	3
PSY 531A	Personality Theory I: Psychodynamic Theories	3
PSY 532A	Personality Theory II: Comparative Contemporary Theories	3
PSY 535	Systems Theories and the Family	3

PSY 535M	Systems Theory & the Family II	2
PSY 536D	Research for Mental Health Professionals	3

(PSY 545 Society and the Individual is required in the first quarter)

#### Professional Clinical Issues 22 units

PSY 539D	Psychopharmacology	3
PSY 541F	Assesment of Psychopathology (90)	3
PSY 541G	Psychopathology & Treatment Planning(90)	3
PSY 542	Psychological Testing	3
PSY 543C	Child and Adolescent Development	3
PSY 544K	Contemporary Issues of Aging	2
PSY 545A	Community Psychology: Theories and Methods	3
PSY 572P	Domestic Violence: Child, Intimate Partner, and Elder	3

#### Clinical Skill Development 14 units

PSY 501A	Process of Interpersonal Psychotherapy I	2
PSY 522A	Perspectives: Trauma & Its Effects, Awareness & Recovery	3
PSY 547	Human Sexuality	3
PSY 551B	Group Treatment Methods II	2
PSY 566B	Couples Counseling	2
PSY 567T	Treatment of Children & Adolescents	2

#### Advanced Clinical Skills 2 units

(You must take one of the following; additional courses from this section count as elective units)

PSY 509	Brief Therapy	2
PSY 533	Cognitive Behavioral Theory and Therapy	2
PSY 535K	Advanced Family Systems	2
PSY 540C	Process of Interpersonal Psychotherapy II	2
PSY 545Z	Mental Health Paradigm in Action: 21st Century Recovery Model <ACP>	2
PSY 564F	Queer Counseling and Narrative Practice	2

#### Personal Psychotherapy 0 units

(Students must complete two quarters of Personal Psychotherapy of 12 weekly sessions)

PSY 623	Personal Psychotherapy ( A or B)	0
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#### Specialization Coursework 17 units

12-15 units of Specialization Core Coursework

2-5 units of Specialization Electives

#### Clinical Training 9-18 units

PSY 500	Clinical Training Orientation	0
PSY 500AA	Clinical Readiness	0
PSY 500A	Pre-Enrollment Requirements for Clinical Training (PERFECT)	0
PSY 620	Applied Psychotherapeutic Techniques (A, B or C)	1-6 per qtr
PSY 621	Clinical Practicum	0

Students completing the MFT requirements must accrue 150 hours of direct-client-contact plus 75 additional hours of direct-client-contact and/or client centered advocacy while in clinical training.

Students completing the LPCC requirements must accrue 280 hours of direct-client-contact while in clinical training.



**Total Units in Degree 90 units** (In a minimum of 8 quarters residency.)

**Additional coursework for LPCC preparation:**

PSY 509	Brief Therapy (See Advanced Clinical Skills)	2
PSY 506E	Career Development I	3
PSY 506F	Career Development II	2
PSY 545E	Program Development and Evaluation	3
PSY 550E	Integrative Treatment of Addictive and Co-occurring Disorders	3

*Students completing the LPCC requirements must accrue 280 hours of direct-client-contact while in clinical training.*

## The Applied Community Psychology Specialization

The Applied Community Psychology (ACP) Specialization consists of 17 units of focused coursework and training for professional roles in community settings, using applied community psychology skills to empower community members and ameliorate social problems.

The ACP Specialization:

- Prepares students to engage as MFT professionals in a wide variety of community-based activities designed to empower community members and ameliorate social problems
- Provides training for MFT careers working with schools, nonprofit organizations, community development programs and mental health service providers, providing program development and evaluation, consultation, cross-discipline collaboration, psycho-educational programs and in-service training
- Includes courses for theoretical orientation and skill development, clinical training in community-oriented settings, and an individually designed field study project in an area of choice
- Offers ACP core classes on Wednesday evenings and ACP workshops on Friday, Saturday, and/or Sundays

**ACP Specialization Requirements:**

PSY 545D	Community Consultation & Collaboration	3
PSY 545E	Program Development and Evaluation	3
PSY 545F	Prevention and Promotion	3
PSY 575E	Psychoeducational Groups and In-Service Training Development (Training Development)	3
PSY 512B	Field Study in Applied Community Psychology	2
ACP Electives		3

*Note: Students in the MPIC Program may also complete the ACP Specialization.*

## The Child Studies Specialization

The Child Studies Specialization consists of 17 units of focused coursework and clinical training for a variety of careers working with children and adolescents.

The CS Specialization:

- Presents an integrated multidisciplinary approach to children's issues and problems, including psychological, sociological, educational, ethical, and social policy factors
- Includes clinical training with children and/or adolescents
- Combines theoretical rigor, an eclectic clinical orientation, and a strong focus on cultural values, ethnicity, and child advocacy
- Offers CS core classes on Thursday evenings and CS workshops on Friday, Saturday, and/or Sundays

**CS Specialization Requirements:**

PSY 520A	Developmental Psychopathology I: Diagnosis (DIAGNOSIS)	3
PSY 520B	Developmental Psychopathology II: Intervention (INTERVENTION)	3
PSY 533B	Brain and Behavior: the Child	3
PSY 568A	Child Advocacy and Social Policy	3
PSY 543H	Cross-Cultural Infant Observation	2-3
CS Electives		3

*Clinical Training: Note, at least 75 hours of direct-client-contact hours in clinical training must be earned with children and/or adolescents in approved child specialization settings.*

## The LGBT Clinical Psychology Specialization

The LGBT Clinical Psychology Specialization consists of 17 units of focused coursework and clinical training for competency working with LGBT populations. An important focus of the Specialization is promoting understanding of heterosexism, homophobia, heteronormativity, biphobia and transphobia and the psychological conditions necessary for positive identity development and personality enhancement for LGBT people and their queer, questioning and heterosexual allies.

Based on the American Psychological Association's Ethical Guidelines for the Treatment of LGBT clients and corresponding sources addressing the treatment of transgender people, the LGBT Specialization:

- Provides a practical skill-set based on an innovative and vetted curriculum, designed to build clinical competence in crisis, as well as longer term treatment to address LGBT issues of pride, history (ancient and contemporary), culture, gender, ethnic/racial/ability diversity, self-esteem, and self-empowerment
- Challenges bias by examining heterosexism, homophobia, heteronormativity, biphobia and transphobia in society, the profession, the LGBT community and ourselves, in an invigorating environment of affirmation, dialogue, role-playing and community activism
- Includes clinical training working with LGBT adults, couples, and/or young people in community settings
- Prepares students for a variety of careers with LGBT populations, including clinical work with individuals and families, as well as in LGBT nonprofit and community organizations
- Develops community-based organizing and interpersonal skills through the Community Action class
- Offers LGBT core classes on a weeknight and LGBT workshops on Fridays or Sundays

### LGBT Specialization Requirements:

PSY 593K	LGBT History and Mythology	3
PSY 593Z	Affirmative Psychotherapy	3
PSY 593DD	Multicultural Mental Health	3
PSY 593NN/C	Treating Families Through the Lgbt-Affirmative Lens	3
PSY 512D	LGBT Community Action	2
PSY 519 Series LGBT Identity Workshop - Students must complete one workshop in the PSY 519 Series		1
LGBT Clinical Psychology Electives		2

*Clinical Training: Note, at least 75 hours of direct-client-contact hours in clinical training must be earned with LGBT clients in approved LGBT settings.*

## The Spiritual and Depth Psychology Specialization

The Spiritual and Depth Psychology Specialization (SDP) consists of 17 units of focused coursework training students in integrative psychotherapy. SDP provides a forum for students to investigate, study, and practice tools for personal growth, clinical application, and community wellness found in the intersections between contemporary Jungian/psychoanalytic psychotherapy, Eastern classical mindfulness, diversity consciousness, and other frontiers in holistic, non-dualistic theory and practice. SDP students are encouraged to maintain a mindfulness practice of their choosing and are provided opportunities to practice as a community both in classes and through community programs.

The SDP specialization:

- Fosters training in integrative psychotherapy rooted depth psychological and transpersonally informed methods of clinical practice, community service, and global citizenship
- Enhances understanding of intercultural traditions, theories, and practices of the spiritual self development
- Investigates creative intersections between Eastern philosophies of mindfulness and contemporary Western depth-oriented theory and clinical practice
- Offers a venue to explore and research subjective, internal, cultural, and transpersonal aspects of human experience
- Cultivates strategies for ending oppressive ideologies and promoting community empowerment, specifically through appreciation of the role of mindfulness in personal and social liberation
- Offers SDP core classes on a weeknight and workshops on Fridays or Sundays

### SDP Specialization Requirements:

PSY 521D	Transference/Countertransference: Eros And Psyche	3
PSY 531H	Intercultural Transpersonal and Depth Psychology (PSYCHOLOGY)	3
PSY 533K	Mindfulness in Clinical Practice	3
PSY 594M	Frontiers in Integrative Depth Psychology (PSYCHOLOGY)	3



PSY 531J	Life As Practice: Inner Work, Social Responsibility, and Community Service	2
SDP Electives		3

*Clinical Training: Note, SDP students are expected to apply SDP coursework in their clinical training, however, there are no additional SDP clinical training requirements beyond those contained within the MAP degree.*

## The Conflict and Non-Conflict Related Trauma Specialization

The Conflict and Non-conflict Related Trauma Studies Specialization (CRT) consists of 17 units of focused coursework and clinical training preparing students interested in learning more about the causes and treatments of emotional trauma in the general population and as a result of conflict and war.

The CRT Specialization:

# Trains students to contextualize and treat those suffering the effects of emotional trauma in a systemic, ecological, and socially responsible manner by maximizing contact with, and use of, familial and community resources to provide advocacy and a holistic approach to symptom reduction.

#Emphasis is placed on the use of evidence-based treatment protocol for those suffering symptoms of emotional trauma.

### CRT Specialization Requirements:

PSY 522B	Treatment of Trauma & Posttraumatic Stress Disorder	3
PSY 522C	Conflict Resolution, & Secondary Posttraumatic Stress Disorder (PTSD) & Self-Care Issues for Mental Health Professionals	3
CRT Electives		5

*Clinical Training: Note, CRT students are expected to apply CRT coursework in their clinical training, however, there are no additional CRT clinical training requirements beyond those contained within the MAP degree.*

### Civilian Subspecialization:

PSY 597A	Assessment & Treatment of Clients With Posttraumatic Stress Disorder & Co-Occurring Substance/Alcohol Abuse, Dependency, Or Addiction	3
PSY 597C	Assessment & Treatment of Trauma Posttraumatic Stress Disorder in the Civilian Population--Ptd III	2
PSY 597E	Domestic Violence & Posttraumatic Stress Disorder in the Civilian Population	1
PSY 597H Trauma and Addictive Behaviors	Course PSY 597H Trauma and Addictive Behaviors Not Found	3

### Military Subspecialization:

PSY 597B	Assesment & Treatment of Military Personnel/First Responders With Posttraumatic Stress Disorder (ptsd) & Co-Occurring Substance/Alcohol Abuse, Dependency, Or Addiction	3
PSY 597D	Assesment & Treatment of Trauma/ Postraumatic Stess Disorder (PTSD) in The Military/First Responder Population --PTSD IV	2
PSY 597F	Domestic Violence & Posttraumatic Stress Disorder in Military Personnel, & Military Couples/Families	1

## The General Practice Specialization

The General Practice Specialization (GP) consists of 17 units of focused coursework selected from a list of degree courses approved by the program faculty. Generally this will consist of specialization, LPCC and clinical skills courses with the intention of exposing the student to a broad array of knowledge and skills.

### Example of a General Practice Specialization:

PSY 593Z	Affirmative Psychotherapy	3
PSY 545D	Community Consultation & Collaboration	3
PSY 594M	Frontiers in Integrative Depth Psychology	3
PSY 522B	Treatment of Trauma & Posttraumatic Stress Disorder	3
PSY 545Z	Mental Health Paradigm in Action: 21st Century Recovery Model <ACP>	2
GP Electives		3

## Self-Designed Specializations

Self-designed Specializations (SLF) consist of 17 units of focused coursework of study developed appropriate to the student's individual educational aims. This coursework may be drawn from multiple existing specializations and/or designed individually by the student in consultation with an advisor. A specialization may be focused in a particular area of professional interest such as career counseling, creative arts therapies, organizational behavior, multicultural psychology, etc.

**Special note on management related self-designed specializations:** Students interested in psychology and management or organizational behavior may construct self-designed specializations drawing on the resources of the AULA MA in Organizational Management Program. MAOM courses may be included in the program, and the MAOM Program's structured Field Consultation Project may serve as a Masters Project for the degree.

## Planning Self-Designed Specializations

Students may request permission to enter either of these specializations at any time before Candidacy. The supervising faculty grants permission if the proposed focus for the degree seems appropriate, and the student has demonstrated the capacity for successful completion.

The student meets with his or her advisor to establish the title and focus for the blended or self-designed specialization. A Degree Plan for Blended or Self-Designed Specializations Form, specifying the 17 units to be included in the specialization must be approved and signed by the advisor. As part of a student's candidacy review, the student's advisor certifies to the registrar's office that the degree plan has been successfully followed and signs off and submits a final Degree Plan for Blended or Self-Designed Specialization Form. The name of a blended or self-designed specialization can not be the same as any of the existing specializations.

## Titles for Self-Designed Specializations

Students designing a blended or self-designed specialization, which is similar in focus to any of the established Specializations, can sometimes take advantage of one or many of the special courses established for the Specializations. However, once again, titles of existing specializations may not be used as the title of a blended or self-designed specialization.

## Master's Thesis or Master's Project

A Master's Thesis or Master's Project is an option for the MA in Clinical Psychology. It is especially advisable for students intending to seek licensure overseas. If it is to be included, all procedures for the Master's Thesis or Project must be followed, as explained in the MPIC (<http://aulacatalog.antioch.edu/graduateprograms/mainpsychologywithindividualizedconcentrationmpic>) section of this catalog.

# Master of Arts in Psychology with Individualized Concentration (MPIC)

The MPIC concentration is an individually designed, 60-unit, five-quarter MA degree in Psychology with an emphasis in the student's area of developing professional interest within psychology (such as organizational psychology, health psychology, spiritual psychology, career counseling or psychology and the arts).

### Mission of the Master of Arts in Psychology with Individualized Concentration

The MA in Psychology with Individualized Concentration:

- # Provides students with the opportunity to design an individualized program reflecting their personal interests, ideals, values and career paths.
- # Allows students to design a specialized program that can both act as a foundation for doctoral study and include courses that can possibly transfer into doctoral programs outside of Antioch University. Note: Antioch University does not guarantee that courses will be transferred into outside doctoral programs. Students hoping to transfer courses should: (a) request letter grades from the instructor of these courses for ANY and ALL courses that they are hoping to transfer; (b) consult with the academic affairs department of the doctoral program to which they hope to transfer.
- # Fosters creativity and innovation in psychology and society

### MPIC Degree Requirements

Students interested in the MPIC should contact the MAP Program Office to discuss the specifics of their program.

### **Core Curriculum 20 units**

PSY 512A Field Study: Psychology and Society 2 units

PSY 531A Personality Theory I: Psychodynamic Theories 3 units

PSY 532A Personality Theory II: Contemporary Theories 3 units

PSY 535A Systems Theories and the Family 3 units

PSY 536A Research for Mental Health Professionals 3 units

PSY 545 Society and the Individual 3 units (must be taken in first quarter)

### **Breadth Requirement 9 units**

Students take 9 units of AULA classes (from the BA, MAP or MAOM curricula), selected with the help of the students' advisor, to provide additional core work relevant to the individual program. If an undergraduate course is taken, graduate level work is substituted for the undergraduate assignments in consultation with the course instructor and the advisor.

### **Area of Concentration 10-16 units**

This represents the specialization in the degree, designed by the student working with the student's advisor. Units may consist of AULA courses, independent studies, and/or courses at other institutions (with a 9-quarter-unit limit on transfer credit from other schools).

### **Masters Document 4-12 units**

A thesis, project or supervised practicum relevant to the area of specialization, carried out over one or a series of quarters of study, as PSY 599 Masters Document.

### **Elective Units 4-12 units**

### **Total Units in Degree 60 units**

(Minimum completion time: 5 quarters Residency. Students transferring into MPIC relatively late in their program may have to extend their residency beyond the usual five quarters in order to meet all the MPIC requirements.)

### **The MPIC Master's Document**

The MPIC Program includes the preparation of a Masters Document (PSY 599, 4-12 units overall). The MPIC Masters Document may take a number of forms, including:

- a Masters Thesis (an academic thesis on a topic in the field);
- a Project (an applied project with extensive documentation of learning);
- or a Practicum (a supervised field experience or related internship, with learning summarized in a written document).

Expectations for the scope and length of the Masters Document vary in accordance with the number of units of credit undertaken. No more than 6 units of Master's Document work may be undertaken in a single quarter.

Credit for the Masters Document cannot be earned until both Form J (Degree Plan) and Form K (Permission to Register for PSY 599 Masters Document) have been filed with the Registrar. Each quarter, the Advisor must approve a student's registration for PSY 599 units.

### ***Forms of the Master's Document***

#### **1. Thesis as Master's Document**

Some doctoral programs might be interested in seeing that a student has completed a master's thesis when considering the student for admission. If the MPIC student chooses to write a traditional Masters Thesis, the student should state a problem or question of a theoretical or empirical nature related to the learning that has occurred in the student's program of study and devises a way to investigate it. The thesis topic is usually chosen to further the student's professional or career interests. The final thesis includes a review of relevant literature, followed by the student's original work or theorizing on the problem of choice. Theses may be theoretical, or may involve carrying out original, empirical research. Examples of such theses include:

1. "The Usefulness of the Myers-Briggs Type Indicator in Career Counseling" a review of the literature with original synthesis and thinking;
2. "Myers-Briggs Typing of Hospital Administrators," an empirical research project carried out in the workplace.)

Expectations for the scope and length of a Masters Thesis vary in accordance with the number of units of credit undertaken.

#### **2. Project as Master's Document**

If an MPIC student chooses to complete a Project for the Masters Document, the student demonstrates the use of professional psychological knowledge and skills, as a practitioner, writer, program developer, manager and/or consultant in some area related to the practice of psychology. The final product is an integrative, written description of the student's activities with reference to relevant theory and research in the field. The Project may further the student's work or career interests. Recent students' projects have included:

1. preparing the first draft of a psychology-related book for the general public;

2. developing and presenting a workshop in the community;
3. planning, implementing, and evaluating diversity training and consultation for a large corporation.

### **3. Non-clinical Practicum as Master's Document**

If a non-clinical Practicum is chosen for the Masters Document, the MPIC student spends one or more quarters of study in a part-time supervised non-clinical internship relevant to the student's special interests. For example, the student might work as a career counselor under the supervision of a mentor in that field, might work as an administrator or researcher in a mental health clinic, or might work as a consultant or program evaluator in a school setting. The final product is a written summary of learning through the experience, including references to professional literature relevant to the work.

### **4. Management-Related Masters Document**

MPIC students with Concentrations related to management may wish to fulfill the Masters Document requirement through participation in MGT 600A/598, the structured 4-unit Field Concentration Project offered in the MA Program in Organizational Management. Permission for this option is not guaranteed, but must be obtained from both the MPIC Advisor and the MAOM Capstone Experience Advisor who supervises and evaluates this learning activity. For the Capstone Experience, the student enrolls in a three-quarter MAOM course sequence in Summer, Fall and Winter quarters (4 units total). The project report is prepared jointly with other members of the student's field consultation group within the course. The group's project report replaces the student's Masters Document for the MPIC.

### **5. Masters Document Related to Clinical Work**

An MPIC student with a Concentration related to Clinical or Counseling Psychology occasionally receives permission to include clinical training (PSY 620 Applied Psychotherapeutic Techniques) as part of the Area of Concentration. (This does not meet requirements for BBS licensing in California, but may be appropriate for international students or students not seeking licensure who nonetheless wish to acquire some clinical experience). Clinical training is not in itself sufficient to fulfill the Practicum Masters Document requirement. PSY 620 is included as part of the Area of Concentration, and the student also completes a Practicum Masters Document as, for an additional 4 or more units of credit. An example: The Practicum Master's Document might, summarize learning through a case study or discussion of a particular issue encountered in the clinical traineeship, with a review of relevant professional literature.

### **Advisement in the MPIC Program**

On entering the MPIC, the student is assigned to an academic advisor. Although the MPIC Director most often advises MPIC students, any MAP faculty member may serve as an MPIC student's academic advisor. Specifically, if the student is in a program specialization (Child Studies, LGBT, Applied Community Psychology, Spiritual-Depth Psychology, or Trauma), a faculty member in the student's specialization may serve as the advisor for that MPIC student.

### **Planning the MPIC Program; Filing the Degree Plan**

Early in the first quarter in the MPIC, the student makes one or more individual appointments with the student's Faculty Advisor to talk about the broad outlines of the MPIC program, which will meet the student's goals. The student then generally embarks on an individual investigation of possibilities for learning opportunities within and/or outside of AULA, possibly including sites for independent study and/or courses or workshops of interest at other institutions. The student often locates a mentor within the AULA faculty who can serve as Primary Evaluator and mentor for the Masters Document (thesis, project or supervised practicum).

By the second full-time quarter of study, many MPIC students are in a position to block out their Degree Plan with the advisor, specifying the title of the individualized degree focus, and stating what courses or other activities will make up the 60 units of work for the degree. For other students, the Degree Plan takes shape more slowly. In any case, once the program has been planned through consultation with the Advisor, the MPIC student completes Form J (Degree Plan for Individualized/Dual Concentration), which is signed by the Advisor and filed in the Office of the Registrar. If courses at other universities are planned as part of the MPIC program, details on each course must be provided on Form J, including when the student plans to take them.

Students are free to make changes in their program subsequently, but Form J must then be formally revised (with the MPIC Advisor's signature) to reflect the student's changed plans. An approved Form J must be filed with the Office of the Registrar before the student's Candidacy (i.e., the fifth week of the quarter before the quarter in which the student intends to graduate). It is in the student's best interest to complete Form J, obtain approval, and file it much sooner, since without Form J there is no guarantee that the University will accept particular activities as part of the student's Individualized Concentration.

### **ACP, Child Studies, Spiritual and Depth, Trauma, and LGBT**

#### **Individualized Concentrations**

A student designing an individualized MA in Psychology in the area of one of the Specializations can often take advantage of the special curricula established for the Specializations (Child Studies, Trauma, LGBT, or ACP) in order to design the individualized concentration of their master's degree

in psychology. MPIC students can pursue a focus in any specialization while matriculating in the MPIC individualized degree by incorporating all of the required specialization courses into their degree plan.

If the MPIC degree includes only some of the Specialization courses, the degree should be titled differently to make it clear that the entire Specialization curriculum is not included. For example, the titles "Child Studies Specialization," and "LGBT Psychological Studies Specialization" are normally reserved for students who complete the 90-unit Specialization programs exactly as described in this catalog, including clinical training. MPIC degrees in these areas should be differently titled.

### **MPIC Admissions**

Students may be admitted directly into the MA Psychology Individualized Concentration at the time of application or after initially starting in the MA in Clinical Psychology. Admission to the MA Psychology Individualized Concentration requires that the student be able to articulate a clear focus of interest for the degree. It is important that the applicant/student discuss the student's interest with the MA Psychology Individualized Concentration faculty advisor as soon as possible.

### **Transferring from the MAP to the MPIC**

Changing from the MA in Clinical Psychology into the Individualized Concentration requires formal admission to the MPIC. The current MAP student interested in MPIC should schedule a personal interview with the MPIC Director. The MPIC Director will meet with the student in-person to explore the student's planned focus for the degree, as well as the student's demonstrated capacity to pursue academic work independently. If the MPIC Director gives permission for the change, perhaps in consultation with other MAP Faculty members, and it is agreed that the student is not interested in BBS licensure, the student should obtain:

- Form J: Degree Plan for MPIC and Dual Concentration (students who are not transferring into MPIC don't need to complete this form until later)
- Form K: Permission to Register for PSY599 Master's Document

The student should have either the MPIC Director or the student's MPIC project advisor sign these forms, and files the form with the Registrar. As is noted above, students entering the MPIC relatively late in their program may have to extend their residency beyond the usual five quarters in order to meet all the MPIC requirements.

### **Transferring from the MPIC to the MAP**

Changing from the MPIC to the Clinical Psychology program with MFT Concentration requires formal admission to the MAP. The student submits a Change of Program Form to the MPIC Advisor, who brings it to the MA Psychology faculty as a petition. A personal interview with one or more faculty members is sometimes required to evaluate the student's readiness for clinical work. Transfer from the MPIC to the Clinical Psychology program is entirely by permission of the faculty and is not guaranteed.

### **Courses Taken at Other Institutions concurrently with MPIC enrollment**

The MPIC student may wish to take one or more graduate courses at other accredited institutions, as part of the Area of Concentration. Courses taken at other institutions must be approved in advance by being listed on the student's completed Form J. Such courses may be included by transfer or as all or part of an independent study. Students should consult with the Advisor and Office of the Registrar to determine the best plan for their individual situation.

If the coursework is to be used as all or part of an independent study, the student registers for the learning activity and completes a Form A built around instruction at the other institution. The evaluator can be either the faculty member at the other school or a qualified AULA faculty member. The student lists the learning activity as an appropriately titled PSY 596 for the student's AULA registration and is evaluated on an AULA Graduate Student Learning Evaluation.

Students are free to devise a plan that includes whatever status is appropriate with the other institution (e.g., registering and paying at that institution for credit, paying as an auditor, etc.).

### **Graduate Students in Other Program Courses**

Students interested in psychology and management or organizational behavior may construct Individualized Concentrations drawing on the resources of the AULA MA in Organizational Management Program (MAOM). MAOM courses may be included in the program, and the MAOM Program's structured Field Consultation Project may serve as the Masters Project for the degree.

MPIC students may enroll in BA courses that are relevant to their concentration on a space available basis and with the agreement of the course instructor. In these cases, the instructor and student negotiate modifications to the syllabus to incorporate appropriate graduate-level learning objectives and assignments for demonstrating learning at the graduate level. Taking on this responsibility is at the discretion of the instructor for the respective BA course.

### **Clinical training in the MPIC Degree**

Occasionally, MPIC students construct an Area of Concentration which includes units of Clinical Training (PSY 620A), although the MPIC 60 unit degree will under no circumstances be accepted by the Board of Behavioral Sciences for licensure, even if clinical training is included as part of the program. MPIC students in clinical training are subject to all requirements, which pertain to Clinical Psychology MAP students, e.g., they must train in AULA approved sites and must complete all paperwork and comply with all Clinical Training Office regulations and procedures. As noted below in the section on clinically related Master's Documents, Clinical Training does not in itself satisfy the Master's Document requirement.

### **Thesis Completion**

If the student fails to meet the Masters Document deadlines, and/or fails to provide the Office of the Registrar with two copies of the completed work with the approved PSY 599 Graduate Learning Evaluation by the stated deadline, the student must re-enroll for the following quarter on Enrollment Maintenance status. (See Thesis Completion Status (<http://aulacatalog.antioch.edu/policiesregulationsandprocedures/studentstatus>) policy.)

The Master of Arts in Psychology - Individualized Concentration (MPIC) degree does not fulfill educational requirements for master's-level licensure as an MFT or as an LPCC in California. However, some MPIC students design programs with an individualized clinical or counseling emphasis (e.g. if they wish to acquire limited clinical experience en route to a different career goal). Since the MPIC degree does not meet requirements for licensure in California, it is the appropriate choice for a student seeking a nonclinical MA in Psychology for personal and professional development and/or academic preparation for doctoral study.

## **Master of Arts in Nonprofit Management (MANM)**

### **Program Mission**

The Mission of the the Master of Arts in Nonprofit Management degree program is to prepare individuals for exemplary professional leadership in nonprofit organizations. The MANM prepares professionals to exercise managerial and leadership expertise in support of any nonprofit organization's mission: including human service, religious, educational, community development, health care, arts and culture, environmental, foundation work, or any other 501 C enterprise. The curriculum helps students hone their skills and enhance their career opportunities as a professional in the nonprofit world, learning from some of the most successful nonprofit professionals in Southern California.

### **Program Objectives**

Students completing this degree will be able to demonstrate their ability to do the following:

1. Develop mission-based programs and evaluate program alignment to desired outcomes.
2. Identify resource development needs and design strategies to meet them.
3. Demonstrate a managerial perspective on the administrative functions of a nonprofit organization.
4. Analyze, design and implement nonprofit governance structure and practice.
5. Formulate strategies to maintain and renew an organization based on its life cycle stage of development.
6. Demonstrate the ability to create and execute strategies to maximize organizational impact, aligned with institutional mission.
7. Demonstrate professional presence and communication competencies, including skills in meeting management, oral presentation, writing, and interpersonal effectiveness.

### **Program Overview**

The MANM degree is offered to students with an accredited bachelor's degree and a strong professional interest in the nonprofit sector, working either on the program or executive staff of a nonprofit, as a trustee of a nonprofit, or as highly-involved volunteer in a nonprofit.

The curriculum is 48 quarter-units, offered in six quarters of full time enrollment over 18 months. The program accepts students in the Fall and Spring quarters. The student attends class one night per week and visits the sites of exemplary Los Angeles area nonprofit organizations on two Saturday mornings each quarter. The student is informed of the course calendar for the entire program before enrolling in the first quarter.

In addition to classwork, each student undertakes one unit of supervised Field Work each quarter. The site and focus of the field work which is chosen by the student and supervised by MANM faculty member. The student is encouraged to use the Field Work as an opportunity to become involved in a variety of nonprofit organizations and activities.

The MA in Nonprofit Management degree is taught using the cohort model. Students stay with the same cohort of students for the six quarters of the program, and thus develop a strong learning community for their studies as well as colleagues who will be part of their continuing professional network after they complete the degree.



## The Certified Nonprofit Professional (CNP) Credential.

In addition to the MA in Nonprofit Management Degree, a student has the option of simultaneously pursuing the designation of Certified Nonprofit Professional (<http://www.nonprofitleadershipalliance.org>) (CNP) through Antioch Los Angeles' Collegiate Partnership with the Nonprofit Leadership Alliance, a national organization and network of nonprofit professionals.

Students who wish to qualify for the CNP engage in a variety of additional activities while enrolled in the MANM degree program. They belong to the Nonprofit Community Council, whose membership includes senior leaders and hiring managers of local nonprofit organizations. This provides access to internship, volunteers, and job placement opportunities.

Students who wish to apply for the CNP credential also become members of the Antioch University Los Angeles Chapter of the Nonprofit Leadership Alliance. Through Chapter activities, students enhance leadership abilities and work with others to plan, organize, and deliver meaningful, volunteer-driven services in the local community.

Students who wish to apply for the CNP credential qualify for membership in the Association of Certified Nonprofit Professionals, and are immediately connected to thousands of CNPs in leadership positions in nonprofit organizations in the US and abroad.

### Transfer Credit Eligibility

Units earned in other graduate programs cannot be transferred into the MANM degree program.

### Advanced Standing

AULA BA students may be eligible for Advanced Standing in the MANM program if they satisfy the following requirements:

1. Application to the MANM program and provisional acceptance pending successful completion of BA degree.
2. One quarter of enrollment remaining in the BA program.
3. Enrollment in the first Quarter of the MANM program, in either Fall or Spring Quarter, simultaneously with the last quarter of BA enrollment.
4. Enrollment exclusively for 8 MANM units during the last quarter of BA enrollment. The student must not enroll in any other undergraduate units during the final quarter.

## Degree Requirements

### Completion of Curriculum

A student who is admitted to the MA in Nonprofit Management program must complete successfully all six quarters and 48 units of the program curriculum. The student must complete the six quarters in the sequence in which they are offered. If, for some reason, a student must take a leave of absence from the program for one or more quarter, the student then re-enters the program with another cohort and continues her or his studies following the Quarters one through six (1-6) sequence of the degree program.

In addition to the 7 units of course work each quarter (MNM 510, 520, 530, 540, 550, 560), the student registers for one unit of Field work in Nonprofit Organizations (MNM 510F, 520F, 530F, 540F, 550F or 560F) each quarter and completes a new learning contract for that unit with the Field Work Advisor.

### Computer Requirements

All MA in Nonprofit Management students are expected to demonstrate computer literacy with the Microsoft Office package (Word, Excel, PowerPoint) in all of their academic work. They are also required to use the Antioch University computer applications, including Antioch email, the Google Drive, Google Sites, myAntioch, and the Antioch learning management system, Sakai.

## Graduate Writing Competency

All course work in the Nonprofit Management program includes the assignment of written essays and reports, similar to those which are commonly required of professionals in organizations. Students are expected to meet standards for graduate-level competency in completing these assignments. This means that the student's writing demonstrates:

- Correct mechanics of writing (grammar, syntax, punctuation, paragraph structure, etc.)
- The ability to organize and develop ideas in a coherent and articulate format
- Independent critical thought and the ability to analyze and synthesize complex ideas and to develop sound arguments
- The ability to judge and write appropriately in response to the context, audience and purpose of the document
- The ability to include quantitative and other forms of data appropriately in a document, including correct choice and proficiency in use of appropriate software
- The proper use of APA style as the referencing format



Immediately upon entering the MA in Nonprofit Management program, all students complete a formal writing assessment. A writing tutor then meets with the student to discuss the student's writing, how it has been assessed, and what remediation or augmentation, if any, is necessary for the student to complete the MA in Nonprofit Management program successfully. If the writing assessment indicates that continued work with a writing tutor is required, the tutor files a writing development plan with the program faculty, and the student must continue working with the writing tutor to complete the writing development plan and to remain enrolled in the program. Students who do not attain graduate level writing skills will not be able to earn the degree.

An instructor may require that a student do additional work with a writing tutor if she or he finds that the student's written course work is not at graduate level.

All students who desire help in preparing their written coursework for submission are encouraged to seek assistance from the tutors in the campus Math and Writing Center and through the Antioch Virtual Writing Center.

## Library and Research Skills

Immediately upon entering the MA in Nonprofit Management program, all students receive training in library research skills. At the end of the training, students are assessed on their ability to use AULA Library resources for their academic work. If the assessment indicates that a student requires additional assistance to research and cite materials correctly in course assignments, further work on these skills will be added to the student's writing development plan.

## Courses

MNM 510	Achieving the Mission & Having Impact: Program Design, Evaluation, and Management	7
MNM 510F	Field Work in Nonprofit Organizations	1
MNM 520	Development: Advancing the Cause	7
MNM 520F	Fieldwork in Nonprofit Organizations	1
MNM 530	Administration: Managing for the Greatest Good	7
MNM 530F	Fieldwork in Nonprofit Organizations	1
MNM 540	Structure and Governance: Stewardship Of the Common Good: Governance	7
MNM 540F	Field Work in Nonprofit Organizations	1
MNM 550	The Nonprofit System: Structures, Behaviors, Relationships (The Nonprofit System: Constituencies, Collaborators, Coalitions, and Communities)	7
MNM 550F	Field Work in Nonprofit Organizations (Field Work in Nonprofit Organizations)	1
MNM 560	Organizational Evolution, Adaptive Leadership And, Strategic Direction (Leading toward a Preferred Future: Organizational Evolution, Adaptive Leadership, and Strategic Direction)	7
MNM 560F	Field Work in Nonprofit Organizations (Field work in Nonprofit Organizations)	1

## Master of Arts in Urban Sustainability (USMA)

AULA has a long standing, deeply-rooted commitment to educating students by building their capacity to create a more just world. Consistent with this tradition and in response to the challenges of global, environmental change, as well as social and economic inequality, Antioch's program trains the next generation of urban problem-solvers. The Urban Sustainability program prepares students for leadership positions in public policy, corporate accountability, social justice organizing, and environmental programming.

## Program Objective

The M.A. in Urban Sustainability Program provides students with the analytical, scientific, and technical skills that are required to create meaningful solutions within a human rights framework. This interdisciplinary program immerses students in a place-based context, fosters a systems-thinking approach, and promotes community engagement throughout the course of study. Students are prepared with practitioner tools and skills to research and analyze urban problems, and to communicate and work collaboratively with others. Students and faculty engage in dialog about sustainability issues, expand their environmental literacy, think critically about social, economic, and political strategies and the effects of rapid change on urban and global communities, and consider the policies and practices required to ensure economic, social and environmental justice.

## Program Learning Outcomes

*Upon leaving the program, USMA students will demonstrate the ability to:*

1. Apply ecosystems thinking and a human rights framework to the analysis of urban environments
2. Utilize natural and social science theory, concepts, and principles to address urban sustainability challenges
3. Produce effective strategies, at multiple scales, for sustainability planning, policy, and regulation
4. Use effective research, communication, and reflective practice skills in service to urban sustainability
5. Engage in collaboration, advocacy, and leadership to effect transformational change

## Program Overview

The USMA program integrates theoretical learning with field-based practice in a two year full-time graduate-level curriculum. This 36 semester-credit degree program uses a low-residency format with on-campus residencies, off-site residencies, and structured periods between those residencies. During their first year, students engage in one six-credit interdisciplinary seminar course as well as three three-credit content courses. They also attend four residencies and begin their field work during this first year. The second year of the program requires students to continue their fieldwork and launch a capstone project while taking elective courses related to their individual disciplinary interests. Students attend two residencies during this second year and a final one at the end of their program.

In order to meet the program learning outcomes described above, students studying Urban Sustainability at AULA will acquire the following competencies:

### Systems Thinking

Because today's cities exist in a world that is more crowded, complex, interconnected, interdependent and rapidly changing than ever before, we need to develop holistic ways of seeing and mapping key relationships and processes. Our students are taught to become adept systems thinkers who can:

- address a problem at multiple scales
- analyze social, scientific, and economic implications
- transfer knowledge across disciplines
- engage in creative problem-solving

### Environmental Literacy

Building from a foundation of environmental science, students gain a strong understanding of cities as ecosystems. From this perspective, students explore diverse urban sectors such as food, land, transportation, energy, waste, and water within their cultural, political, and economic contexts, and configure ways and means for human settlements to become more compatible with nature.

### Practitioner Skills

Through workshops, courses, and fieldwork our students learn and practice technical skills including facilitation, policy analysis, mapping, research, graphic presentation, and evaluation as well as the habits of a reflective practitioner.

### Social Justice Perspective

Reducing inequality at the local, regional, and global level is a prerequisite of urban sustainability. Students learn to apply a human rights lens to their ecosystems analysis and practice in order to become global citizens who can help shape a more equitable world.

## Degree Requirements

Students in the USMA program must earn a total of 36 semester credits to complete the degree. Degree requirements include the following:

- 18 credits required core curriculum coursework
- 3 credits elective coursework
- 3 credits first-year fieldwork
- 3 credits second-year fieldwork
- 9 credits capstone project
- 2 years of full-time enrollment (or the equivalent)

Attendance at 7 residencies

- o 4 residencies in first year
- o 3 residencies in second year

For every three credits of coursework, students are expected to spend 10 hours of face-to-face instruction during the residencies and 75-100 hours online (over the 20-week semester). Students are also required to attend 15-30 hours of additional lectures, special events, and site visits during the residencies.

Students may withdraw or take a Leave of Absence but are required to complete the degree within five calendar years of initially entering the Masters degree program.

## Core Coursework

Each USMA student takes the following five courses as part of their required core curriculum:

- Urban Sustainability (6 units)
- Eco Systems Thinking (3 units)
- Urban Infrastructure (3 units)
- Research and Writing For Practitioners (3 units)

- Sustainable Urban Economies (3 units)

Full-time students enroll in 9 units of core coursework each semester, completing these required 18 units within the first year of the program. Note that students also enroll in fieldwork courses while completing their core curriculum.

### Elective Coursework & Independent Learning Activities

Students take three one-unit elective courses that enable them to focus their studies and specialize in an area of interest. A minimum of two electives are offered during each semester of the program. Students are encouraged to take their elective courses beginning in the third semester of the program.

Students can potentially enroll for elective units as independent learning activities, working under the mentorship of a faculty expert. These independent studies are learning activities conceived and crafted by students in collaboration with their evaluators (faculty at AULA or other accredited graduate programs) and approved by their USMA faculty mentors. Independent studies may be focused on content related aspects of a student's field work, specific areas of interest arising from one or more of the required core courses, or an emerging topic of urban sustainability not covered in any of the required courses or electives.

### Degree Program Schedule

The USMA program follows a two-year cohort-model for students enrolled full time. Students who do not enroll in all of the required graduate courses their first year will take more than two years to complete their degree. Instruction follows a hybrid approach, meeting in on-site classrooms or in the field during the residencies and maintaining an online connection throughout the intervening weeks between residencies

#### First Year Curriculum

During the first semester of the first year, students enroll in one six-unit interdisciplinary seminar class as well as one three-credit course. During the second semester, students enroll in three three-units courses. Both semesters require students to participate in two residencies. In addition, three credits of field work are also required as part of the first-year curriculum. Students begin their field work in the second semester. This first year curriculum totals 21 semester credits.

##### Semester 1

URS 501	Urban Sustainability	6
URS 510	Fieldwork Planning	1
URS 523	Eco Systems Thinking	3

##### Semester 2

URS 504	Sustainable Urban Economies	3
URS 511	Fieldwork	2
URS 522	Research and Writing for Practitioners	3
URS 524	Urban Infrastructure	3

#### Second Year Curriculum

The second year curriculum includes a combination of fieldwork and capstone projects as well as three units of elective coursework. Students in their second year attend the two residencies marking the beginning of new semesters as well as a seventh and final residency at the end of the year, during which they make a public presentation of their capstone project. This second year curriculum totals 15 semester credits.

##### Semester 1

URS 610	Capstone Part a	3
URS 612	Fieldwork	3

##### Semester 2

URS 611	Capstone Part B	6
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### Electives

URS 620	Adaptive Leadership for Sustainable Change	1
URS 621	Greenhouse Gas Emissions Inventories	1
URS 623	Funding Your Mission: Grant Writing	1
URS 625	Group Facilitation	1
URS 627	Bldg Effective Online Communication Strategies for Social Change	1

URS 628	The Power of Story: Creating Strategy, Meme and Messages for Social Change (The Power of Story: Crafting Strategy, Meme and Messages for Social Change)	1
URS 626	Practical Map Making	1
URS 629	Introduction to Environmental Journalism	1

## Residencies

The residencies constitute a key component of the USMA Program. Students are required to attend seven residencies over the course of their studies in the program. On-campus residencies that occur at the beginning of each semester span six days, commencing on Tuesday and finishing on Sunday. All students attend two six-day residencies during their first year in the program and three six-day residencies in their second year. Two additional off-campus residencies for first year students occurring mid-semester span four days beginning on Thursday and ending on Sunday. Certain aspects of each residency are held off site, with the entirety of the shorter residencies being conducted off site.

Residencies include a combination of classroom learning, mentorship, site visits, guest lectures, panels, workshops, cultural and social activities and elective seminars. Students who have completed four semesters and have met all of the program requirements give public presentations of their capstone projects during their final residency.

During campus residencies, students are responsible for their own room and board expenses and arrangements.

## Sample Residency Schedules

### Cohorts Starting in October:

#### Year 1 Year 2

October (6 day)	October (6 day)
January (4 day)	
April (6 day)	April (6 day)
July (4 day)	Final Residency: October (6 day)

### Cohorts Starting in April:

#### Year1 Year 2

April (6 day)	April (6 day)
July (4 day)	
October (6 day)	October (6 day)
January (4 day)	Final Residency: April (6 day)

## Between Residencies

During the periods between residencies, students participate as active members of a virtual learning community. Through the use of the Sakai learning management system, students post and discuss reactions to their assigned readings; receive new course-related content including websites, online video presentations, blogs, and images; submit drafts and completed assignments for peer and faculty review; and engage in ongoing discussions related to all of the above. Classes also have some synchronous meetings during these periods using Adobe Connect Pro. Students are expected to correspond with their mentors on a regular basis, further developing their fieldwork, elective, independent study, and capstone plans discussed and agreed upon during residencies and following through on them during the semester.

## Fieldwork

The USMA program requires students to engage in fieldwork in their second and third semesters in the program. Fieldwork planning is a part of the first semester curriculum and involves articulating students' areas of focus and identifying appropriate placements that match their interests. These placements can take place in community settings of all types (including colleges and universities, not-for-profits, for-profit businesses, and governmental agencies). The program's strong emphasis on fieldwork ensures that students have the opportunity to develop practical skills that they can integrate with theoretical learning while serving community needs related to issues of urban sustainability.

## Capstone

The Capstone is a year-long comprehensive project in which students apply their integrated learning of social, economic and scientific perspectives through the overarching lens of natural systems thinking. Through their capstone project, students demonstrate the habits of mind, breadth of knowledge, practitioner skills and social justice perspective that comprise the mission of the Urban Sustainability program.

The capstone seminar ensures that students remain connected, receive feedback from their mentors and peers, and benefit from the wisdom of a larger community.

Through the capstone process, students:

- identify and address an urban place-based question, problem or initiative
- work under the mentorship of a faculty member or community expert
- design, create, record and report on the processes of a significant project or research effort

## Master of Fine Arts in Creative Writing (MFA)

The Master of Fine Arts in Creative Writing degree is offered by the Creative Writing Department of the Division of Graduate and Professional Studies, and represents the study of literature from the perspective of the writer rather than that of the critic or the scholar. The reading and analytical components of each semester project, and the variety of lectures offered during the residencies, provide opportunities for a well-integrated humanities-based curriculum, without sacrifice of direct manuscript work and criticism. The MFA in Creative Writing graduate is well-prepared in literature (especially the student's primary genre) as well as in writing and should be an attractive candidate for teaching positions, especially if s/he chooses to pursue the program's Post-MFA Certificate in the Teaching of Creative Writing. However, no one should be encouraged to enter or continue in the program if the student seeks the degree mainly for employment purposes. The MFA in Creative Writing program's goal is not to credential, but rather to help students with their writing and their creative education.

### SPECIAL EMPHASES OF THE MFA IN CREATIVE WRITING PROGRAM

The MFA in Creative Writing program is devoted to the education of literary artists, community engagement or service, and the pursuit of social justice. The program helps writers develop the skills of their craft and teaches them about the various roles of the writer in society. The program also develops awareness of and appreciation for culturally diverse writers and traditions.

### PROGRAM LEARNING OUTCOMES

Upon leaving the program, MFA students will be able to demonstrate:

1. Mastery of writing skills for selected genres: Creative Nonfiction, Fiction, Poetry, and Writing for Young People.
2. Critical reading, writing, and thinking skills required of a literary artist.
3. Knowledge of ethical dilemmas and social values of the literary arts.
4. Commitment to a broad range of issues and activities associated with a literary writer and the communities in which the writer lives and works.

### PROGRAM OVERVIEW

The MFA in Creative Writing program is a low-residency, mentor-based (as opposed to a course-based) program. There are no individual courses offered for units of credit. The MFA program includes five ten-day intensive residencies at the Los Angeles campus (or six residencies in the dual concentration option) involving required and elective activities, writing workshops, and individual as well as collaborative learning experiences. These residencies alternate with five-month non-residential, online project periods devoted to the completion of individualized learning plans and projects designed in conjunction with the student's faculty mentor. Students are awarded 12 semester units for the completion of each semester's learning, including both residency and project period activities.

The curriculum offers instruction in the techniques of writing in the genres of Creative Nonfiction, Fiction, Poetry, and Writing for Young People in combination with theoretical interpretation, cultural and literary criticism, and the exploration of social contexts. A required field study involves the student in experiential learning, such as involvement in community arts activities, the teaching of creative writing, or an internship in a professional setting. Students also study cultural mediation through the collaborative practice of translation and adaptation. Intense student-faculty mentoring relationships support the student learning and round out the curriculum. During the project periods, online conferences such as critique and reading groups connect students and mentors on a regular basis in an active learning network.

Each term, students are issued a Residency and Semester Student Handbook detailing specific learning activities for the upcoming residency. This Student Handbook also includes information on program requirements, policies, procedures, and documentation of learning.

### DEGREE OPTIONS

This low-residency MFA program for adult students is designed to provide writers with a high level of professional training and an appreciation for the multifaceted relationship of the arts and artists to society. Creative Nonfiction, Fiction, Poetry, and Writing for Young People are offered as primary genres for study, and Literary Translation is offered as a secondary genre for study. There are three options for completing the MFA degree:

- Single genre option – the student chooses one genre as the designated field of study and works in that genre for four terms (two years)
- Mixed genre option – the student chooses to spend three terms in a primary genre and one term in a second genre (two years)
- Dual concentration – the student spends three terms in the primary genre and two terms in a second genre (two and one half years). Before the beginning of their fourth residency, students seeking this option, 1) must have spent one term in the second genre, and 2) must have declared their intent to pursue a dual concentration.

## Advanced Standing

Advanced standing in the MFA in Creative Writing program can be sought by students who have completed at least one semester in another MFA in Creative Writing program in an accredited college or university. After having been accepted into the AULA MFA in Creative Writing program, students may request advanced standing under the advice and guidance of the Creative Writing Department Chair. Advanced standing qualifies a student to complete the standard MFA in Creative Writing program in three terms rather than four. Advanced standing moves the student forward only one term.

## The MFA Professional Development Semester

The MFA Professional Development Semester (PDS) consists of a single term that may be taken for a range of 5-10 units of credit. The options are: 1) an additional semester of project period mentoring any of the following genres: fiction, poetry, creative nonfiction, writing for young people, or literary translation; or 2) training and practice in the teaching of creative writing online, including online book coaching. The MFA Professional Development Semester is limited to Antioch MFA alumni as well as currently enrolled MFA students who have already completed all requirements for the MFA degree except for submission of an approved final manuscript and cumulative annotated bibliography. The PDS is taken during a student's fifth (or, in the case of dual concentrations, sixth) term of work. Continuing MFA students may take only one Professional Development Semester but may also return for additional PDS terms as alumni.

## Post-MFA Certificate in the Teaching of Creative Writing

A Post-MFA Certificate in the Teaching of Creative Writing is available to eligible MFA in Creative Writing students who have met all requirements for the degree, to AULA MFA in Creative Writing alumni, and to those holding the degree of MFA in Creative Writing from other institutions. The Certificate is described later in this page.

## THE MFA RESIDENCY

The ten-day residencies in June and December form a principal component of the MFA in Creative Writing program. Required to initiate each semester's work, the residency provides the student with seminars, lectures and workshops, an opportunity to submit preferences for a faculty mentor, and time to prepare the project period learning plan. It also offers the student peer support and networking with other writers.

Each ten-day residency at the Los Angeles campus provides the student with:

- Exposure to a wide range of collaborative and independent learning activities in the field
- Input in the selection of a faculty mentor for the upcoming project period
- Time to prepare the project period learning plan with the mentor
- General direction in the development of an individual curriculum; and
- Stimulation and support

Students and faculty come to the Los Angeles campus to participate in intensive sessions in writing and literature, as well as informal exchanges with students, faculty and special guests on social issues related to the arts. Faculty, visiting writers and graduating students present lectures in literature, literary theory, the craft of writing, and the professional aspects of a writing life. Course descriptions are sent in advance of the residency in the Student Handbook and are posted online so that students may select learning activities in which they wish to participate and to prepare for them. The learning activity descriptions include a list of works that students are expected to be familiar with in order to attend and benefit from a faculty or guest seminar, or a graduating student presentation. Students are expected to attend a minimum of seven learning activities during each residency period, along with required courses, orientations, and genre writing workshops.

The genre writing workshops, which meet on alternate days throughout the residency, encourage the development of analytical skills and critical abilities in a genre. Workshops are led by faculty members and students serve as resources for one another. Each includes six to nine students. During the residency, each student has original writing discussed in a workshop. Students are required to submit in advance representative new work completed during the previous semester's project period; new students may include work submitted with the application. A maximum of ten pages of poetry are requested; fiction and nonfiction writers submit a maximum of 20 double-spaced pages.

Each residency schedule includes a variety of special presentations, optional off-site events, performances, and other activities. Faculty members and graduating students give public readings of their work. Additionally, visiting writers are brought to the campus to participate in residency activities and give readings or presentations. Special discussion sessions are held on publishing, networking, electronic writing, book arts, dramatic writing, performance art, and the like. These special discussions vary with each residency.

Prior to the residency, students are encouraged to read published work by members of the faculty for that semester. During the residency, students submit their preferences for the faculty mentor who will work with them during the project period. The MFA core faculty team then assigns an appropriate mentor, based on student choice, student seniority, faculty availability, and other factors. The program cannot guarantee that each student will be able to work with every faculty member s/he wishes to have as a mentor or workshop leader. Students are required to work with a variety of faculty during their time in the program, and they are permitted to request to work with the same project period mentor for a maximum of two semesters.



During the residency, students meet in groups and in individual conferences with their assigned faculty mentor to discuss their learning projects for the upcoming project period. New students are oriented to the program model and counseled in how to meet degree requirements. High value is also placed on students being resources for one another.

Students and faculty do not reside on campus during the residency. Students must secure their own housing at one of the many hotels nearby. Students may choose to stay in other facilities, or with friends or family. The MFA program sets up an online housing conference so students can share housing information.

Students are generally expected to be on campus from 9:00 a.m. to as late as 9:00 p.m. every residency day, because of the full schedule of activities and the importance of informal, unscheduled exchange with colleagues (both faculty and students). Although readings are open to the public, other activities and facilities are for students only. With the exception of readings, students may not bring spouses, partners, friends or family to campus, as the residency period is an extremely demanding time to which the student must give full attention. No childcare is provided by the University. Campus policy does not allow pets on campus except for service animals. Other details of the residency, including accommodations, directions to the campus, etc., are included in the MFA Student Handbook distributed by mail.

During the residency, each student maintains a Residency Log, which is a list of the learning activities s/he has attended. The log must be submitted at the conclusion of each residency. Students must also write and submit a residency student learning analysis (RSLA) reflecting on the various learning activities during the residency. This must be submitted to the MFA program office approximately ten days after the student departs from the residency and becomes a part of the student's permanent file. In addition, students complete a residency review, identifying strengths, weaknesses, and suggestions for future residencies. The review, submitted via email, helps the MFA program faculty plan the next residency period more effectively, and does not become part of the student's permanent file.

Students are expected to participate fully in the entire ten-day residency period. Full participation is required to earn the semester's credit and for the granting of the degree. If, for some exceptional reason such as health or family emergency, a student cannot participate fully, s/he must petition the MFA program for a one-semester leave of absence (LOA). See the Office of the Registrar Policies and Procedures section of this Catalog for further information about LOAs. Students on leave are reminded that a new semester cannot be initiated without full residency participation.

## The Project Period and Project Period Contract

The second essential component of the MFA is the project period. During each residency, students are assigned a faculty mentor with whom they design a five-month learning plan called a Project Period Contract (PPC). The Project Period Contract contains the following elements:

- A list of specific learning objectives for the term
- A list of what the student will write in order to achieve these objectives
- A list of books and shorter works the student will read individually and in common with her/his mentee group in order to achieve the learning objectives
- A schedule by which writings and readings will be completed

A signed Project Period Contract is required before the student departs from the residency.

Activities in the PPC are completed during the project period. During these five months, regular communication is conducted with the faculty mentor via email, telephone, mail, and AULA's online learning management system, Sakai. Over the course of the project period, students submit five monthly packets of work to their mentors. Small groups of students also participate in an online reading conference supervised by their respective mentors. Project period activities require a minimum of 25 hours per week, consisting of reading and writing, conferencing, and communicating with other students.

The primary focus of the project period is the student's own creative writing as well as written annotations based on selected readings. Specific project periods also include other core requirements, such as the Art of Translation Conference (2<sup>nd</sup> project period), the short Critical Paper (2<sup>nd</sup> project period), the long Critical Paper (3<sup>rd</sup> project period), the Final Manuscript, and Cumulative Annotated Bibliography. These last two requirements are completed during the student's final project period in either the 4<sup>th</sup> or 5<sup>th</sup> semester, depending on whether or not the student is pursuing a dual concentration (5 semesters).

## Online Communication

An important feature of the MFA in Creative Writing program is the online component. During the project period, students, mentoring faculty, the Creative Writing Department office, and all offices at AULA are connected online through the AULA Gmail system and Sakai, on which students are trained during their first residency. Mentors also establish private online reading and writing/critique conferences for their mentees on Sakai. Public conferences, on topics ranging from book reviewing to genre critique groups to special interest groups ("Queer Dears," "Mothers Who Write," etc.) allow students and faculty to create a community of learners in cyberspace. While some faculty and students exchange work and information by regular mail and communicate by phone, the primary means of exchange is online via the AULA Gmail system. The Creative Writing Department also communicates information to faculty and students online through the AULA Gmail system.



## The Midterm Evaluation

Midway through the project period, the mentor completes a midterm evaluation that indicates the student's satisfactory work toward the Project Period Contract's learning objectives or indicates problems with the student's work and student-faculty relationship that might prevent the student from successfully completing the semester. This midterm evaluation is submitted to the Creative Writing Department office. If it is an unsatisfactory evaluation, the student is contacted by the Creative Writing Department chair to discuss strategies for academic improvement or the potential for the student being placed on probation. The student also completes a midterm self-evaluation which is submitted to the mentor and the Creative Writing Department office. By mutual agreement, the student and mentor may modify the Project Period Contract during the project period, but any significant changes to the original contract must be noted in the mentor's Student Learning Evaluation (SLE) at the end of the term. Another progress evaluation from the mentor is provided at the three quarter point of the project period to satisfy requirements of the Financial Aid office.

## DEGREE REQUIREMENTS

The decision to grant the MFA degree is made by the MFA Faculty Committee upon recommendation of the faculty mentor. The student's record must demonstrate the following:

- Full participation in five residencies (six for the dual concentration option)
- Successful completion of four project periods (five for the dual concentration option)
- Completion of the Art of Translation Seminar and online Art of Translation Conference
- Completion of the short and long critical papers
- Working with at least three different faculty mentors during the course of the program
- Completion of a core faculty-approved field study
- Broad reading and the preparation of a cumulative annotated bibliography in creative writing, literature, and the arts
- Successful completion of the final semester requirements: the graduating student presentation, graduating student public reading, and the final manuscript

The criteria for granting the degree include completion of all the above degree requirements, creative writing ability, engagement with perennial questions of literature and the social role of the writer, experience in applied criticism, and knowledge of the genre/genres studied in the program. It is expected that developing mastery in these areas will be demonstrated in each residency and project period evaluation, as well as documented specifically in responses to and evaluations of the student's work for each project period, including monthly packets of creative writing, critical papers, the field study, the final manuscript, and at the end of the student's final residency, the graduating student presentation.

## Sample Curriculum Plan

Students are required to participate in all learning activities specified as "required" for their specific cohort in the Student Handbook. The following curriculum plan illustrates a typical program of study. Bracketed items may be taken during any residency or project period in which they are offered. This is a representative plan, but each student's progress through the program is designed individually in consultation with her or his faculty mentors.

### Semester 1

#### Residency 1:

- New Student Orientations, Parts I & II
- Orientation to Sakai and Antioch Gmail
- Introduction to Online Conferencing
- Arts, Culture and Society I
- [Orientation to the MFA Field Study]
- [Writers at Work]
- Mentor interviewing and selection
- Genre Writing Workshop
- Seminars/readings/panels/graduating student presentations
- Student Log, Residency Student Learning Analysis and Project Period Contract

#### Project Period 1:

- Monthly submission of creative work to mentor
- Selected reading and written annotations
- Submission of workshop material for residency 2
- MFA field study designed and begun
- Online book discussion forum on Sakai

- Project Period Student Learning Analysis and Student Evaluation of Mentor

## **Semester 2**

### **Residency 2:**

- Mentor interviewing and selection
- [Arts, Culture and Society II (topic varies each residency)]
- Genre Writing Workshop
- Seminars/readings/panels/graduating student presentations
- [Orientation to the Field Study (if not taken at residency 1)]
- The Art of Translation Seminar
- Student Log, Residency Student Learning Analysis and Project Period Contract

### **Project Period 2:**

- Monthly submission of creative work to mentor
- Selected reading and written annotations
- Online Translation and Adaptation Conference
- Field study completed
- Online book discussion forum on Sakai
- Submission of workshop material for residency 3
- Short Critical Paper
- Project Period Student Learning Analysis and Student Evaluation of Mentor

## **Semester 3**

### **Residency 3:**

- Mentor interviewing and selection
- Critical Paper Seminar
- Genre Writing Workshop
- Seminars/readings/panels/graduating student presentations
- Student Log, Residency Student Learning Analysis and Project Period Contract

### **Project Period 3:**

- Monthly submission of creative work to mentor
- Selected reading and written annotations
- Long Critical Paper
- Online book discussion forum on Sakai
- Submission of workshop material for residency 4
- Project Period Student Learning Analysis and Student Evaluation of Mentor

## **Semester 4**

### **Residency 4:**

- Submission of long Critical Paper to MFA Program Office
- Orientation to the Final Term
- How to Prepare and Give a 20-Minute Graduating Student Presentation
- Mentor interview and selection
- Genre Writing Workshop
- Seminars/readings/panels/graduating student presentations
- Residency Student Learning Analysis and Project Period Contract

### **Project Period 4:**

- Preparation of the Final Manuscript
- Preparation of graduating student presentation and public reading

- Selected reading and written annotations
- Preparation of Cumulative Annotated Bibliography
- Online book discussion forum on Sakai
- Submission of workshop material for residency 5
- Project Period Student Learning Analysis and Student Evaluation of Mentor

#### Residency 5:

- Submission of final manuscript to MFA Program Office
- Submission of cumulative annotated bibliography to MFA Program Office
- Genre Writing Workshop
- Life After Antioch
- Seminars/readings/panels/graduating student presentations
- Present graduating student presentation
- Perform graduating student public reading of creative work
- Student Log and Residency Student Learning Analysis

#### Semester 5 (for dual concentration students only)

#### Project Period 5:

- For Dual Concentration students, same as project period 4

#### Residency 6:

- For Dual Concentration students, same as residency 5

#### Final Semester Requirements

At the end of at least three successful semesters (four for dual concentration students), and with faculty mentor approval of the long Critical Paper, the student proceeds into the final semester's projects. During the final residency, the student is also expected to offer a 20-minute conference-style presentation under faculty supervision and to present a public reading of her/his work. Final semester work focuses primarily on the preparation of the Cumulative Annotated Bibliography (a complete listing of everything the student has read and studied during the program) and the Final Manuscript, described below.

#### The Final Manuscript

The Final Manuscript is a volume of the student's best creative work produced in the MFA program, reflecting proportionally the genre(s) the student has studied under the supervision of his/her mentors each project period.

For students who concentrate in a **single genre**, the requirements are as follows:

- Creative Nonfiction: At least 100 manuscript pages
- Fiction: At least 100 manuscript pages
- Poetry: At least 40 manuscript pages
- Writing for Young People: At least 100 manuscript pages

For students who pursue a **mixed concentration** (3 semesters in a primary genre, 1 in a secondary genre), the minimum page requirements are listed below.

**Note:** Creative Nonfiction, Fiction, and Writing for Young People are each calculated as "prose."

- Poetry (primary) and prose (secondary): 30 pages of poems, 25 pages of prose
- Prose (primary) and Poetry (secondary): 75 pages of prose, 10 pages of poems
- Prose (primary) and different genre of prose (secondary): 75 pages of primary genre, 25 pages of secondary genre

For students who pursue a **Dual Concentration** (3 semesters in a primary genre, 2 in a secondary genre), the minimum page requirements are as follows:

- Poetry (primary) and prose (secondary): 30 pages of poems, 50 pages of prose
- Prose (primary) and Poetry (secondary): 75 pages of prose, 20 pages of poems

- Prose (primary) and different genre of prose (secondary): 75 pages of primary genre, 50 pages of secondary genre

## **ASSESSMENT**

Student learning in the MFA in Creative Writing program is assessed in a number of ways, all of which are grounded in the program's learning objectives and mission.

Each student's writing is evaluated by a faculty admissions committee during the application process. This writing sample and faculty evaluation serve as a baseline from which to identify the student's strengths in writing and assess the student's improvement through the course of the program.

The evaluation of the student's learning and, more precisely, the student's development and mastery of writing skills in a selected genre occurs in several ways:

- Students receive ongoing responses to their writing from faculty mentors and peers throughout the program.
- As noted above, there is a midterm evaluation for each project period.
- Students write their own project period student learning analysis and receive their mentor's evaluation at the end of each project period.
- At the end of the final project period, the mentor approves the student's Final Manuscript (which also must be approved and signed by the MFA chair) and writes the final evaluation, clearing the student for graduation.
- Faculty and peer review of each graduating student's presentation are gathered during the final residency and later shared with the student.

## **HARDWARE AND SOFTWARE REQUIREMENTS**

\* Items marked with an asterisk in the section below are required as of May 2012.

Because the MFA learning community engages in distance and hybrid education, it is essential that every student in the MFA program have ongoing reliable access to a working computer and a stable Internet connection.

Please consult the Antioch University website and the MFA Program Office for our regularly updated information on hardware and software requirements.

### **Computer Hardware/Operating System:**

\* Mac (10.5 or higher) or Windows PC (XP or higher) with a minimum of 1GB of RAM (2GB recommended)

Computer speakers to listen to audio content

Webcam to participate in course-related video conferencing

We recommend that you use a computer purchased in the last 2-3 years. Many retailers offer discounts on new laptops and desktops to enrolled students.

### **Office Productivity Software:**

\* Word processing software that can save to MS Word "doc" or "docx" format

A good choice for students is a current office suite package, such as Microsoft Office, that includes word processing, presentation, spreadsheet, and other useful software. See Antioch website for other acceptable options. (Antioch University requires students and faculty to trade files in DOC format to prevent incompatibilities.)

### **Internet Connectivity:**

\* Reliable Internet connection

Consistent access to a high-speed (i.e., cable/DSL) Internet connection is strongly recommended. Slower connections via telephone lines may result in lost work and frustration. Also, it is helpful to have consistent access outside of an office environment. Some offices have restrictions on network usage that can interfere with accessing school site.

### **Internet Browsers and Plug-Ins:**

\* Please use one of the following Internet browsers:

Internet Explorer 8 or higher (PC)

Firefox 3.5 or higher (PC, Mac)

Google Chrome 7.0 or higher (PC, Mac)

Safari 5.0 or higher (Mac)

Note: Firefox has worked especially well for students accessing Sakai.

Free Internet plug-ins should allow you to view PDF documents, and play multimedia files.

### **Security, Anti-Virus, and Handheld Devices:**

Antioch University urges you to take steps to prevent viruses and other malware from infecting your educational computing environment. To that end, we recommend you use and keep updated reliable anti-virus software, and malware and spyware protection.

We also encourage all members of our community to back up their work often to protect against computer failure. The MFA program requires students to maintain some documents over the course of their two years in the program. It is essential that you not let natural disaster or computer failure create challenges for you in the months leading up to your graduation.

Please note that handheld and tablet devices may be very helpful, but will not be able to interact with all the online features of the MFA program.

## **LEARNING ACTIVITY DESCRIPTIONS**

### **Residency Core Offerings**

#### **Genre Writing Workshop**

The Genre Writing Workshop is an intensive four-day workshop (10 total hours) in the genre (Creative Nonfiction, Fiction, Poetry, or Writing for Young People) the student concentrated on in the project period that preceded the residency. (Note: Mixed genre students and incoming students participate in a workshop in the genre they were mentored—or accepted in—that precedes the residency.)

#### **Arts, Culture, and Society (I & II)**

These courses investigate the relation between cultural production, politics and social change. With a lecture-discussion format, students focus attention on the principal aspects of cultural theory in an effort to come to a fuller understanding of the place of writing and the arts within our social system. Students gain a better understanding of themselves as cultural workers situated within particular matrices of political and social power.

#### **Orientation to the Field Study**

Students are required to complete one field study project, pre-approved by core faculty. In some instances, pre-designed field studies are available for students to select. These include interviewing and introducing guest writers or working on the MFA program's student-edited online literary journal, *Lunch Ticket*. However, in most instances, students develop opportunities for these learning experiences under the guidance of their core faculty field study mentor and on-site field study supervisor. Field studies can consist of varied types of learning such as developing a multimedia presentation, interning in professional settings or cultural organizations, creating a web page, editing a magazine, and other activities or projects approved by the core faculty and on-site field study supervisor. Each student's field study is expected to address *at least two* of the three aspects of the MFA program's special focus: the education of literary artists, community engagement, and the pursuit of social justice.

#### **Seminars/Presentations on the Art and Culture of Writing**

Faculty and guest writers present historical, critical, and process seminars on writing and the work of writers. Graduating students present 20-minute conference-style presentations on literary topics.

#### **Critical Paper Seminar**

This course introduces students to graduate-level library research. Students learn to research topics in literary studies, access on-line libraries, provide proper documentation for critical papers, and prepare critical paper manuscripts according to Modern Language Association guidelines.

#### **The Art of Translation Seminar**

This seminar familiarizes students with the art of translation and adaptation of literary texts. One of the primary goals of this conference is cultural mediation. Collaborative translation and adaptation create bridges to other cultures while honing English language skills by creating "equivalent" patterns of sound and sense that also serve the originality of poems in another tongue. Spinoffs and rewritings of poems and short prose passages also help students discover how their own cultures modulate universal themes. It is not necessary to know a foreign language to participate in this seminar.

#### **How to Prepare and Teach a 20-Minute Presentation**

This seminar helps students approaching graduation prepare to give their graduating student presentations. The broader purpose is twofold: 1) To help students envision their presentations with clear delivery of information and audience engagement; and 2) to help students envision contexts in which this type of presentation – teaching, job interviews, conference presentations, etc. – will be essential to success.

### **Writers at Work**

Lectures, field trips, meetings with editors and publishers, and other resources show students ways in which creative writers earn a living in today's culture.

### **Creative Writing Pedagogy Workshop**

This workshop is an intensive, four-day workshop (10 total hours) in innovative creative writing pedagogies, required for students in the Post-MFA Certificate in the Teaching of Creative Writing program.

### **The Pedagogy of Creative Writing**

Various faculty seminars are offered which examine both the theory and the practice of teaching creative writing. Of particular interest is an ongoing critique of the workshop model, offering multiple alternative paradigms for the production and critical assessment of creative work that may better suit the needs of emerging creative writers. Required for students in the Post-MFA Certificate in the Teaching of Creative Writing program.

# Fast Track and Advanced Standing

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Antioch University Los Angeles offers BA students several Fast Track Programs and Advanced Standing Status.

## Advanced Standing Status

Undergraduate students enrolled in the BA in Liberal Studies program may qualify for advanced standing status in the Master of Arts in Education, Leadership and Change (MAEx) program. Click on the appropriate link below to learn more about the qualification criteria.

Advanced Standing in the Master of Arts in Education, Leadership and Change (MAEx) Program (p. 85)

Advanced Standing in the Master of Fine Arts in Creative Writing (<http://aulacatalog.antioch.edu/graduateprograms/masteroffineartsincreativewritingmfa/#advancedstanding>)

## Fast Track Programs

Through the AULA Fast Track Programs, undergraduate students are able to take graduate courses that will apply toward both the student's current bachelor's degree as well as future master's degree. Depending on the program, these units typically can satisfy up to a quarter or semester graduate degree requirements. To learn more, click on the links below:

Fast Track for Master of Arts in Psychology (MAP) Program

Fast Track for Teacher Credentialing (MAE/TC) Program (p. 86)

Fast Track for Master of Arts in Urban Sustainability (USMA) Program

Fast Track for Master of Arts in Nonprofit Management (MANM) Program

## BA-Education Department Advanced Standing

### Advanced Standing in the Master of Arts in Education with Leadership and Change Degree (MAEx)

Undergraduate students enrolled in the BA in Liberal Studies program who meet the requirements outlined below will be granted advanced standing status in order to enroll in MAEx classes.

BA students granted MAEx advanced standing status are pre-approved to enroll in up to 6 units of eligible coursework in fulfillment of their BA degree-unit requirement and may apply these 6 units toward fulfillment of the degree-unit requirements of the MAEx degree.

To qualify for MAEx advanced-standing status, a BA student must:

- Be in good academic standing. Students on probation are not eligible to apply for advanced-standing status
- Have the written approval of the Chair of the MA in Education, Leadership and Change program

Acceptance into the Education Department for those granted MAEx advanced-standing status is contingent upon successful completion of the BA in Liberal Studies degree and any other application requirements stipulated by the Department.

## BA-MANM Fast Track

A BA student may apply to become a fast-track candidate for the MA in Non-Profit Management degree if he or she is projected to meet the following requirements by the anticipated start of the fast track quarter. MANM quarters begin in Fall and Spring.

- Must have completed at least 172 units toward the BA degree, with no more than 8 units remaining.
- Must have met all domains of knowledge units, math review and academic writing courses, self-directed non-classroom learning units, as well as the units required for the declared area of concentration, if applicable.
- Must be in good academic standing. Students on academic warning or probation are not eligible for fast-track status.
- Must apply for and be provisionally accepted into the MANM program.

Fast-track students must enroll only in the required 8 quarter-unit curriculum for the first quarter MANM students. If they successfully complete those units, they earn 8 units to complete their BA degree while also earning 8 units toward their MA degree. Until they complete these 8 units and graduate from the BA Program, fast-track students are only provisionally accepted into the MANM Program.



## BA-MAP Fast Track Program

Undergraduate students enrolled in the BA in Liberal Studies Program may, with faculty approval, apply as a fast-track candidate for the MAP Program. A student must gain approval from both the BA and MAP program chairs to become a fast-track candidate. Provisionally accepted fast-track candidates will enroll in the required 6-12 quarter unit cohort curriculum for entering MAP students. Students may complete these courses in either one quarter, if attending full time, or in two quarters, if attending less than full time. Once successfully completed, these 6-12 units will represent completion of the student's BA degree. These same units will also apply toward the single integrated MAP degree, per the requirements of the California Board of Behavioral Sciences.

Students are not required to have a BA major concentration in psychology to be accepted into the fast-track option. However, those who apply without a BA major concentration in psychology will be required to take the PSY 510 Intro to Psychology course in addition to other required courses before they are fully admitted into the program. (PSY 510 may be taken prior to entering into the MAP program, or in the first quarter of the MAP program.) Students on academic or any other type of probation are not eligible for the fast track.

## BA-Teacher Credentialing Fast Track Program

BA students interested in earning a teaching credential may apply for the fast-track option of the MAE/TC Program. Eligible BA fast-track students may earn up to 31 upper division credits toward a teaching credential during the last one or two quarters of their BA Program. Upon successful completion of the BA degree, the student is eligible to be considered for admission into the Teacher Credential Program and may complete the credential in two or three additional quarters of full-time study.

Because most BA requirements must be fulfilled prior to starting teaching credential course work, prospective fast-track students must plan their studies carefully with their BA advisors in order to meet the eligibility requirements listed below:

To begin the teacher credential course work, the student must have completed:

### Unit Requirement:

- At least 149 of the 180 minimum total units for the BA degree
- At least 59 of the minimum 90 upper division units
- At least 14 units in residency at AULA
- If the student has declared a specialized Area of Concentration, he/she must have completed at least 40 units in that Area. Not applicable for students who have chosen Liberal Studies.

### Domains of Knowledge Requirement:

- Must have completed at least 6 units in each of the following Domains of Knowledge: Communications, Quantitative Methods, Fine Arts, Humanities, and Sciences. Students may fulfill the Social Science Domain with the Teacher Education program courses.

### Assessments:

- Students must have completed writing and math assessments, including turning in math workbooks
- Students must have completed all writing classes as indicated by the results of the writing assessment

### Residency Requirement:

- BA students must complete a minimum 45 units in residency at AULA. Prospective fast-track candidates should expect to spend at least two quarters in the BA Program before beginning their fast-track coursework.

### Good Standing Requirement

- Must be in good standing in the BA program:
- Not on SAP or academic probation

Students interested in the fast-track option should contact the Coordinator of the Education Department to review their eligibility and work closely with their BA advisor to prepare a plan for meeting the requirements.

Note: The State of California awards Teaching Credentials. Universities recommend candidates to the State for the Credential. AULA's Teacher Credentialing Program provides the curriculum to prepare candidates for the Preliminary Multiple-Subject or Preliminary Education Specialist Mild/Moderate Teaching Credential with the English Language Learner authorization. Once candidates successfully complete the required coursework, AULA provides verification of course completion and, with program approval, recommends candidates to the California Commission on Teacher Credentialing (<http://www.ctc.ca.gov>), in conjunction with the candidate's application.

## BA-USMA Fast Track Program

A BA student may elect to become a fast-track candidate, enroll in MA program courses and have them count toward completion of both the BA degree and the USMA degree.

In order to qualify for the fast track in the USMA Program, a student in the AULA BA program must:

- Apply and be provisionally accepted into the MA program
- Have 18 or fewer quarter units remaining to complete the BA degree
- Have completed all non-classroom learning and domain requirements

Fast-track students must enroll in the required 10 semester-unit core curriculum for the first semester MA students. If they successfully complete those units, students earn 10 semester units that can be applied toward the MA degree and 15 quarter units that are counted toward completion of their BA degree requirements. Until they complete these 10 units and graduate from the BA program, fast-track students are only provisionally accepted into the MA program.

BA students who do not elect the fast-track option may also enroll in one or more Urban Sustainability elective courses (not the core curriculum) with the approval of both the MA Program Chair and the BA Faculty Advisor. These courses may fulfill BA program requirements within the Social Sciences domain and will count toward the completion of the MA degree if the student applies, is accepted into one of the programs, and requests that the credits be transferred.

### Computer Hardware and Software Requirements

Students in the USMA Program are required to use an online learning management system as part of their core coursework. Therefore, they must have access to a personal computer, which, ideally, will be a laptop or other portable computer. Students need to have internet access and are expected to post documents electronically and be available for scheduled (synchronous) online discussions.

# Certificate Programs

Designed to promote professional enhancement, AULA offers dynamic certificate programs and teaching credentials. Click on the links below to learn more.

- Certificate in Conflict and Non-Conflict Related Trauma Studies (p. 88)
- Certificate in Applied Community Psychology (p. 88)
- Certificate in LGBT Affirmative Psychology (p. 89)
- Certificate in Urban Sustainability (p. 89)
- Post-MFA Certificate in the Teaching of Creative Writing (p. 90)

## Certificate in Conflict and Non-Conflict Related Trauma Studies

As of 2014, two additional certificate programs are available, one in LGBT Affirmative Psychology, the other in Conflict and Non-conflict Related Trauma Studies. These certificate programs are designed for marriage and family therapists, clinical counselors, social workers, psychiatrists, psychologists or related license or non-licensed professionals who have earned a license-eligible, master's degree in clinical or counseling psychology or a related field, seeking to expand their practices and refine their skills in the certificate areas. Initially offered on the Los Angeles campus, with the specific intention of future offerings being in different cities throughout the United States.

The two certificates are identical in structure, consisting of two consecutive 10-week sessions that combine online learning with three in-person weekend residencies. Four courses are offered at 3 credits each, for a total of 12 quarter units of accredited graduate work.

The in-person residencies are face-to-face during Week 1, Week 10/11, and Week 20 of the program. During these residencies, students participate in classes. The residencies enable students to form personal and professional connections with the instructors, guest speakers, and each other.

During the online portions of the program, students work from home to read required course material, write papers, and engage in robust online discussion.

Required Courses for Conflict and Non-conflict Related Trauma Studies.

PSY 522A	Perspectives: Trauma & Its Effects, Awareness & Recovery	3
PSY 522B	Treatment of Trauma & Posttraumatic Stress Disorder	3
PSY 522C	Conflict Resolution, & Secondary Posttraumatic Stress Disorder (PTSD) & Self-Care Issues for Mental Health Professionals	3
PSY 597A	Assessment & Treatment of Clients With Posttraumatic Stress Disorder & Co-Occurring Substance/Alcohol Abuse, Dependency, Or Addiction	3

If you do not meet the eligibility requirements for these certificate programs, but believe you are qualified to complete them, please contact MAP Director of Weekend and Satellite Programs (<http://www.antiochla.edu/directory/grant-elliott>) to discuss why you are interested in enrolling and how you think it will benefit you.

Note: To be in either of these certificate programs, you must have access to a computer with Internet access.

## Certificate in Applied Community Psychology (ACP)

The 20-unit Certificate in Applied Community Psychology can be completed in five quarters over 15 consecutive months. Participants conduct all of their coursework on the AULA campus, taking classes alongside master's in Psychology students.

Students may enter the program during any quarter.

Through class projects and field study opportunities, students acquire valuable skills and hands-on experience in program development and evaluation; prevention and promotion; community consultation and collaboration; and workshop and in-service development. Students round out their program of study with elective workshops, or may elect to participate in additional field study experiences.

Required Coursework

PSY 545A	Community Psychology: Theories and Methods	3
PSY 545D	Community Consultation & Collaboration	3
PSY 545E	Program Development and Evaluation	3
PSY 545F	Prevention and Promotion	3

PSY 575E	Psychoeducational Groups and In-Service Training Development	3
PSY 512B	Field Study in Applied Community Psychology	2
ACP Electives		3

The Certificate in Applied Community Psychology program was designed for individuals who have earned a bachelor's degree (or higher) and are interested in engaging in community work.

## Certificate in LGBT Affirmative Psychology

As of 2014, two additional certificate programs are available, one in LGBT Affirmative Psychology, the other in Conflict and Non-conflict Related Trauma Studies. These certificate programs are designed for marriage and family therapists, clinical counselors, social workers, psychiatrists, psychologists or related license or non-licensed professionals who have earned a license-eligible, master's degree in clinical or counseling psychology or a related field, seeking to expand their practices and refine their skills in the certificate areas. Initially offered on the Los Angeles campus, with the specific intention of future offerings being in different cities throughout the United States.

The two certificates are identical in structure, consisting of two consecutive 10-week sessions that combine online learning with three in-person weekend residencies. Four courses are offered at 3 credits each, for a total of 12 quarter units of accredited graduate work.

The in-person residencies are face-to-face during Week 1, Week 10/11, and Week 20 of the program. During these residencies, students participate in classes. The residencies enable students to form personal and professional connections with the instructors, guest speakers, and each other.

During the online portions of the program, students work from home to read required course material, write papers, and engage in robust online discussion.

### Required Courses

PSY 593DD	Multicultural Mental Health	3
PSY 593K	LGBT History and Mythology	3
PSY 593NN	Treating Families Through the LGBT Affirmative Lens	3
PSY 593Z	Affirmative Psychotherapy	3

If you do not meet the eligibility requirements for these certificate programs, but believe you are qualified to complete them, please contact MAP Director of Weekend and Satellite Programs (<http://www.antiochla.edu/directory/grant-elliott>) to discuss why you are interested in enrolling and how you think it will benefit you.

Note: To be in either of these certificate programs, you must have access to a computer with Internet access.

## Certificate in Urban Sustainability

Individuals interested in studying urban sustainability who do not wish to earn a Masters degree may seek a Certificate in Urban Sustainability by enrolling for one year in a subset of the courses offered in the graduate program. Certificate students take the 6-credit seminar course in the first semester and 6 units their second semester as well as completing 3 credits of fieldwork for a total of 15 semester credits. In the second semester, certificate students can choose to study Urban Infrastructure, Sustainable Urban Economies, or Research and Writing for Practitioners.

### Semester 1

URS 501	Urban Sustainability	6
URS 510	Fieldwork Planning	1

### Semester 2

URS 523	Eco Systems Thinking (ECO SYSTEMS THINKING)	3
URS 511	Fieldwork	2

Certificate students are expected to attend four residencies (two six day residencies in April and October, two four day residencies in January and July) during that year and adhere to learning expectations during the months between residencies. If a student completes the certificate program and wishes to enroll in the graduate program, those completed credits can be applied toward the Masters degree as long as the coursework was completed within the past five years. Certificate students who wish to matriculate into the graduate program will be completing the remaining core coursework during their second year (whichever courses they did not complete as a part of the certificate) and must also attend four on-site residencies. Students may also enroll in elective coursework and continue their fieldwork during either their second or third year in the program. A third year of enrollment is required for completion of the capstone project.

### Transfer Credit

Program core faculty will consider requests for transfer credits in limited circumstances. The student must provide evidence that the course content applies to this field and demonstrate learning showing sufficient mastery of the material. A maximum of 9 semester units will be accepted as transfer units from programs delivered at other institutions. The only exception to the 9 semester unit maximum for transfer of credits is articulated below for AULA BA students.

## Post-MFA Certificate in the Teaching of Creative Writing

The Post-MFA Certificate in the Teaching of Creative Writing program, offered by the Creative Writing Department of the Division of Graduate and Professional Studies, is open to any student holding an MFA in Creative Writing from AULA or another accredited institution, and requires one semester beyond the completion of the MFA degree. During this term the student engages in systematic study of the theory and practice of teaching creative writing and composition, a salutary preparation for working in classroom and workshop settings at any educational level.

Although the Post-MFA Certificate in the Teaching of Creative Writing is not a formal teaching “credential,” it benefits the following groups:

- MFA holders who desire to teach, but have little teaching experience
- MFA holders who are either college/university writing instructors or public school teachers who want to learn more about the intersection of creative and expository writing pedagogies, and to incorporate this knowledge into their teaching
- MFA holders who desire to improve their marketability as teachers
- MFA holders who have teaching careers well under way and seek to improve their current positions through postgraduate professional development encouraged or required by their employers

Note: The California Community College system does not recognize either the MFA or the Post-MFA Certificate as a valid teaching credential for instructors of English. The Post-MFA Certificate is not a program that leads to a teaching credential for secondary or elementary education.

## PMFA Program Learning Outcomes

All Post-MFA students incorporate five program learning outcomes and activities into their project period work. The first four of these are accomplished during the student's supervised teaching placement (overseen by the on-site supervisor) and one in the student's independent research on creative writing pedagogy (overseen by the AULA pedagogy mentor).

Graduates of the PMFA program will:

1. Demonstrate an understanding of and commitment to the range of responsibilities required of an apprentice teacher who is learning to become a professional educator. These responsibilities include, but are not limited to, the following:
  - Accountability to all chains of command (on-site teaching supervisor, PMFA mentor, Creative Writing Department chair, and Creative Writing Department office)
  - Professional demeanor in all activities related to the program and one's teaching assignment
  - Professional documentation, as needed
  - Communicating clearly and in a timely manner with students, supervisors, and colleagues
  - Engaging with the life of the department of the host institution, including attending faculty meetings (when invited)
2. Demonstrate an understanding of the dynamics that exist in a particular writing classroom or online setting, including the differing viewpoints and learning styles of individual students.
3. Professionally critique one's own strengths and weaknesses as a teacher, and adjust one's own teaching as needed.
4. Demonstrate the ability to develop an assignment or lesson plan that responds to the class's stated learning goals.
5. Develop a critical vocabulary from research in pedagogy to identify and articulate various teaching methodologies and their relation to student learning styles.

## PROGRAM OVERVIEW

The Post-MFA Certificate in the Teaching of Creative Writing is completed in three stages with the following learning activities:

### Stage I: Pre-Project Period Residency

The entering Post-MFA Certificate student must attend a ten-day residency on the Antioch University Los Angeles campus during which s/he completes the following requirements:

- Orientation to the Certificate in the Teaching of Creative Writing
- Readings in the Pedagogy of Creative Writing seminar
- Teaching Academic Writing seminar

- Workshop in the Pedagogy of Creative Writing
- Attend all seminars, presentations, or panels dealing with creative writing pedagogy
- Five additional residency learning activities (seminars, presentations, panels, roundtables, etc. Attendance at faculty and student readings does not fulfill this requirement.)

Post-MFA students are strongly encouraged to generate a list of possible teaching placements (locations and supervisor contact information) before beginning in the program, and to bring it to the first on-campus residency. Students with a list of possible placements prior to Stage I will be able to make the best use of their first on-campus residency.

The first three requirements listed above may have been fulfilled by AULA MFA students at previous residencies.

## **Stage II: Semester Project Period**

During the five-month project period, Post-MFA Certificate students perform the following off-campus activities:

- Participate in supervised teaching of creative writing, coordinated with the assistance of an AULA creative writing pedagogy mentor. This includes negotiating and fulfilling a Supervised Teaching Contract with an approved on-site supervising instructor in the student's home region.
- Read widely in the pedagogy of creative writing and provide written annotations of books read.
- Participate in an online conference on creative writing pedagogy, supervised by an AULA creative writing pedagogy mentor.
- Write a paper on some aspect of creative writing pedagogy, supervised by an AULA creative writing pedagogy mentor.

The details of each of the above are negotiated with each student's mentor and specified in the Project Period Contract.

## **Stage III: Post-Project Period Short Residency**

Post-MFA Certificate students are required to attend at least the first three days of their post-project period residency. A student may choose to attend as many additional days of the post-project period residency as s/he wishes. Requirements are as follows:

- Present a lecture related to the teaching of creative writing or participate in a pedagogy panel with fellow certificate students.
- Submit an archive copy of the Pedagogy Paper, plus an annotated bibliography of readings in the pedagogy of creative writing.
- Participate in an individualized teaching career development session with the chair of the Creative Writing Department and pedagogy mentor.

# Financial Aid

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Antioch University Los Angeles (AULA) offers a full range of financial aid services to help students who need financial assistance in order to pursue their studies. The Financial Aid Office (FAO) provides application information and materials, evaluation of student eligibility for the available financial aid programs, and budget and debt management counseling.

Students receive assistance in the form of grants, scholarships, student loans and part-time employment. Funds are available from federal and state sources, private sponsors, and University resources. More than 65 percent of AULA students receive some form of financial assistance. Most financial aid awards are based on the applicant's demonstration of need. This is calculated on the Free Application for Federal Student Aid (FAFSA) which produces a number called the Expected Family Contribution (EFC).

One of the fundamental principles of financial aid is that the student and his/her family have the primary responsibility to pay for the cost of their education, to the extent of their ability. Therefore, students are asked to contribute a portion of their resources to pay the costs of tuition, fees, books, supplies, and living expenses. The amount that each student is expected to pay toward these costs varies and depends upon the specific financial circumstances of each student.

## Financial Aid Eligibility

To receive financial aid through a need-based grant, loan and/or employment programs, students must:

- (1) demonstrate financial need
- (2) have a high school diploma, GED or an equivalent (as determined by the Department of Education)
- (3) be enrolled at least half time as a regular student working towards a degree or certificate in an eligible program
- (4) be a U.S. citizen or eligible noncitizen
- (5) have a Social Security number
- (6) maintain satisfactory academic progress
- (7) not be in default on a previous student loan or owe an overpayment of aid
- (8) be registered with the Selective Service (if required)

As part of the financial aid application process, all students must complete the Free Application for Federal Student Aid (FAFSA) annually at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) (<http://www.fafsa.ed.gov>). The FAFSA is transmitted to a federal processing agency that evaluates information such as income and assets, household size, number of family members in college, etc. using a standard formula established by Congress. The formula determines an Expected Family Contribution (EFC) which is the amount a student or student's family is expected to contribute toward their education. AULA uses the federal EFC to determine the student's financial need, as follows:

$$\text{Total cost of attendance} - \text{EFC} = \text{amount of financial need}$$

Total cost of attendance includes tuition and fees, books and supplies, rent and food allowances, transportation, personal expenses and loan fees. Costs vary depending on the student's program and enrollment status.

Once a student's EFC contribution is verified, the Financial Aid Office develops a financial aid award package that attempts to make attendance at Antioch University Los Angeles affordable.

## Financial Aid Policies and Processes

### Application Process

Students applying for financial aid must complete the following steps:

#### Step 1: Three Steps to Apply for Aid

- Acquire a Personal Identification Number (PIN) at [www.pin.ed.gov](http://www.pin.ed.gov) (<http://www.pin.ed.gov>). This will act as your electronic signature and give you access to all the federal aid websites. Parents of dependent students and co-signers for Federal Direct GradPLUS loans will require a PIN as well. Complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) (<http://www.fafsa.ed.gov>) and include AULA's school code: **E00554**. Paper FAFSA applications are no longer available.
- Complete the AULA Financial Aid Request Form for the appropriate academic year. This can be found under the Financial Aid section of the AULA website.



- Student must also complete the Entrance Counseling (EC) and Federal Direct Stafford Loan Master Promissory Note (MPN) online at [www.studentloans.gov](http://www.studentloans.gov) (<http://www.studentloans.gov>). (Graduate students who are interested in GradPLUS loans need to complete the Entrance Counseling that includes the GradPLUS, and must also complete the two-step process of applying for the GradPLUS and completing the MPN).

## Step 2: Verification (if applicable)

- If a student is selected for verification, he/she will receive notification from the Financial Aid office (FAO) that additional documentation may be required.
- In general, all verification processing must be completed before the end of your first term of enrollment in the 2013-14 award year for aid to be awarded and disbursed timely. In most cases, we will not award aid until all required and/or requested documentation has been submitted. On a case-by-case basis, we may award and disburse certain types of need-based aid in advance of having all documentation submitted.
- We are aware that circumstances can prevent certain paperwork from being submitted in a timely fashion (i.e. IRS tax filing extension). This could mean a delay in the receipt of aid and you may be responsible for paying any past due charges in lieu of pending financial aid awards.

## Step 3: File Review and Awarding

- As application files are completed and reviewed by the FAO, students are notified by mail or email of their eligibility for financial aid. Students who qualify will receive a Financial Aid Award Letter indicating the types and amounts of financial aid awarded.
- Information and instructions for accepting the financial aid award is also provided at that time. Financial aid awards are subject to change based on student enrollment status changes and availability of funds.

## Awarding and Packaging Financial Aid

Borrowers of Federal Direct Stafford Loans must use the Department of Education's loan website at [www.studentloans.gov](http://www.studentloans.gov) (<http://www.studentloans.gov>). Students access the website using their PIN number (same as the PIN for the FAFSA) to complete and provide the following information:

- Entrance Counseling requirements
- Federal Direct Stafford Loans and/or Federal Direct PLUS Master Promissory Notes
  - Personal information
  - Two references
  - Sign and Submit
  - A confirmation will appear that the loan application is successfully transmitted

The financial aid disbursements dates for all quarter programs are set for week three, after the Add/Drop period. The financial aid disbursements dates for all semester programs are set for ten days prior to the first date of residency.

An award year is broken into four quarters (summer, fall, winter and spring) or two semesters (USMA: fall/winter, spring/summer; MFA: summer/fall, winter/spring). The FAO uses the Borrower-Based Academic Year (BBAY) model to award and monitor annual loan limits for Stafford Loans. A BBAY does not have fixed beginning and ending dates. Instead, it "floats" with a student's attendance and progression in a program of study.

The FAO applies BBAY to all quarterly students who intend to enroll for the entire award year in this manner:

- A student enrollment beginning in the summer quarter will be awarded for three quarters (summer, fall, and winter) for the first BBAY; the second BBAY cycle starts in the spring (spring, summer, and fall) with an award year crossover occurring between spring and summer
- The BBAY loan eligibility calculation is based on the 9 month budget or cost of attendance and EFC

Similarly, the FAO applies BBAY to all semester students who intend to enroll for an entire award year in this manner:

- A student's enrollment beginning near the start of an award year will be awarded for two semesters (summer/fall and winter/spring for MFA; fall/winter and spring/summer for USMA), repeated for each subsequent academic year
- The BBAY loan eligibility calculation is based on the 12 month budget or cost of attendance and EFC

## Award Letter and Acceptance of Awards

Students will receive their first financial aid award letter by mail; after that they are notified by email to login to MyAntioch to download the award letter. Students are required to accept or decline each award (loan awards can also be accepted or declined online at MyAntioch; although if changes to amounts are desired, then the paper award letter will need to be returned with the changes marked. A revised award letter notification will then be emailed). Students who do not return award letters by the beginning of each term may lose awarded funds. Campus-based funds are then re-awarded to other needy students. A student may receive a reinstatement of a canceled offer only if aid funds are available. Funds are not reserved for reinstated awards.

## Revision of Financial Aid Awards

Once an award letter is sent to the student, there may be instances that warrant a change to the original notification. An aid administrator may review a student's circumstances, make an adjustment to an award, and release a revised award letter. This revised award invalidates the original award notice.

### Revision Initiated by the Financial Aid Office

The FAO will automatically consider a revision in a student's aid package when the following occurs:

- There is conflicting information in the file
- There are changes resulting from verification
- There is a change in availability of funds
- Change of enrollment status (i.e. Leave of Absence, Enrollment Maintenance Status, full-time to less than full-time). Students taking a Leave of Absence are not guaranteed the exact award package parallel to their original award
- There is an FAO staff member error. In this case, it is customary to contact the student personally or send a personalized letter

### Revisions Initiated by Student Request

Students may decline any portion of their award. Lack of acceptance does not count as a revision. If a student wants to add an award, the request will be referred to the appropriate aid administrator.

It is the student's responsibility to notify the FAO of changes in a student's resources. If the student makes an appointment with an aid administrator and reveals a change in circumstances that may affect the student's Expected Family Contribution (EFC), the student will be asked to provide written documentation of the situation and include supporting documentation. If a change to the award is allowable, the appropriate aid administrator will release a revised award letter.

## Overawards and overpayments

An over-award occurs any time a student's disbursed financial aid (federal, institutional, and outside aid) and other resources exceed the cost of attendance for the award period by more than an allowable tolerance. FAO policies and procedures are designed to eliminate the possibility of an overaward. If, however, an overaward does occur, the student's account is placed on hold until the overaward can be corrected. Students are not allowed to register for subsequent terms and academic transcripts are withheld until the account has been cleared and any amount due from the student has been recouped.

## Updating Requirements and Procedures

There are three situations whereby an aid administrator may update student information:

- Change in dependency status (Dependency status may not be changed for previously certified Stafford Loans, and may not be changed due to marital status)
- Change in family size
- Change in number of family members enrolled in a Post-Secondary institution

When students notify the aid office of an allowable update, the aid administrator may adjust elements/make corrections on the FAFSA, recalculate the student's EFC and the new figure may be used to award financial aid.

## Student Budgets (Cost of Attendance)

Student budgets (or cost of attendance) are an important component in the financial aid process. Standard budgets reflecting the average expenses for a student in the state of California (as determined each year by College Board) at a modest, but adequate standard of living are used to award financial aid. Special budget considerations may be approved by a financial aid officer on a case-by-case basis using Professional Judgment.

The budget or Cost of Attendance (COA) consists of the following:

- Tuition and fees
- Books and supplies
- Living expenses
- Miscellaneous expenses
- Loan fees

These are added together to create a total budget, then used in this formula:

$$\text{Cost of Attendance} - \text{Estimated Family Contribution} = \text{Financial Need.}$$

## Tuition and Fees

Charges for full-time enrollment, as described under Full-Time Attendance below, is used unless the student indicates otherwise.

## Books and Supplies

Average expenses, as determined each year by College Board are used for books and supplies.

## Room (Rent) and Board (Food), Transportation, Personal Expenses

Room and board (rent and food) and transportation expenses are based on averages determined each year by College Board. Personal expenses are based on the average costs of clothing, toiletries, medical/dental, recreational, and other miscellaneous expenses, also determined each year by College Board.

## Full-Time Attendance

For financial aid reporting purposes, Undergraduate students are considered to be attending full-time at 12 units, and Graduate students at 6 units. For the purposes of defining residency, academic progress, and tuition, full-time attendance is defined as follows:

- 12-15 units for BA
- 8-16 units for MAP
- 10-23 for MAE, TC
- 8 units for MAOM
- 8 units for MNM
- 7-11 units for USMA
- 12 units for MFA

Written consent of the Advisor is required when students wish to exceed maximum unit loads. No additional units are available for MFA students.

## Half-Time Attendance

For financial aid reporting purposes, Undergraduate students are considered to be attending half-time at 6-8 units (3/4-time at 9-11 units), and Graduate students at 3-5 units (no 3/4-time). For the purposes of defining residency, academic progress, and tuition, half-time attendance is defined as follows:

- 6-8 units for BA (9-11 units 3/4-time)
- 4-6 units for MAP (7 units 3/4-time)
- 5-9 for MAE, TC
- 4-7 units for MAOM
- 3-6 units for USMA
- 12 units for MFA

Certain financial aid programs and policies require students to be enrolled at least half-time. Antioch University Los Angeles has established a minimum fee schedule that allows AULA to cover administrative and student services costs associated with the delivery of services. Antioch University Los Angeles does not waive any of the fees described herein (with the exception of parking fees, which can be waived) under any circumstances.

## Types of Aid Programs

The Financial Aid Office makes every effort to consider all aspects of a student's financial circumstances in calculating need and attempts to assist aid applicants to the extent possible through a combination of aid assistance, generally including grants, loans, and on- and off-campus employment.

*All grant, scholarship, work-study and loan programs are subject to change based on federal, state, and institutional funding availability.*

The following programs are available to students who qualify for assistance:

## GRANTS (aid that is not repaid)

- **Federal Pell Grant** - A federal grant for undergraduate students who demonstrate financial need as determined by the FAFSA. Pell Grant ranges from \$605 to \$5,645 per academic year (2013-14 awards) depending on student's Estimated Financial Contribution (EFC)
- **Federal Supplemental Educational Opportunity Grant (SEOG)** - a federal grant for students with exceptional financial need and Pell Grant eligibility. Minimum awards are \$100 and the maximum per year is \$4,000. An average SEOG award is \$500 per quarter for full-time and \$250 for half-time. SEOG eligibility is subject to the availability of funds
- **Cal Grant A and B** - state grant awarded to California residents on the basis of financial need (as determined by the FAFSA) and grade point average (GPA). Recipients are determined by the California Student Aid Commission (CSAC)
- **Antioch New Student Grant (NSG)** – need-based institutionally funded grant provides a 25% tuition discount

- **Antioch Opportunity Grant (AOG)** - Institutionally funded grant awarded to students based on individual academic program requirements. Awards range from \$500 to \$2,500 depending on availability of funds
- The **Eloise Klein Healy Scholarship** is awarded to eligible MFA in Creative Writing students who demonstrate exceptional promise and talent in the area of Creative Writing. For more information, contact the MFA Program Office
- Other **institutionally funded grants and scholarships** based on availability of funds and individual grant and scholarship requirements are available. Check with the Financial Aid Office for information on these opportunities. In addition, AULA provides a list of scholarship opportunities on its website
- The **Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program** provides grants of up to \$3,760 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

Conditions: In exchange for receiving a TEACH Grant, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. NOTE: If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education (DOE). You will be charged interest from the date the grant was disbursed.

Student Eligibility Requirements: To receive a TEACH Grant students must meet the following criteria:

- Complete the Free Application for Federal Student Aid (FAFSA) (although demonstrating financial need is not a requirement)
- Be a U.S. citizen or eligible noncitizen
- Enrolled as an undergraduate, post-baccalaureate, or graduate student in a postsecondary educational institution that has chosen to participate in the TEACH Grant Program
- Be enrolled in course work that is necessary to begin a career in teaching or plan to complete such course work. Such course work may include subject area courses (e.g., math courses for a student who intends to be a math teacher)
- Meet certain academic achievement requirements (generally, scoring about the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25)
- Sign a TEACH Grant Agreement to Serve

## LOANS (aid that must be repaid)

- **Federal Perkins Loan** - a federal loan for undergraduate and graduate students. The interest rate is 5% and repayment begins nine months after the student ceases to be enrolled at least half time. Maximum loan limits each award year are:
  - o Undergraduate \$5,500
  - o Graduate \$8,000
- **Federal Direct Stafford Loan** - a federal loan for undergraduate and graduate students

**Subsidized** Stafford loans are based on need and the interest does not accrue while in school at least half-time or in the grace period. Effective July 1<sup>st</sup>, 2012, Graduate students will no longer be eligible for Subsidized loans. Effective on or after July 1, 2008, the maximum annual amounts are as follows:

- o First year \$3,500
- o Second year \$4,500
- o Other Undergraduate \$5,500

**Unsubsidized** Stafford loans are not need based and the interest accrues while in school or in the grace period. Students have the option of paying the interest while in school, or it will capitalize upon graduation or withdrawal. Students who are not eligible for Subsidized loans can obtain the same amount on an Unsubsidized loan in addition to the amounts below. Effective on or after July 1, 2008, the maximum annual amounts are as follows:

Dependent students (additional):

- o Undergraduate \$2,000

Independent students (or dependent students with PLUS denial):

- o First and second year \$6,000
- o Other undergraduate \$7,000
- o Graduate \$20,500

For the 2013-14 award year, Stafford Loans will have a fixed interest rate of 3.4% for Subsidized and 6.8% for Unsubsidized loans. Repayment of the loans begins six months after the student ceases to be enrolled at least half-time (this is the grace period).

- **Federal Direct Parent Loan for Undergraduate Students (PLUS)** is a credit-based federal loan made to the parents of full- or half-time dependent undergraduate students. The maximum annual loan limit is the cost of attendance less any other aid. The interest rate is fixed at 7.9%
- **Federal Direct Graduate PLUS Loan** is a credit-based federal loan made to graduate students beginning July 1, 2006. The maximum annual loan amount is the cost of attendance less any other aid. The interest rate is fixed at 7.9%

## OTHER AID SOURCES

- The **Federal Work Study Program (FWS)** is a federal program through which students earn funds for educational expenses. There are many on-campus work opportunities including positions in student services, library, and academic affairs, as well as tutoring positions off-campus in local elementary schools and public libraries. FWS students may work a maximum of 20 hours/week when the university is in session and during breaks. Resumes must be submitted to the Financial Aid Office (FAO). If demand for the program exceeds available funds, FWS assistance is awarded first to those students with the greatest amount of financial need.
- **Funding from External Organizations:** Many organizations outside AULA offer awards based on place of residence, background, professional affiliation, and/or field of study. Free searchable scholarship databases are available on the Internet at [www.fastweb.org](http://www.fastweb.org) (<http://www.fastweb.org>) and [www.grantsalert.com](http://www.grantsalert.com) (<http://www.grantsalert.com>).

Students receiving any type of outside financial assistance must immediately notify the Financial Aid Office. Under federal guidelines, the Financial Aid Office is required to revise and adjust the aid offered or awarded to include outside resources in order to prevent a student from being overawarded. Repayment of part or all of any award will be required immediately if the student's resources are determined to exceed allowable expenses.

- **Veterans' Benefits** were designed to assist veterans and their dependents in reaching their educational goals. AULA is approved as an institution for higher learning for veterans and veterans' dependents entitled to educational assistance. For more information related to the Montgomery GI Bill (Chapter 30), U.S. Department of Veterans' Affairs Vocational Rehabilitation Program (Chapter 31), Veterans' Educational Assistance Program (Chapter 32), Post 9/11 GI Bill (Chapter 33), Vietnam Era GI Bill (Chapter 34/30), Dependents GI Bill (Chapter 35), Yellow Ribbon, or the Reservists Montgomery GI Bill (Chapter 106), please call the Veterans' Affairs Toll Free telephone number at 1-800-827-1000 or visit the following web sites:
- GI Bill web site: <http://www.gibill.va.gov>
- Department of Veterans Affairs web site: [www.va.gov](http://www.va.gov)
- Veterans' Benefits Administration web site: [www.vba.va.gov](http://www.vba.va.gov)

## Aid Disbursements

All federal and institutional funds are disbursed on a quarterly or semester basis, and are posted directly to the individual student accounts. For quarters, Federal Direct Stafford loan funds are credited to a student's account during week two. Notification of disbursement is provided by the Student Accounts office. All other aid sources are credited to a student's account at after the Add/Drop period. (Funds for semester based programs are disbursed ten days prior to the residency.) The funds are sent directly to the institution from the US Treasury through the Department of Education.

Federal Direct Stafford loans will not be released to a student until Entrance Counseling has been completed.

Funds in excess of institutional costs are either deposited directly into a student's bank account, or a check is mailed to the student's address within 14 days of the credit balance occurring.

The institution will not disburse any aid to a student who has not yet registered for classes for that payment period. The responsibility for confirming a student's registration for classes before disbursement rests in the Financial Aid Office. Funds received for unregistered students are returned to the Department of Education within 14 days.

If the student withdraws, drops out, or is expelled before the first day of classes, the institution will restore to the program accounts any aid funds that were disbursed or credited to that student's account for that payment period.

The person responsible for monitoring that students have begun class attendance is the instructor of the course. Individual Class Rosters are available to the instructor via Antioch Online. The instructor should notify the Office of the Registrar if anybody in attendance during the first class meeting is not listed on the Class Roster and should advise the student to see the Office of the Registrar to complete his/her registration no later than within the Add/Drop period. Students who are not officially registered should not be allowed to sit in class.

For students who are on the Class Roster but not present during the first class session, the instructor should, likewise, notify the Office of the Registrar. The Office of the Registrar may initiate an administrative drop and will notify the student, the Financial Aid Office and the Student Accounts Office of the student's failure to begin class attendance. The Office of the Registrar determines the official or unofficial withdrawal date.

## Satisfactory Academic Progress (SAP) Policy and Process

Federal regulations require that Antioch University Los Angeles establish and apply reasonable standards of Satisfactory Academic Progress (SAP) for the purpose of authorizing receipt of financial aid under the programs authorized by Title IV of the Higher Education Act. In compliance with regulations,

the institution's SAP policy and procedures are defined in the Academic Policies and Procedures section of this Catalog (For more information, see University SAP Policy ([http://aura.antioch.edu/cgi/viewcontent.cgi?article=1008&context=policies\\_600\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1008&context=policies_600_1x))).

The Financial Aid Office monitors financial aid students' Satisfactory Academic Progress (SAP) at the end of every term, based on reports produced by the Office of the Registrar. The Office of the Registrar reviews student records each term to verify that students are maintaining a satisfactory rate of progress toward completion of their degree. Students are evaluated on the basis of the completion rate for units for which they are officially registered.

In calculating the rate of academic progress, units completed are compared to units attempted on a per term basis, as well as on a cumulative basis (PACE). Units attempted are defined as the total number of units for which a student was officially enrolled on or after the end of the Add/Drop period. Learning activities are considered complete only if all course requirements have been met, the evaluation form is present in the Office of the Registrar, and the student has received Credit Awarded for the course or other learning activity.

## **Financial Aid Consequences of SAP Warning and Probation**

A student who does not meet minimum credit standards is considered to be in violation of SAP policies. In addition to receiving written notification from the Office of the Registrar of SAP Warning, students receiving Title IV federal aid will receive a Financial Aid Warning letter from the Financial Aid Office, with an explanation of the consequences of not meeting the SAP Warning requirements. Generally, students have the balance of the term and/or the following term to remedy the problems that resulted in SAP Warning. This student will be permitted to continue to participate in the Federal student aid program for a subsequent term.

If the student does not meet minimum credit standards in the subsequent term, the student will receive a financial aid termination letter and would forfeit eligibility for all financial aid programs unless the following occurs within ten working days:

- The student submits an Academic Standing Appeal to the Academic Standing Appeals Committee, stating the reasons why the student has been in violation and the ways he/she plans to rectify the situation (see Financial Aid Appeal Process later in this section)
- The student submits a SAP Improvement Plan to the Academic Standing Appeals Committee. The Plan must be drafted with the student's academic advisor and must include an outline of classes and projects necessary to achieve SAP. A timeline must be included.
- The Committee approves the appeal and plan

In this case, the student would be placed on Financial Aid Probation and would receive aid for each subsequent term, provided that he/she successfully completes each step in the SAP Improvement Plan (this could take several terms to get back on track). Once the student reaches SAP compliance, the probation will be lifted and aid will resume as before.

## **Loss of Title IV Eligibility**

If a student's Financial Aid Appeal is not approved, or if he/she does not make the progress necessary to be removed from Financial Aid Probation, the student will lose Title IV eligibility.

Title IV eligibility will also be lost if the student reaches the maximum time frame allowed for completion of his/her program of study. The Office of the Registrar will determine if it is possible for a student to meet minimum credit standards within the maximum time allowed to complete the program. If it is determined to be impossible, the student will be withdrawn immediately.

## **Re-establishing Title IV Eligibility**

If a student seeks to re-establish eligibility for financial aid, he/she may do so by achieving minimum SAP standards, thereby removing them from Probation. If the student wishes to continue attempting to meet the minimum credit standards by attending classes, payment arrangements would need to be made with the Student Accounts office. However, neither paying for one's classes nor sitting out a term affects a student's SAP standing, so neither is sufficient to re-establish aid eligibility.

## **Federal Work-Study Consequences of SAP Problems**

If a student on Financial Aid Probation does not respond or make acceptable arrangements within ten working days as noted above, he/she will be terminated from the work-study position and the award will be rescinded.

## **Financial Aid Appeal Process**

Students have the right to appeal any decision of ineligibility for receiving financial assistance. Any student denied financial aid who can prove special circumstances pertaining to his/her case may appeal the decision to the Academic Standing Appeals Committee. The Committee consists of the Provost, the Registrar, and the Director of Financial Aid.

A student's appeal must be filed within ten working days of notification that aid eligibility has been canceled, and it must be made in writing to the Office of the Registrar. An appeal would normally be based upon some unusual situation or condition which prevented the student from earning credit in one or



more of his/her courses, or which necessitated that the student withdraw from classes. The appeal may not be based simply upon a student's need for the assistance, or the student's lack of knowledge that the assistance was in jeopardy.

Students will be notified in writing of the committee's decision on their appeal, within ten working days of receipt of the appeal. The decision of the Academic Standing Appeals Committee is final. Under no circumstances will financial aid money be held in reserve for students whose award has been suspended.

## Financial Aid Enrollment Status Issues

All forms of financial aid are disbursed each term. To be eligible for most types of financial aid, students must be enrolled at least half-time. Under federal guidelines, only students with full-time status may be granted maximum awards. Financial aid awards may be drastically affected when students:

- Change from full- to half-time status
- Fail to maintain Satisfactory Academic Progress
- Take a Leave of Absence
- Register for Enrollment Maintenance
- Withdraw

Students on financial aid who are planning changes in enrollment status or who are experiencing academic difficulty must contact the Financial Aid Office to discuss financial aid implications prior to making any change.

## Financial Aid Repayment on Withdrawal

Recipients of federal aid programs are subject to federal, state and institutional regulations regarding the return of Title IV funds. Students who receive federal financial aid and do not attend any classes will be required to repay all of the funds they have received. Students who withdraw from all their classes prior to completing more than 80% of a quarter or 75% of a semester will have their financial aid eligibility recalculated based on the percentage of the term completed and will be required to repay any unearned financial aid they have received.

At AULA, a student's withdrawal date is:

- The date the student officially notifies the Office of the Registrar in writing of his or her intent to withdraw, or
- The student's last date of attendance at a documented academically-related activity, or
- The date posted by the instructor indicating last day of attendance, or
- The date the student is withdrawn by the University.

## Return of Title IV Funds

Institutions must provide for a "fair and equitable" refund of the largest amount calculated under either the state or institutional refund policy, or the requirements that are applicable by using the Federal Return of Title IV Funds Policy for students who receive Title IV financial aid, whichever is most beneficial to the student.

## Federal Return of Title IV Funds Policy

Students who receive federal financial aid (in the form of a Pell Grant, Supplemental Educational Opportunity Grant, Direct Stafford, Parent PLUS, Grad PLUS or Perkins loan) and withdraw from their classes are subject to the Federal Return of Title IV Funds policy. Federal financial aid regulations have defined that a student who withdraws or stops attending prior to completing 60% of a term has not earned 100% of the federal financial aid that was received.

## Institutional Refund Policy

AULA's institutional refund policy is defined as a student who withdraws or stops attending on or before completing 80% of a quarter or 75% of a semester. This policy tends to benefit the student the most.

## Returning funds

The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the term divided by the total number of calendar days in the term. Scheduled breaks of more than four consecutive days are excluded. A student may be required to return a portion of their federal aid.

Excess funds repaid by either the school or student must be returned to the programs in the following order:

1. Federal Direct Stafford Stafford Unsubsidized Loan
2. Federal Direct Stafford Stafford Subsidized Loan
3. Federal Perkins Loan
4. Federal Direct Grad PLUS Loan
5. Federal Direct PLUS Loan



6. Federal Pell Grant
7. Federal Supplemental Educational Opportunity Grant
8. Other Title IV assistance
9. State Grants
10. Institutional Aid
11. Private Aid
12. Vocational Rehabilitation
13. Money paid on Student Account
14. Other

## Students' Rights and Responsibilities

As a recipient of financial aid, there are certain rights and responsibilities of which students should be aware.

Students have the right to know the:

- Financial aid programs available at Antioch University Los Angeles
- Application process which must be followed to be considered for aid
- Criteria used to select recipients and calculate need
- Antioch University Los Angeles refund and repayment policy
- FAO policies surrounding satisfactory academic progress
- Special facilities and services available for the disabled

Students are responsible for:

- Completing all forms accurately and by the published deadlines
- Submitting information requested by FAO staff in a timely manner
- Keeping the FAO informed of any changes in address, name, marital status, financial situation, or any change in student status
- Reporting to the FAO any additional assistance from non-University sources such as scholarships, loans, fellowships, and educational benefits
- Notifying the FAO of a change in enrollment status
- Maintaining satisfactory academic progress

## Entrance Counseling

In addition to the above, new AULA financial aid students must complete the federally required entrance counseling by accessing the Department of Education website at <https://studentloans.gov>. Students will use their FAFSA PIN to login. Entrance counseling includes:

- Importance of staying in contact with servicers when address or enrollment status changes.
- A general understanding of the average loan indebtedness, the interest rates on loans borrowed and applicable grace period.
- Various repayment, deferment, forbearance, and cancellation options.
- The consequences of delinquency and defaulting on their student loans.
- Repayment obligations even if they do not complete their program or if their expectations of the school were not met.
- Requirements for satisfactory academic progress and the consequences should academic progress not be maintained.

## Exit Counseling

Prior to students dropping below half-time for any reason (LOA, EMS, graduating, withdrawal, enrollment below half-time), they must complete exit counseling at <https://studentloans.gov>. Students will use their FAFSA PIN to login, access their student loan information and complete the Exit Counseling.

The exit information includes:

- The anticipated average monthly repayment obligation, repayment regulations, and the consolidation process.
- Update holder of their loan(s) if a change of permanent address, expected employer and address, Driver's License number, and two references if different from original information on loan applications.
- Provide information of the lender/servicer addresses and telephone numbers.

# Student Accounts

The Office of Student Accounts is responsible for the timely dissemination of accurate information relating to a student's financial account at the University of Antioch Los Angeles. It also serves as a clearing-house for student charges and credits (which appear on the student accounts statement) in addition to processing payments, credits, refunds and charges. This office monitors student accounts for accuracy and generates the monthly student accounts statement that students can access online via myAntioch.

## Tuition & Fees

### TUITION

(Effective Summer Quarter 2013)

#### BA Tuition per Quarter

Activity	Fee
12-15 units	\$6,589.00
11 units	\$5,931.00
10 units	\$5,272.00
9 units	\$4,613.00
6-8 units	\$3,954.00
Per Unit	\$659.00

#### MAE/TC & MAEx Tuition per Quarter

Activity	Fee
13-23 units	\$6,794.00
5-12 units	\$4,080.00
Per unit	\$680.00

#### MA in Psychology Tuition per Quarter

Activity	Fee
8-16 units	\$7,322.00
7 units	\$5,131.00
4-6 units	\$4,398.00
Per unit	\$733.00

#### MA in Organizational Management/Non-Profit Management Tuition per Quarter

Activity	Fee
Per unit	\$639.50

#### MA in Urban Sustainability Tuition per Semester

Activity	Fee
Full-Time (7 units minimum)	\$1,114.00 per unit
Half-Time (3-6 units)	\$1,114.00 per unit
Less than Half-Time	\$1,114.00 per unit

#### MFA in Creative Writing Tuition per Semester

Activity	Fee
Summer/Fall 2014	\$8,041.00
4th Semester Summer/Fall 2014	\$11,976.00
Winter/Spring 2015	\$8,202.00
4th Semester Winter/Spring 2015	\$12,216.00

Summer/Fall 2015 Post MFA (Pedagogy)	\$8,202.00
Winter/Spring 2015 Post MFA (Pedagogy)	\$8,202.00

## MFA-Professional Development Semester (PDS)

Activity	Fee
Per Unit	\$670.00

## Other Fees

(Subject to change)

## Admission Application Fees

Activity	Fee
Matriculating Students	\$60.00
Non-matriculating Students	\$25.00
Regional Transfers	\$30.00
Readmission	\$60.00
Auditing Students	No Fee
AULA BA Graduates *	No Fee

\* There is no application fee for AULA BA graduates seeking admission into one of AULA's graduate programs.

### Zero Unit Courses Taken Alone:

Activity	Fee
ORN 003 Prior Learning Workshop	\$400.00
PSY 510 Intro to Psy. Theory and Practice	\$400.00
PSY 623 Therapy (per section)	\$400.00
Per Evaluation Prior Learning	\$250.00

### Reader Fees:

Activity	Fee
MFA Students	\$155.00/Semester
Per Course Readers	Varies

Note: This semester reader fee applies to MFA students. All other reader fees are charged on a per course basis, depending on the size and content of the reader. Per course reader fees will be charged at registration and are NON-REFUNDABLE.

Activity	Fee
Thesis Completion Fee (Quarter Program)	\$600.00
Thesis Completion Fee (MFA and USMA)	\$1200.00
Thesis Binding Fee (Required: 2 copies)	\$50.00 per copy
(Plus \$50 per copy for any additional copies)	
Enrollment Maintenance Fee (Quarter Programs)	\$400.00
Enrollment Maintenance Fee (MFA)	\$900.00
Enrollment Maintenance Fee (USMA)	\$800.00
Tuition Payment Plan Fee	\$40.00
Technology Fee (Quarter Programs)	\$75.00
Technology Fee (MFA and USMA)	\$150.00
Student Services Fee	\$25.00
Liability Insurance Fee (MAP Clinical Only)	\$40.00 (one time fee)
Late Registration Fee	\$150.00
Late Payment Fee	\$50.00
Per Evaluation Prior Learning Fee	\$250.00
Parking Fee (each quarter)	\$95.00

Parking Fee (MFA and USMA programs)	\$25.00
Graduation Fee	\$180.00
Special Services Fee	\$250.00

## Non-Matriculating Fees

Activity	Fee
Audit Fee (Non Students)	\$100.00 per unit
Audit Fee (Seniors 65+)	\$50.00 per unit
Replacement Diplomas	\$50.00
AULA Alumni Fee Rate Per Unit Tuition For Non-Matriculating Students	\$200 per unit
AULA Alumni Audit Fee	\$50.00 per unit
Returned Check Fee	\$50.00
Transcript Fee	\$10.00 per copy
Unofficial Grade Equivalent Letter	\$15.00 per copy
Transcript with Learning Evaluations	\$25.00 per copy
MFA Transcript with Learning Evaluations, Student learning Analyses and Residency Logs	\$35.00 per copy
Document Fee	\$45.00

\* The University reserves the right to change tuition and fees once per year.

## Tuition Payment Plan Policy

Tuition and fees not covered by financial aid are due at registration. Students who are unable to meet this requirement may elect a Tuition Payment Plan upon approval of credit by Antioch University Los Angeles. These arrangements must be made in advance of registration. At least 40% of the amount owed must be paid in order to register, and a fee of \$40 is required on all Tuition Payment Plans. The 60% balance is paid in three equal installments. Checks and all credit cards are accepted for payment. Online payment is available via myAntioch.

In addition, the Late Payment Fee is assessed whenever the student fails to meet any installment payment obligation on time. Students who owe amounts from a previous quarter may be denied re-enrollment at registration.

## Tuition Refund Policy

### Tuition Refund Policy

#### For quarter-based programs (MAP, BA, MAE/TC, MAEx & MAOM):

The refund schedule for all quarter programs, as shown below, applies in cases of withdrawal from the University.

First 2 weeks (14 days) = 100%

Week 3 (21 days) = 70%

Week 4 (28 days) = 60%

Week 5 (35 days) = 50%

Week 6 (42 days) = 40%

Week 7 (49 days) = 30%

Week 8 (56 days) = 20%, drops to 0% after Week 8

New and continuing students in any of the quarter programs who withdraw from a class after the add/drop period are not entitled to the pro-rated tuition refund.

#### For semester-based programs (MFA and USMA)

Students in the semester-based programs who withdraw from the program during the periods stated below are subject to a percentage refund of tuition which will be calculated based on the date the Office of the Registrar received the student's written notification of his/her intention to withdraw.

*The MFA In Creative Writing program refund schedule is as follows:*

- 1) Prior to the third day of residency = 100% refund of the semester's tuition
- 2) After the third day of residency, a pro rata refund of tuition will be applied to unearned institutional charges up to completion of more than 75% of the term
- 3) On Friday of the 5<sup>th</sup> week of class, a 75% refund will be applied
- 4) On Friday of the 11<sup>th</sup> week of class, a 50% refund will be applied 5) On Friday of the 17<sup>th</sup> week of class, a 25% refund will be applied; and thereafter no refund

*The MA in Urban Sustainability program refund schedule is as follows:*

- 1) Prior to the third day of residency = 100% refund of the semester's tuition
- 2) After the third day of residency, a pro rata refund of tuition will be applied to unearned institutional charges up to completion of more than 75% of the term
- 3) On Wednesday of the 5<sup>th</sup> week of class, a 75% refund will be applied
- 4) On Wednesday of the 11<sup>th</sup> week of class, a 50% refund will be applied 5) On Wednesday of the 17<sup>th</sup> week of class, a 25% refund will be applied; and thereafter no refund

All students receiving federal financial aid funds who fully withdraw from the university after the add/drop period are subject to the "Federal Return of Title IV Funds" policy which determines the amount of Federal Title IV aid that must be returned to the Federal government by the school and the student. Refer to the Withdrawal and Return of Title IV Funds Policy in this catalog. If a student withdraws within the Add/Drop period (and/or 100% refund period), any Title IV funds disbursed will be returned to the sources so that the student may use these funds elsewhere.

# Registrarial Policies and Procedures

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The Office of the Registrar maintains official academic records for each student. The Office of the Registrar provides academic and student services, such as: registration, academic standing, verification of enrollment/degree, transcripts, candidacy and graduation audits, diplomas, the student directory information, course descriptions, review and tracking of satisfactory academic progress, undergraduate transfer credit equivalencies, and any other general information regarding student academic policies and records. The Registrar is the chief certification officer for students receiving educational benefits from the U.S. Department of Veterans Affairs and the Primary Designated School Official (PDSO) responsible for certifying students on F-1 visas studying at AULA.

Click on the links below for a more detailed information about these services and processes.

Attending Other Campuses or Institutions (p. 108)

Graduation, Diplomas, Commencement (p. 108)

Petitions for Exceptions to Registrar Policies (p. 110)

Registration Procedures (p. 105)

Transcript Request (<http://www.antiochla.edu/alumni/transcript-request>)

Enrollment/Degree Verification (p. 107)

Third Party Enrollment/Degree Verification (<http://www.antiochla.edu/student-resources/departments-offices/registrar/enrollment-degree-verification>)

## Registration Procedures

To register, students need to meet all obligations required by the Registrar, Financial Aid, and Student Accounts Offices. Any registration holds, from these offices or other offices, must be cleared before a student is eligible to register for the term.

Continuing students register each term through the myAntioch online system. New students in quarter programs request classes at their program's New Student Registration and Orientation (NSRO). New students in the USMA Program register online prior to each six-day residency. Students who enroll for internships, independent studies, traineeships, personal psychotherapy, concurrent learning, and master's document units must use the paper form for registration. Students are not allowed to attend any class in which they are not officially registered.

Students must register each term, either for classes or for another status such as Enrollment Maintenance or Leave of Absence. The Office of the Registrar will place any continuing student who fails to register on an administrative leave of absence for a "no show" reason. A student in this administrative leave of absence who fails to register for classes in the subsequent term will be withdrawn and cannot reenter without formal application for readmission.

### Registering for Courses and Workshops

Prerequisites for courses must be met in order to register. Students are not permitted to register for courses that overlap or conflict in schedule. As an example, students who are part of a Saturday cohort within the MA in Psychology program may not take workshops that meet on Saturday.

### Registering for an Extra Unit for a Class

Except in the MFA in Creative Writing, MA in Urban Sustainability, and MA in Organizational Management programs, it is sometimes permissible to register for a class for one unit above the listed units. An extra unit requires 1) the permission of the instructor, 2) a written contract with the instructor specifying an additional assignment, project, or paper requiring approximately 33 hours of work beyond what is normally required in the class, and 3) that the unit be formally added before the close of the Add/Drop period using the Add Form.

Once an extra unit has been added, the student does not earn credit unless both the original coursework and the extra unit work are completed. Partial credit cannot be awarded for any learning activity. Workshops cannot be taken for an extra unit.

### Undergraduate Students in Graduate Classes

BA students may sometimes enroll in MA in Organizational courses, with permission of the Chair of the Graduate Management Department.

BA students may be admitted to TC, MAP or USMA classes as part of the Fast Track option.

### Graduate Students in Other Graduate Program Classes

MPIC students may enroll in BA courses that are relevant to their concentration. The student and instructor must decide together what the student will do to elevate the content and assignments to a graduate level of learning.

MAP students may take MAOM or MAE/TC courses on a space available basis. MPIC students may take MAOM courses with consent of their academic advisor and approved by the Graduate Management Department Chair. An MA Clinical Psychology student wishing to take an MAOM or MAE/TC course must register for the course as an Independent Study using Form A, with a Psychology (PSY) subject designation and course number and with

psychological focus in curriculum and assignment, if the course is to be used as part of the 90-unit degree. MAOM and MAE/TC students may register for some MA Psychology courses as electives with permission of the Education Department Chair and the Graduate Psychology Department Chair. Students in any of the graduate programs may take classes in the USMA Program with approval from both department chairs.

MFA in Creative Writing students may register for courses in a different AULA graduate program with the consent of the Graduate Creative Writing Department Chair, but may not use these courses as units awarded toward fulfilling the MFA degree requirements.

#### **Concurrent Learning: Registration for Classes Taken at Another Institution**

Students may concurrently register for courses offered by another accredited institution, including institutions with whom AU has consortial agreements, to pursue credits that are not available (or available in reasonable time sequence) for degree requirements. The program sets the limit as to the maximum number of credits that may be accepted in transfer through concurrent registration. Courses taken concurrently at another institution may be applied toward fulfillment of degree requirements if the following criteria are met:

1. Students have met with their faculty advisor to discuss their academic plan and obtained their advisor's approval on the course content.
2. The Registrar has approved the course's eligibility for transfer to AU.

BA students register for Concurrent Learning using the Permission to Register for Concurrent Learning form. Graduate students register using Form A, Permission to Register for an Independent Learning Activity. MAP students are limited to 9 units of Concurrent Learning.

#### **Registering for Independent Studies, Internships, Clinical Training, Psychotherapy and Clinical Practicum**

Procedures for designing and registering for Independent Studies differ from program to program, and are therefore described in the Program sections of this Catalog. Clinical training, psychotherapy, and clinical practicum registration procedures appear in the MA Psychology section of this Catalog. Procedures for registering for internships are described in the BA section of this Catalog.

A student who wishes to pursue an independent study must fill up appropriate permission forms for her or his program and register for the unit(s) during the registration period. Graduate students in quarter programs register using Form A, Permission to Register for an Independent Learning Activity. USMA students register for independent studies using the USMA Independent Study Request Form. Undergraduates register using the BA Independent Study or Internship Proposal Form. If an Independent Study project continues over more than one term, the student must register again with unique learning objectives for each term. A student is prohibited from providing remuneration to an evaluator for any learning activity.

#### **Add/Drop**

Students may add or drop courses via myAntioch without penalty from the time of the students' priority registration up to the end of the Add/Drop period. Students must use the appropriate permission forms when adding learning activities such as psychotherapy, internships, independent studies, clinical training and other individualized learning activities, and for enrolling above a program's maximum units. The Office of the Registrar must receive all materials by the Add/Drop deadline.

Instructors may not add students to their courses. For courses, the add/drop process may only occur online. If a student wishes to add a course that closed during registration, s/he may waitlist for the course, if eligible. If a student is waitlisted s/he/ze may attend the class sessions during add/drop in the hopes that the course might become open during the add/drop period. If it does not open, the student must not continue attending.

When switching to a different course section, students should consult the instructor of or the course syllabus for the new section and be clear about the attendance requirement for that section.

Students are responsible for dropping any of their registered units during the Add/Drop period via myAntioch if they no longer plan to attend. Otherwise, a No Credit for the course will result. Instructors do not automatically drop students for non-attendance.

Changes in a student's registration are not allowed after the Add/Drop deadline. Students must complete all units attempted and cannot earn credit for units not added within the deadline. Once the add/drop period has ended, extra units in courses may neither be added nor dropped.

MFA in Creative Writing students may not add or drop units at any time.

#### **Course Withdrawal**

A student may request to withdraw from a course(s) after the add/drop period. The withdrawal from a course period is in two segments: (a) withdrawal period with a "W" (Withdrawal) grade; and, withdrawal period with a "WNC" (Withdrawal No Credit). Course withdrawal does not remove the class/units from the student's record, but simply grades the class as "W" or "WNC." Either grade counts against the student's Satisfactory Academic Progress Completion Rate. Withdrawal from a course(s) will NOT entitle the student to any refund of his/her tuition.

#### **Intra-University Registration**

Antioch University has campuses located in Los Angeles; Santa Barbara; Seattle, Washington; Keene, New Hampshire; and Yellow Springs, Ohio. Students enrolled at Antioch University Los Angeles may wish to cross-enroll in course(s) hosted by any of the Antioch's campuses through intra-university registration. The intra-university registration's administrative procedure is available from the Office of the Registrar.



# Transcript

Antioch University transcripts ([http://aura.antioch.edu/policies\\_500\\_2x/14](http://aura.antioch.edu/policies_500_2x/14)) document all work undertaken by students and associated evaluation of that work in terms of the evaluation designations listed below:

**AU** (audit). This designation is assigned to students to take a credit-bearing course without the intention of earning academic credit. This designation does not indicate any level of mastery of course content nor participation in the course.

**CR** (credit). As a minimum standard, academic credit may be awarded toward a degree only if the student's performance is at least "satisfactory." Antioch University defines "satisfactory" to mean the following:

- For undergraduate credit, the student has performed at a level which would be considered at least a "C" or better in a graded system.
- For graduate credit, the student has performed at a level which would be considered "B" or better in a graded system.

**INC** (incomplete). A grade of incomplete 'INC' indicates that a student has not completed all course requirements in the expected time frame, as established in the course syllabus. An instructor may award an incomplete at his or her discretion. Each campus and university-wide program shall establish and publish a process by which student may petition to receive an incomplete. Incompletes must be successfully completed no later than the end of the following term or they convert to NC.

**INP** (in progress). INP grades may be issued for courses that span more than one term. Students making acceptable progress during the quarter in which they registered for the course receive an INP, and receive credit upon completion of the course. Courses associated with INP grades must be so designated and approved by the faculty curriculum committees and include internships, practica, capstones, and theses. Students may take a maximum of three additional quarters to complete a course with a grade of INP. If not completed in this time frame, the INP designation will convert to NC.

**NC** (no credit). This designation is based upon a student not fulfilling minimum course requirements. NC will be awarded in graduate courses for work not meeting the equivalent of a "B" or better. NC will be awarded in undergraduate courses for work not meeting the equivalent of a "C" or better. (See above for awarding of NC to courses with INC and INP grades.)

**NP** (not passing). This designation is equivalent to a NC, but used exclusively for zero-credit academic courses.

**P** (pass). This designation is equivalent to a CR, but used exclusively for zero-credit academic courses.

**W** (course withdrawal). This designation is assigned to courses that a student drops during the withdrawal period, which follows the add/drop period. Each campus registrar shall publish the add/drop schedule that includes the withdrawal period. Courses that are dropped within the add/drop period are not listed on the transcript.

**WNC** (course withdrawal, no credit) This designation is assigned to courses that a student drops after the withdrawal period. Each campus registrar shall publish the add/drop schedule that includes the withdrawal period.

Narrative evaluations are part of the student's permanent academic record. (See Policy 5.229 Grade Equivalency ([http://aura.antioch.edu/policies\\_500\\_2x/1](http://aura.antioch.edu/policies_500_2x/1)).) These evaluations are official transcript supplements and may be requested by the student to accompany the transcript. The student may request that any, all, or none of the narrative evaluations accompany the transcript. No evaluations will be released unless requested by the student or alumnus. In no case shall a grade equivalent be recorded on a student's transcript or be represented as an official letter grade.

Students may request official transcripts via the NSC Transcript Ordering Online (<http://www.antiochla.edu/student-resources/transcript-request>). No transcripts will be released to any student until all financial obligations to the University have been satisfied.

## Enrollment/Degree Verification

### Enrollment Verification

Students may request official verification of enrollment in writing and free of charge using the Request for Verification of Enrollment Form . A request for enrollment verification should be sent to the Office of the Registrar: "Attention Verification" at least seven days prior to the date when the verification is needed. An enrollment verification usually includes the following information:

- Current term enrollment
- All term enrollment with expected graduation date
- Verification of good standing

### Enrollment/Degree Verification via the National Student Clearinghouse Self-Service

For a minimal fee, students may also request for an enrollment and/or degree verification online through NSC Enrollment/Degree Verification.

For third party degree verification, click here.

# Graduation, Diplomas, Commencement

## Candidacy Status

A student is eligible for Candidacy when she or he has concluded all degree requirements except those that remain in the final term of degree enrollment. Students must file an application to attain Candidacy in the term before their anticipated final term. The student is responsible for informing the Office of the Registrar of their Anticipated Completion Date (ACD) and any changes thereof. Student may consult their academic adviser in determining their ACD.

In the term before the anticipated Graduation term, the Office of the Registrar conducts a formal audit, called Candidacy Audit for Graduation, to determine if the student has met the degree requirements, including Satisfactory Academic Progress.

The Office of the Registrar generates and audits the potential graduate list each term based on the student's ACD. The Associate Registrar distributes Candidacy materials based on the audited potential graduate list. Candidacy packets include specific instructions about documentation that the student must prepare for the Candidacy process, as well as information about deadlines the student must meet. If the student fails to meet the Candidacy deadline, the student must register for Enrollment Maintenance Status in the term following the intended graduation and delay graduation until the end of that term.

## Final Term Status

During the final term, a student in Candidacy must be registered for units sufficient to complete her or his remaining requirements or be on Enrollment Maintenance Status. Students cannot be registered for a Leave of Absence in their final term. By the third week of the final term, the student must submit an Application for Graduation and pay the graduation/diploma fee.

If any degree requirements remain incomplete by the stated deadline for submission, or if the Office of the Registrar has not received evaluations with Credit Awarded, the student will not be eligible to graduate. The student must register for the following term, pay for Enrollment Maintenance Status, and complete any remaining degree requirements in order to be eligible to graduate. The student must then initiate the candidacy review process again in the Enrollment Maintenance Status term. (This status assumes that such Incompletes have not expired. Students must register anew for expired learning activities in order for these activities to count toward the degree.)

## Commencement

The AULA's Annual Commencement Exercise occurs in June. The Commencement Exercise celebrates the completion of academic studies for students who have graduated in the preceding four quarters. The Commencement Committee notifies students who have indicated they will graduate by Spring of that year with details about the Commencement Exercise. The MFA in Creative Writing program conducts a separate Commencement Ceremony each December at the conclusion of the Summer/Fall Semester. In June, at the conclusion of the Winter/Spring Semester, graduating MFA students participate in commencement with students graduating from other academic programs.

## Early Commencement

Students in the quarter programs who will not graduate until the end of Summer Quarter may petition to participate in the June Commencement Ceremony if they have no more than eight units of work outstanding as of the end of Spring term. Petitions to Participate Early in Commencement forms are available in the Office of the Registrar.

For graduate students writing Master's Documents, approved Forms J and K must be on file at the time of the petition. MAOM students must have completed and received four units of credit for the Capstone Experience. Petitions will not be considered for students on academic probation. The advisor's signature must appear on the petition, indicating that the student meets the above criteria.

The Office of the Registrar will inform the student if the petition has been granted. Students are responsible for all applicable graduation and commencement fees, including any costs associated with late cap and gown ordering.

## Diplomas

The Office of the Registrar mails diplomas by certified mail approximately 90 days after graduation; AULA is not responsible for delivery to students whose addresses are not current. A student can order a replacement diploma through the Office of the Registrar. No diploma will be released to any graduate until all financial obligations to the University have been satisfied.

# Attending Other Institutions

## Transferring to another Antioch University campus

Students may choose to transfer to another Antioch University campus to complete their degree. When contemplating a transfer, the student should speak to her or his academic advisor and the Registrar. Click here (<http://www.antioch.edu>) for information about other Antioch University campuses.

Students should contact the Admissions Office of the campus where they would like to transfer and identify themselves as a currently enrolled student at Antioch University Los Angeles. Students should then follow the instructions for that campus' Admissions Office. Deadlines and admission

requirements vary among campuses. The Registrar may be able to help students facilitate the application and transfer process either by forwarding copies of documentation already present in Los Angeles or by helping students understand procedures for transfer, deadlines, transfer credit issues, and residency.

All students are expected to be in good financial standing at AULA when considering a transfer, and students are expected to order a final official transcript with evaluations from the Los Angeles Office of the Registrar to the new campus when their record in Los Angeles is complete.

To transfer from other Antioch University campuses to Antioch University Los Angeles, students should consult the Admissions section of this Catalog.

### **Temporary Study at Other Institutions**

Students may wish to take courses at other accredited institutions in order to pursue specializations and/or while traveling abroad. Courses taken at other institutions may be included as part of a student's program if approved in advance by a student's faculty advisor and the Office of the Registrar, although the regulations and procedures vary by program (review the policies under each academic program section).

While Antioch University Los Angeles does not have formal study abroad arrangements with institutions in other countries, Antioch University does offer some study abroad opportunities. Additionally, there are numerous institutions that offer programs in which AULA students may be eligible to participate.

### **Transfer to Another Institution**

Because Antioch University Los Angeles is regionally accredited, credit earned at AULA is regularly accepted in transfer by other institutions. Some institutions may require additional information on AULA's policy of non-letter grade evaluation. If questions regarding AULA evaluations are raised, the Office of the Registrar will be available to provide assistance in transferring credit to the other institution. The determination of course credit transfer is the prerogative of the institution to which the student is applying.

## **Student Records**

The Registrar is responsible for keeping and disseminating all student records. This section of the Catalog includes relevant policies.

### **Disclosure of Information from Student Records**

Pursuant to the Federal Family Educational Rights and Privacy Act (FERPA) (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa>) and the California Information Practices Act (<http://www.dhcs.ca.gov/formsandpubs/laws/priv/Pages/StateInformationPracticesAct.aspx>), students at AULA have the right (1) to inspect and review records that pertain to themselves as students, known as education records, unless waived or qualified under Federal and State law or University policies; (2) to seek to amend the content of education records that may be considered inaccurate or misleading; (3) to have withheld from disclosure personally identifiable information from their education records, except as provided in Federal and State laws or University policies; and (4) to file complaints with the US Department of Education – Family Policy Compliance Office (<http://www2.ed.gov/policy/gen/guid/fpco>) regarding alleged violations of their FERPA rights.

Release of student record information is generally not done at Antioch University Los Angeles without a signed, written consent from the student. There are, however, exceptions. For example, directory information as defined by AULA includes name, address, email address, telephone listings, dates of attendance, previous institution(s) attended, major field of study, participation in recognized activities or sports, enrollment status, (undergraduate or graduate, full-time or part-time, photograph, honors and awards received, and degree(s) conferred and date(s) of degree. AULA may release or publish directory information without the prior consent of the student, unless specifically instructed by students to withhold their information. To restrict the release or publication of any student information, students must provide the appropriate written instructions to the Office of the Registrar. To do so, student must complete a "Request to Prevent Disclosure of Directory Information ([http://www.antiochla.edu/wp-content/uploads/2012/06/request\\_to\\_prevent\\_disclosure\\_of\\_directory\\_information.pdf](http://www.antiochla.edu/wp-content/uploads/2012/06/request_to_prevent_disclosure_of_directory_information.pdf))" form.

AULA may disclose education records in certain other circumstances, such as:

- to comply with a judicial order or a lawfully issued subpoena
- to appropriate parties in a health or safety emergency
- to officials of another school, upon request, in which a student seeks or intends to enroll
- in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or
- to enforce the terms and conditions of the aid
- to certain officials of the U.S. Department of Education, the Comptroller General
- to state and local educational authorities, in connection with certain state or federally supported education programs
- to accrediting organizations to carry out their functions
- to organizations conducting certain studies for or on behalf of the University
- the results of an institutional disciplinary proceeding against the alleged of a crime of violence may be released to the alleged victim of that crime

Student records are created and maintained by a variety of offices throughout the Antioch University Los Angeles campus. Requests to inspect and review the records of any office must be made directly to that office and are subject to the terms of Federal and State laws and University policies.

Inspection of student records maintained by the Office of the Registrar is by appointment only. To challenge the content of student records, students must follow the procedures outlined in the Policy on Amending or Correcting Student Records.

Access to student records at AULA is provided to education officials in compliance with FERPA. Education officials include staff and faculty at AULA who have a legitimate educational interest and the need to know information from those records. Education officials may also include members of AULA's governing body charged with the oversight of the University's academic programs and accreditation. The National Student Clearinghouse (<http://studentclearinghouse.org>) acts as an authorized agent for the University in the verification of academic information for lenders and financial aid providers. Access for all other entities, known as third parties, requires the prior written consent of the student, unless excepted by FERPA, Federal and State laws, or University policies.

Student records provide official documentation of student learning and achievement and substantiate the accreditation of University programs. The accuracy and completeness of student records is the joint responsibility of individual students and the University. Students should periodically check their academic records for completeness and accuracy. Students must notify the University stating any problems or inaccuracies in their student records within sixty days of the end of the quarter in which the discrepancy occurred.

## **Amending or Correcting Student Records**

If a student believes that her or his academic records are inaccurate, misleading, or otherwise in violation of the right to privacy, she or he has the right to challenge and ask for amendment. Any request for an amendment of an academic record should be made in writing to the Office of the Registrar. It is the student's responsibility to keep the University up to date on any changes in address or phone number, name changes, etc. by filing the appropriate forms with the Office of the Registrar.

## **Retention of Student Records**

The official academic record, permanently maintained by the Office of the Registrar, consists of the academic transcript and Student Learning Evaluation for each of the courses taken by the student.

Except for the transcript and Student Learning Evaluations, all other records are considered temporary and are maintained either locally or in an off-site facility. Nonpermanent records are subject to the University Record Retention Policy and Schedule. Records whose retention period has expired are formally and confidentially destroyed.

The permanent records of students who attended Antioch University Los Angeles prior to July 1, 1985 are archived at Antioch University in Yellow Springs, Ohio. Inquiries and requests regarding those records must be directed to the Office of Records Administration, Antioch University, 888 Dayton St., Suite 102, Yellow Springs, OH 45387-1623; Telephone (937) 769-1291, FAX (937) 769-1354.

## **Retention of Application Materials**

Some application materials are maintained by the Office of Admissions after application files have been transferred to the Office of the Registrar. These include the recommendations, the Student Intent to Register form, the Admissions Contact and Tracking Sheet and the Admissions Worksheet. These materials are maintained for one year.

Application materials where applicant was not moved to student will be maintained by the Office of Admissions for 3 years.

Application materials where no application was ever received will be maintained for one year.

## **Petition for Exception**

Petitions for exceptions to registrarial policies or procedures must be submitted in writing with supporting documentation using the petition form available in the Office of the Registrar. Students will be notified in writing of the adjudication of their petitions within 30 days. A special services fee of up to \$250.00 may be assessed.

# Policies, Regulations and Procedures

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A complete list of all policies for Antioch University can be found in AURA (<http://aura.antioch.edu>).

Antioch University Los Angeles is an educational community committed to shared responsibility for the well being of the community as well as respect for the individual. Inherent in this ideal is the need to protect both individual members and the community as a whole, and to provide a mechanism for due process. Students are expected to abide by the University's rules and regulations, to uphold principles of academic honesty and integrity, and to act in a fashion that preserves the rights of others. Further, students in professional training programs are expected to follow the ethical codes of their particular field.

## Academic Policies and Procedures

These academic policies and procedures apply across all programs and guide instruction at Antioch University Los Angeles. Information about additional policies specific to each individual academic program is found in that program's section of this Catalog. Policies and procedures for the quarter-based programs (BA, MAOM, MAP, MAE.) often differ substantially from the semester-based programs (MFA in Creative Writing and USMA). Students are advised to familiarize themselves with the information in this section and in the section specific to their program.

## AULA LEARNING OBJECTIVES AND ACADEMIC STANDARDS

The University's mission stresses preparing students for the complexities of today's diverse societies. AULA's educational programs foster personal and collective agency, socially conscious leadership, and global citizenship through experiential learning and reflective practice combined with dynamic scholarship. In keeping with this mission, the Antioch University Los Angeles community has adopted the following learning objectives as a yardstick of success.

The AULA student will be able to:

- Engage in creative, critical thinking and problem solving.
- Integrate theory and practice.
- Exhibit an awareness of self and others.
- Demonstrate competencies core to one's field of study.
- Use knowledge and skills as an effective participant in civic and professional life.
- Recognize oneself as a global citizen with a responsibility to effect social change.

## Program Learning Objectives

In addition to the above educational objectives, each academic program has its own learning objectives listed in the individual programs' sections in this Catalog. Every course, workshop, independent study, and internship also centers on learning objectives established by the instructor and stated in the syllabus and on the final Student Learning Evaluation form. The instructor designs course standards and expectations in accordance with the AULA mission and purpose and educational objectives as well as the academic program's learning objectives and degree requirements. The classroom instructor has authority and responsibility for the content and expectations of the course or other learning activity. The Curriculum Committee and the Provost are responsible for oversight of the curriculum. To earn credit, the student must demonstrate that she or he has met the learning objectives and other requirements spelled out in the syllabus for that learning activity, including attendance requirements.

## Satisfactory Academic Progress (SAP) Policy

In order to maintain satisfactory academic progress (SAP) at Antioch University, students must meet minimum standards of academic success. These standards are intended to insure that students demonstrate the ability to be successful in their program, progress at a reasonable rate, and graduate within the maximum allowable time. Antioch University's SAP guidelines and procedures are in compliance with all associated federal regulations.

In addition to the Registrar's assessment of student academic achievement and standing through SAP, the Financial Aid Office uses the results of Satisfactory Academic Progress reviews to determine student eligibility for Title IV Federal aid. Per federal regulations, failure to maintain satisfactory academic progress will result in disqualification from federal student aid. Scholarships and other student aid based on academic progress may also be affected if a student fails to achieve satisfactory academic progress.

### Academic Progress Warning

A status assigned to students who fail to meet SAP at the end of a term. Students continue their enrollment and receive federal financial aid, but are expected to meet SAP by the end of the term in which they are put on Academic Progress Warning.

### Academic Progress Probation

A status assigned to students who fail to meet SAP at the end of the Academic Progress Warning term and who successfully appeal a suspension of academic and financial aid eligibility, as described in IV.B. below. Students on this status are eligible to register and to receive federal financial aid.

### Academic Plan

A plan developed by the academic advisor and the student, and approved by the academic unit head, to ensure that the student is able to meet the University's satisfactory academic progress standards by a specific point in time.

### **Academic Withdrawal**

A status assigned to students who fail to meet SAP at the end of Academic Progress Warning and who do not appeal or whose appeal is not approved. The Academic Withdrawal process prohibits students from continuing their studies and registering for additional coursework.

## **Satisfactory Academic Progress Review Standards**

The standards and guidelines below apply to all students for all academic terms (quarters or semesters). Students must meet both term-based and cumulative standards to be in SAP compliance.

### **A. Term-based Standards**

The term-based measure of academic performance compares the number of credits that a student attempts to the number of credits that a student earns within a single term.

### **B. Cumulative Standards**

The University's cumulative standard of satisfactory academic progress is a measurement over time, comparing the total number of applicable credits attempted to the total number of credits earned.

### **C. Undergraduate Minimum Satisfactory Academic Progress (SAP) Standards**

1. First term – Completion of 50% of term-based and cumulative attempted credits
2. Second term – Completion of 66% of term-based and cumulative attempted credits
3. All subsequent terms – Completion of 75% of term-based and cumulative attempted credits

### **D. Graduate Minimum Satisfactory Academic Progress Standards**

1. First term – Completion of 50% of term-based and cumulative attempted credits
2. All subsequent terms – Completion of 75% of term-based and cumulative attempted credits

To access the SAP Policy, click here ([http://aura.antioch.edu/policies\\_600\\_1x/9](http://aura.antioch.edu/policies_600_1x/9)).

## **Measuring Credit**

AULA's campus-based programs follow a quarter-unit credit system. For these programs each unit of credit is anticipated to require approximately 33 hours of academic effort over the span of a 10 week term. As a general rule this translates into 1 hour of class time and 2 hours of outside preparation each week for each unit. Thus, a 3 unit class would typically require 99 (33 x 3) hours of academic effort that would be divided between approximately 2.5-3 hours of class time and 6-7 hours of academic preparation each week of the 10-week term. This ratio is a general guideline and may vary, particularly if other delivery models are used (for example, in a mixed traditional and online course, online interactions may replace some face-to-face class meetings, etc.).

If a student is doing an independent study, traineeship or internship, the same 33:1 ratio is used to calculate number of hours to number of units.

Likewise, the semester-based USMA program requires approximately 50 hours of academic effort for one semester unit of credit

Some AULA programs utilize a distributed learning format that follows a semester-unit credit system. For example, the non-traditional low-residency MFA in Creative Writing Program offers 12 units of credit that includes a ten-day on-campus Residency followed by a five-month online Project Period. One semester unit of credit is anticipated to require approximately 50 hours of academic effort. Thus 12 units of credit in the MFA Program would typically require 600 (50 X 12) hours of academic effort, including an average of approximately 25 hours of academic effort each week of the 24 week term.

With distributed learning programs this effort is generally divided between independent study, synchronous and asynchronous online learning, one-on-one mentoring, and short-term campus residences. This is a general guideline and may vary from program to program and course to course.

## **Attendance**

Students are expected to attend all class sessions and, for online courses, participate in online discussions as required in the syllabus. Instructors stipulate their attendance requirements in the course syllabus. The student must abide by the attendance policy in the syllabus. If a student anticipates an absence for religious observance, work obligations, or any other reason, the student consults with the instructor before or during the first week of class to request an accommodation in the form of makeup assignments. In some cases, however, accommodation may not be possible if in the instructor's judgment the absence would be disruptive to the learning process. In these cases the judgment of the instructor is final.

## **Academic Honesty and Integrity**

AULA expects all students to adhere to the highest standards of academic honesty. In all learning activities -- including papers, oral presentations, and reports -- students submit their own original work accompanied by citations acknowledging words, facts, or ideas borrowed from any other source, including electronic sources. A student may not submit the same work in two courses. AU Policy on Student Academic Integrity ([http://aura.antioch.edu/cgi/viewcontent.cgi?article=1003&context=policies\\_600\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1003&context=policies_600_1x)). ([http://aura.antioch.edu/policies\\_600\\_1x/6](http://aura.antioch.edu/policies_600_1x/6))



## **Institutional Review Board (IRB)**

The Antioch University Institutional Review Board (IRB) is required by federal regulations to review all human subjects research activities conducted for which: 1) the conduct or recruitment of the research involves Antioch University resources (property, facility or funding, including extramural funds administered by Antioch University); 2) the research is conducted by or under the direction of any employee, student or agent of Antioch University in connection with her or his institutional responsibilities; 3) the research is conducted by or under the direction of any employee, student, or agent of Antioch University using any property or facility of Antioch University; or 4) the research involves the use of Antioch University's non-public information to identify or contact human research subjects or prospective students.

Under its Federal-wide Assurance (FWA) with the Department of Health and Human Services/Office of Human Research Protections (DHHS/OHRP), Antioch University assures the government and the public that it will comply with federal regulations for the protection of human research subjects. The function of the IRB is to ensure adherence to all federal, state, local, and institutional regulations concerning the protection of human subjects in research. Antioch University IRB ([http://aura.antioch.edu/policies\\_500\\_5x/4](http://aura.antioch.edu/policies_500_5x/4)) review is required for both funded and non-funded human subjects research.

Students and faculty interested in conducting research with human subjects must consult with the Antioch University Los Angeles Human Subjects Protection Committee prior to initiating any research with human subjects.

## **ACADEMIC ADVISING AND DEGREE PLANNING**

Upon enrollment, each student is assigned an academic advisor from her or his program's Core or Affiliate Faculty to assist with such issues as program planning, internship placements, graduate and post-graduate study options, academic progress, career paths, and, when necessary, problem-solving. Advisors assist students in meeting University academic requirements and understanding University and program procedures, although students are responsible as individuals for reading and following procedures and policies published in this Catalog and in additional publications referred to in this Catalog. Students are encouraged to seek out their advisors and to utilize them as resources to maximize the learning experience. Faculty advisors post their office hours and also communicate with advisees by phone, e-mail, and electronic conferencing.

In the quarter-based programs, weeks seven and eight of each term are designated as Advisement Week in advance of registration during week nine. Advisors may extend their office hours during this period in order to meet with students to plan their courses and other learning activities for the next term and to make sure that the student is on track for graduation.

### **Change of Advisor**

After the first term of enrollment, a student may request a change of advisor if s/he has found a faculty member who seems a more appropriate mentor. Faculty members do not object to these requests to change to a different advisor, but the new advisor must have availability (check with the preferred advisor before initiating this process). A Change of Advisor Request Form is available in the Office of the Registrar. It needs to be signed by the present and preferred advisors and then turned in to the Office of the Registrar.

## **Independent Studies, Internships, and other Non-Classroom Learning**

The AULA curriculum in all programs supplements classroom learning with a rich mix of learning formats, including independent studies, internships, field studies, prior learning (BA Program), among others. The advisor works with the student to build non-classroom studies into the student's degree plan in a way that furthers the student's educational goals and career aspirations. Students in all course-based programs may pursue specialized studies in subjects that are not offered in the schedule of courses by developing a proposal for independent study. All non-classroom learning activities require the permission of the student's advisor and the participation of an appropriately qualified evaluator who must be approved by the advisor. Independent studies are most often evaluated by core faculty members. Students are strictly prohibited from providing remuneration to their evaluators under any circumstances. Independent study is not available for MFA students. Internships are another type of non-classroom learning, which provides opportunities for hands-on learning in field-based sites throughout the city. Further program-specific policies for Independent Studies, Internships, and other non-classroom learning activities appear in the Program section of this Catalog.

## **Petition for Waiver of Academic Requirements**

Petition for Waiver of Academic Requirement forms are available in the Office of the Registrar and must be completed and submitted to the appropriate Department/Division Chair. Any exception from the standard requirements of the program in which the student is enrolled require this form be completed

## **Review of Student Progress**

Faculty advisors review their advisees' student learning evaluations and progress toward meeting degree requirements on a regular basis, noting strengths and weaknesses of student academic performance.

If a student appears to be having difficulty with writing, critical thinking skills, classroom participation, attendance, Incompletes, or other recurring problems, the advisor may make specific recommendations for remediation. In some cases the advisor may determine that the student needs to follow a specific course of learning or register for a limited study load. In this case, the advisor meets with the student and communicates the concerns and actions to be taken. Depending on the seriousness of the issues or the repetitiveness of the problem, the advisor may put the student on academic probation. In this case, a written plan of Remediation must be created by the student with his/her advisor. This plan must be followed by the student



or more serious academic consequences may follow. See Plan of Remediation (<http://aulacatalog.antioch.edu/policiesregulationsandprocedures/formsofprobationandtheirconsequences>) and Academic Probation.

## Letter of Concern

An advisor, instructor, or staff member may issue a Letter of Concern at any time when a student is not meeting the academic, conduct, or ethical standards of the University. The Letter of Concern is sent to the student and the advisor, and a copy is sent to the Office of the Registrar to be placed in the student's file.

## THE ANTIOCH UNIVERSITY EVALUATION SYSTEM

### Student Learning Evaluations

Faculty written evaluation of student work is at the core of Antioch University's historic educational philosophy and is a foundation of its pedagogy. All AULA undergraduate and graduate courses and other learning activities that take place outside of the classroom, such as clinical training, field-based work, and prior learning, are evaluated in the Student Learning Evaluation (SLE) written by instructors and submitted electronically at the end of the academic term. The SLE summarizes the student's achievement of the learning objectives of the course and the degree program as they are listed on the SLE form. The instructor will indicate Credit Awarded, No Credit, or Incomplete for the learning activity on the SLE.

The AULA system of evaluating student performance is non-graded. A graduate-level SLE with Credit Awarded checked indicates that the student would have earned a minimum of a "B", if grades were given. An undergraduate SLE with Credit Awarded checked indicates that the student would have earned a minimum of a "C", if grades were given.

SLEs are part of a student's official academic record maintained by the Office of the Registrar. A student may specify that the Registrar attach a copy of these evaluations to the student's official transcript when the student requests a transcript be sent to parties outside of the University.

### Incomplete Work

Students must complete all course work by the deadlines stated in the course syllabus. If a student anticipates not being able to complete required work by the end of the term, the student may request an Incomplete from the instructor. Incompletes are awarded at the discretion of the instructor. Faculty members are neither obligated nor encouraged to award Incompletes.

When a student receives an Incomplete, all outstanding course or project work must be submitted by a specific deadline. For quarter-based programs this deadline is before the end of the sixth week of the subsequent quarter. For the USMA Program, this deadline is before the end of the twentieth week of the subsequent semester. If outstanding course or project work is not completed by this deadline, a student will receive No Credit for the course or project units. An Incomplete in a course or project will automatically turn to a No Credit if the Registrar does not receive a Student Learning Evaluation marked Credit Awarded by the default date set in the Student System.

Incompletes and No Credits on a student's credit history can jeopardize the student's academic standing. (See the above Section on Satisfactory Academic Progress.)

### Instructors' Use of the Letter of Concern

An instructor may choose to write a Letter of Concern when a problem with a student's performance in a course arises. The Letter of Concern is the product of a formal process in which the instructor states her or his concerns and specifies what a student must do to receive credit for the course. In more serious cases, the instructor may use the Letter of Concern to inform the student that credit is not going to be awarded (however, it is important to note that it is possible to receive a no-credit evaluation without having received a Letter of Concern). The Letter of Concern is sent to the student, the advisor, and is placed in the student's file in the Office of the Registrar.

### Appeals of Student Learning Evaluations

The faculty is vested with the authority to establish requirements and standards of performance for a course or project or other learning activity. The completed student learning evaluation that an instructor submits to the Registrar is presumed to be accurate and final. A student who believes an evaluation is unfair or inaccurate can appeal the evaluation if the student believes one or more of the following has occurred:

- Failure of the instructor to notify students of the criteria and standards being used in the evaluation
- An evaluation based on reasons other than the criteria and standards stated in the course syllabus
- An evaluation based on factors other than student performance, e.g., prejudice or discrimination
- Inconsistent or inequitably applied standards
- Factual or technical inaccuracies (e.g. wrong name, wrong gender pronouns)

A student who believes that she or he has grounds for appealing an evaluation should first speak with the instructor, stating specific concerns. The faculty member is expected to discuss the matter with the student in a timely manner, providing a clarifying response to the student's inquiry, and, if appropriate, adjust the disputed academic decision or evaluation, according to established campus practices. Faculty should strive to respond to the student's inquiry within 10 business days after it is received.

If the student is not satisfied with the faculty member's response, or if a timely response is not received, the student may present a written complaint to the Department/Division Chair, describing the rationale for the appeal on one or more of the grounds described above. The complaint should include all supporting and documentary evidence (e.g., syllabus, narrative evaluations, emails, etc.) specific examples of incidents, and a list of any individuals involved. The complaint must be filed within 30 calendar days of the action being appealed. Extensions of the 30 calendar day deadline may be granted by the VPAA or VCAA for justifiable reasons, such as disability or unavailability. However, in no event may an appeal be filed more than 6 months after the contested action occurred.

The complaint and investigation process for appeals of student learning evaluations is covered by the University Academic Appeals Policy. Click here ([http://aura.antioch.edu/policies\\_600\\_1x/4](http://aura.antioch.edu/policies_600_1x/4)) for the complete transcription of the policy.

## Grade Equivalents

Students may request grade equivalents for courses and learning activities. AULA instructors and evaluators are required by the University to provide grade equivalents for students who request them, except for the exempted learning activities as described below. Students interested in applying to particular graduate programs are advised to inquire whether that institution requires grade equivalents. Similarly, students should determine whether employers or financial institutions require grade equivalent information.

Students on quarter system must approach each instructor individually to request a grade equivalent. The request must be made no later than the final course meeting. A student who does not request a grade equivalent before the deadline will not have a grade equivalent submitted for that learning activity. MFA in Creative Writing students who wish to request a grade equivalent must approach their faculty mentor during the time when the Project Period Contract is being prepared. Students in the USMA program who wish to request a grade equivalent for core or elective coursework must approach the course instructor during the first residency of the semester. Grade equivalents for the capstone project must be requested as part of the capstone proposal to the faculty mentor.

When an instructor provides a grade equivalent, she or he adds it to the Student Learning Evaluation. Once a grade equivalent has been submitted for a credit-earning activity, it is included in the student's permanent file and is available for the Registrar to use in the calculation of a GPA (Grade Point average) equivalent. Instructors cannot add a grade equivalent to a Student Learning Evaluation form retroactively after the instructor has submitted the form and the student has earned credit for the learning activity. University-wide policy currently prohibits grade or grade equivalents from appearing on the student's transcript.

## Learning Activities Exempted from Grade Equivalents

Each AULA academic program may designate certain exempted learning activities for which grade equivalents are not available. These include, but are not limited to the following:

- In the BA Program grade equivalents are not available for internships, prior learning, 0-unit courses, or 1-day workshops
- In the MAP Program grade equivalents are not available for zero unit courses, Applied Psychotherapeutic Techniques of Marriage and Family Therapy (Clinical Traineeship), Workshops, and Personal Psychotherapy
- In the MAOM Program grade equivalents are not available for the Capstone or for internships
- In the MAE Program grade equivalents are not available for student teaching
- In the MFA Program grade equivalents are available only for the Project Period of each semester
- In the USMA Program grade equivalents are not available for fieldwork

## Overall Grade Point Average (GPA) Equivalents

Students may request the calculation of an overall Grade Point Average (GPA) equivalent at any time. The GPA equivalent is calculated by the Registrar, using information from all learning activities listed on the AULA transcript as well as transferred units. If a grade equivalent was requested at the time an AULA course was taken and appears on the Student Learning Evaluation form, that grade equivalent is used in the GPA equivalent calculation. For credit-earning activities that have not been exempted, and for which the student was not given a grade equivalent on the Student Learning Evaluation, the Registrar obtains a grade equivalent retroactively from the instructor of the course, Department/Division Chair, or a designated program faculty member. Information about program-specific guidelines for generating GPA equivalents is available from the Department/Division Chair.

The GPA equivalent is based on performance in all non-exempt activities that a student engaged in as part of her or his degree. It does not include learning activities that were recorded as an Incomplete or Administrative Withdrawal. The GPA equivalent calculation does include No Credit coursework and learning activities for which Incomplete was awarded and later converted to a No Credit. If a student repeats a course for which he or she earned No Credit and if the student earns credit during this subsequent enrollment, only the Credit Awarded grade equivalent is used in the calculation of the GPA equivalent.

Prior to Spring Quarter 2006, GPA equivalents were calculated by other methods. GPA equivalents generated and recorded prior to Spring Quarter 2006 are honored as recorded. GPA equivalents calculated by the Registrar in Spring Quarter 2006 and later are based on combining new grade equivalent data with data from any GPA equivalents calculated earlier, following detailed guidelines available in the Office of the Registrar.

For unofficial grade calculations a letter grade of B = 3.0, B+ = 3.3, A- = 3.7 and A = 4.0. There is no additional value to an A+.

## Student Evaluation of Courses and Faculty

Students at AULA contribute to the maintenance of academic quality through the evaluation of their courses and the teaching performance of their instructors. Students in quarter-based programs complete an evaluation form anonymously during the last session of each class or at the conclusion of a workshop. Course evaluations are processed by the program coordinator and overseen by the Director of Institutional Research, after which instructors receive the aggregated results and typed comments from the students' evaluations of their courses. Results are also reviewed by the Department/Division Chair and/or Provost. The evaluations are read carefully and are influential in decisions about revising courses and retaining instructors.

A written midterm feedback procedure is also used in many courses, providing a way for students to communicate with the instructor about the course while it is still in progress. The purpose of this procedure is primarily to provide an opportunity for dialogue about the learning experience.

Semester-system MFA students evaluate each residency at its close as well as provide an evaluation of their mentor faculty at the end of each Project Period. Results are reviewed by the Department Chair. MAE/TC students evaluate the effectiveness of their University Supervisor and their Master or Mentor Teachers. USMA students evaluate each residency at its close and each course at the end of the semester.

If students have concerns about the content or methods of instruction in a course, they should discuss the concerns directly with the course instructor as they arise. Instructors are often able to make changes to meet student needs. AULA instructors generally welcome feedback on their work, and the Department/Division Chairs and the faculty strongly support students' expression of concerns. Students may also consult their advisors and the Department/Division Chair if problems arise with particular classes or instructors.

## Forms of Probation and Their Consequences

Students are expected to engage in their academic studies with integrity, treat one another with respect, contribute to the learning community of the University, and abide by all policies related to student conduct. When students fall short in any of these areas, the university follows a specific process to protect the student and the academic community.

### Academic Probation

In cases of serious academic concern or in cases where advisor recommendations have not resulted in improved performance, the advisor places the student on Academic Probation.

Academic Probation is defined as a time period during which the student's academic status is conditional. The student's advisor imposes conditions that must be completed within a specific time period for the Academic Probation status to be removed. Failure to complete the conditions of probation as specified will result in sanctions that may range from continuation of the Academic Probation Status to Dismissal from the University.

#### Grounds for Academic Probation

Students will be placed on Academic Probation for any of the following causes:

- Failure to maintain minimum Satisfactory Academic Progress (SAP), that is, successful completion of 75% of units attempted
- Failure to fulfill particular requirements or follow a particular course of learning that the advisor deems necessary and has communicated to the student in writing. This could include remediation of skills, registering in particular courses, completing Incomplete work, or meeting with the advisor at specified intervals to discuss academic progress
- Persistent difficulties completing academic work on time; or a pattern of Incomplete evaluations, especially if these result in No Credit for one or more learning activities
- A pattern of No Credit evaluations or of consistent critical feedback on evaluations that in the advisor's judgment indicates persistent academic problems that warrant remediation
- Documented plagiarism, academic dishonesty, and ethical violations including conduct problems or violations of school policy. (Note that depending on severity, these issues may also be grounds for Dismissal.)
- Seriously inappropriate or unprofessional behavior in classes, on campus, in field work settings or in clinical training settings. (Note that depending on severity, these issues may also be grounds for Dismissal.)
- For BA students: 6 units of No Credit in a quarter, when awarded by instructors or evaluators on Student Learning Evaluation forms.
- For MFA in Creative Writing students: One Project Period of unsatisfactory faculty evaluation
- For MFA in Creative Writing students: Failure to follow a course of learning deemed necessary by the Program Chair, including satisfactory completion of residency requirements, full participation in and completion of the work of the Project Period, completion of Incomplete work, and/or satisfactory completion of Self-Evaluations and Student Learning Analyses
- For USMA students: Failure to complete residency requirements

#### Plan of Remediation

When the student receives written notification that she or he is being put on Academic Probation, it is the student's responsibility to respond within 10 days by contacting the advisor to set up a meeting to work out a Plan of Remediation.

At this meeting, the student and advisor develop a detailed written Plan of Remediation that includes specific steps the student must take in order to have Academic Probation status removed, specific deadlines for accomplishment of these steps, and consequences of failure to meet conditions by the stated deadlines.

Remediation may include, but is not limited to:

- Successful completion of all coursework without any Incomplete or No Credit evaluations; completion of Incomplete work by stated deadlines;
- Registration limited to half-time, to a single course or to any other specified registration status; (Note: Consider financial aid implications; policy should be in-sync with SAP reg's policy even if student is not on financial aid.)
- Completion of particular courses during a specified time period;
- And/or meeting specific requirements for contact with the advisor and/or participation in the Teaching and Learning Center.

Consequences of failure to meet conditions may include, but are not limited to: continuation of the Academic Probation status or Dismissal from the program. Both advisor and student sign the Plan of Remediation.

The advisor prepares a written summary of the meeting and of the Plan of Remediation. Copies are provided to the student, to the Office of Financial Aid, and to the Office of the Registrar to be placed in the student's file. The advisor's decision to place a student on Academic Probation and the conditions of the Probation may not be appealed.

Every student on Academic Probation is required to meet with the faculty advisor before registering for the following term. The advisor's written approval is required, and the student may not register without it. Students on a Plan of Remediation may have their Satisfactory Academic Progress and their Financial Aid eligibility jeopardized. Students may not be approved for Candidacy for Graduation while on Academic Probation. MAP students may have approval delayed for entering Clinical Training. MPIC students may have approval delayed to enroll for Master's Document units. MAOM students may have approval delayed to enroll in Capstone. USMA students may have approval delayed to begin their capstone projects.

The Program Chair notifies students on Academic Probation who have not met the stipulations of their Plan of Remediation of the specific consequence, which may include Dismissal from the program.

### **Remediation Process for MFA in Creative Writing Students**

Students in the MFA in Creative Writing Program who receive one Project Period of unsatisfactory faculty evaluation receive no credit for that semester and are placed on Academic Probation. The student must repeat the semester and pay tuition and applicable fees. In consultation with the student, the Project Period Mentor develops a Plan of Remediation. The Program Chair must approve the Plan. If the student earns credit for the subsequent term, she or he will be removed from Academic Probation.

### **Removal from Academic Probation**

A student is removed from Academic Probation when, in the advisor's judgment, the student's current work or conduct demonstrates remediation of the problem(s) that led to Probation. Upon notification from the advisor, the Registrar formally removes the student from Academic Probation.

## **Academic Dishonesty**

### **Forms of Academic Dishonesty**

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

- Submitting work previously used in another course
- Using surrogates to prepare required course materials or acting as a surrogate for others' work
- Misrepresenting the extent of one's contribution to a group effort in order to claim academic credit
- Misrepresenting the extent of another student's contribution to a group effort so that that student can claim academic credit
- Any attempt to defraud the academic process (e.g., misrepresenting what a faculty member or administrator has said in order to further one's own interest in order to bypass a requirement)
- Facilitating academic dishonesty of others
- Coercion in reference to the evaluation of course work
- Plagiarism

### **Plagiarism**

Plagiarism is the representation of someone else's writing, graphics, research, or ideas as one's own. Paraphrasing an author's ideas or quoting even limited portions of the work of others without proper citation are also plagiarism, as is cutting and pasting materials from the Internet into one's academic papers. Extreme forms of plagiarism include submitting a paper written by another person or purchased from a commercial source. Students should be aware that AULA has access to software for detecting plagiarism.

Plagiarism is a violation of the principle of intellectual integrity and inquiry, and the faculty takes plagiarism seriously when it occurs. If a student has any questions about the nature of plagiarism, the student is encouraged to meet with her or his advisor or course instructors for clarification. Each program faculty also provides students with access to appropriate resources for avoiding plagiarism. Ignorance of correct standards for referencing is not an acceptable excuse for plagiarizing academic work.

### **Process and Consequences for Academic Dishonesty**

When a faculty member suspects a student of academic dishonesty:

1. The faculty member speaks with the student about the incident.
2. The faculty member may request evidence to determine whether academic dishonesty has occurred. For this reason, students are encouraged to keep all drafts and notes pertinent to the development of a paper until the paper has been reviewed and returned and credit has been awarded for the course.
3. If the faculty member determines that there is sufficient evidence to pursue a formal complaint of academic dishonesty, the faculty member submits a written record of the suspected violation to the Program Chair or designee.
4. If needed, the Program Chair or designee undertakes further investigation of the incident.
5. If Program Chair determines that academic dishonesty has occurred, the Program Chair imposes academic and/or administrative sanctions.
6. The Program Chair prepares a report documenting findings and sanctions. Copies are sent to the student, the student's advisor, and to the Office of the Registrar to be placed in the student's file.
7. The student may appeal a determination of, or sanctions for, academic dishonesty to the Provost within 10 days of receipt of notification.
8. The Provost investigates the appeal, convening an Academic Review Board as an advisory committee if deemed appropriate. The Provost provides a written ruling within 30 days. The decision of the Provost is final.
9. A second confirmed incident of academic dishonesty results in automatic Dismissal from the University.

### **Academic and Administrative Sanctions**

One or more academic and administrative sanctions may be placed on any student who is considered in violation of any one of the University standards described in this section.

Academic sanctions include but are not limited to:

- Requiring that particular assignments be redone (including a potential requirement for supervision through the Teaching and Learning Center)
- Assigning alternative or additional work that must be completed in order to obtain credit
- Denying credit on the particular assignment
- Denying credit for the course (as noted in the student learning evaluation)
- Academic Probation

Administrative Sanctions include but are not limited to:

- Formal reprimand
- Suspension
- Dismissal from the University

*Formal Reprimand* is a written document prepared by the Program Chair or Provost that describes the nature of the misconduct or violation that has occurred. The document becomes part of the student's permanent record.

*Suspension* is an institution-initiated separation of the student from student status for a particular length of time depending on the nature of the offense. The student may be eligible to return if she or he meets all stipulated conditions for return. No credit is awarded while a student is under suspension. A Suspension is communicated to the student in writing and is noted on the student's transcript.

*Dismissal* is an institution-initiated withdrawal of the student from student status. The University reserves the right to dismiss students who do not meet the requirements of their Academic Probation. The Program Chair authorizes Dismissal from the University and notifies the student in writing. See: AU Student Academic Integrity Policy ([http://aura.antioch.edu/policies\\_600\\_1x/6](http://aura.antioch.edu/policies_600_1x/6))

## Student Conduct

Ethical standards for personal conduct complement standards of academic quality and integrity to ensure a robust learning community. The University is ethically committed to creating a classroom and campus environment in which participants, both students and instructors can freely explore and express ideas and points of view as part of the process of engaged learning.

Fundamental to this learning process is a respect for difference. Because students bring very particular histories, experiences, and ways of knowing to the classroom, all can benefit from authentic interaction with one another. Free and vigorous inquiry depends on appropriate respect for all participants, especially when diverse points of view are presented in open debate.

Respectful conduct is expected of students on the campus at all times, both inside and outside the classroom. The use of cell phones and other personal electronic communication devices in the classroom is prohibited. The use of personal laptop computers in the classroom is encouraged, but only for appropriate academic purposes.

Those engaged in intern and trainee placements in professional settings need to be aware of and adhere to ethical standards in the professions they are being trained to enter. MAE/TC students should consult the Student Teaching Handbook for guidelines on student conduct in school placements. MAP students should consult the Clinical Training Handbook for professional codes of ethics governing work in clinical training placements.

USMA students can find their code of conduct guidelines in the fieldwork planning materials. Students are responsible for following these codes.

### General Guidelines for Student Conduct

Students must not engage in any conduct that:

- Impairs the reasonable freedom of other persons to pursue their studies, duties or lawful activities in the University or to participate in the life of the University; or
- Is detrimental to the operation of the University or causes damage to University property, or the environment or ecology on University property; or
- Violates federal, state or local law; or
- Violates University policy, or
- Violates ethical standards in a field or professional setting, or
- Is otherwise deemed to be inappropriate.

### Inappropriate conduct

Inappropriate conduct includes, but is not limited to:

- Disrupting any teaching, study, assessment or research activities or the administration of the University;
- Obstructing any officer or employee of the University in the performance of his or her duties;
- Damaging or misusing any property, including intellectual property, which is:

(a) under the control of the University; and/or

(b) on University premises; and/or

(c) at a location where a student is present under the auspices of the University.

- Disobeying any lawful instruction of an employee of the University, including failing to leave any building or part of a building when directed to do so
- Threatening, intimidating or disorderly behavior
- Endangering the health or safety of a person
- Verbal abuse, sexual harassment, physical or sexual assault, or any other form of abuse or harassment
- Compromising the privacy of an individual
- Compromising the confidentiality of information

### Referral of allegations of inappropriate conduct

- Any officer, student or member of the University community or public may immediately refer an instance of suspected inappropriate conduct to the police or other relevant emergency service where circumstances warrant
- Allegations of inappropriate conduct on the part of a student received by the University shall normally be submitted to the Director of Student Affairs.

Interested parties may obtain a copy of the Student Conduct Policy by following the link below.

**Click here** ([http://aura.antioch.edu/cgi/viewcontent.cgi?article=1001&context=policies\\_600\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1001&context=policies_600_1x)) **for the complete text of the student conduct policy.**



## Student Status

### Full-Time and Half-Time Status: Maximum Unit Loads

#### BA Program

Full-time status in the BA program is defined as a minimum of 12 units per quarter. The maximum for which a full-time student may register without the advisor's permission is 15 units. Under no circumstances may a student register for more than 20 units in a given quarter. Half-time status is defined as a minimum of 6 and a maximum of 8 units. Half-time students may take 9 to 11 units by paying additional per-unit fees. Students registering for less than 6 units pay the per-unit fee.

#### MA Psychology Program

Full-time status in the MA Psychology program is defined as a minimum of 8 units per quarter. The maximum course load for which a full-time student may register without the advisor's permission is 12 units of coursework, but students may register for up to 4 additional units of independent study or clinical training without the advisor's permission. Half-time status is defined as a minimum of 4 units and a maximum of 6 units. Half-time students may take 7 units by paying additional per-unit fees. Students who register for less than 4 units pay the per-unit fee. Under no circumstances may a student in the MA Psychology program register for more than 18 units in a single quarter.

The Certificate in Applied Community Psychology

The Certificate in Applied Community Psychology (CACP) allows for half-time enrollment. The CACP program consists of 20 units of master's level course of study defined as 4 units per quarter.

#### MA Organizational Management Program

Full-time status in the MA Organizational Management program is defined as a minimum of 8 units per quarter. The maximum for which a full-time student may register without the advisor's permission is 12 units. Half-time status is defined as a minimum of 4 units and a maximum of 7 units. Under no circumstances may a graduate student in the MA Organizational Management Program register for more than 16 units in a single quarter.

### MA Education (MAE) and Teacher Credentialing (TC) Degree and Credential and MA Education Leadership and Change (MAEx)

Full time status for the MAE and MAEx degrees is defined as a minimum of 10 units per quarter. The maximum for which a full-time student may register without the advisor's permission is 10 units. Half time status is defined as a minimum of 4 units and a maximum of 9 units. Full Time status in either credential program is defined as 13-23 units and half time status is from 5-12 units.

#### MA in Urban Sustainability

Full-time enrollment in the Urban Sustainability Program is defined as enrollment in a minimum of 7 units per semester. Half-time enrollment is 3-6 units; students enrolled in fewer than 3 units are considered less than half time.

#### MFA in Creative Writing Program

The MFA in Creative Writing program allows only full-time enrollment. The MFA in Creative Writing program is a 48 semester unit course of study defined as 12 units per semester. The residency requirement for the MFA is four full-time semesters, including attendance at five on-site Residencies and participation in four off-site Project Periods. There are no half-time equivalencies.

### Post MFA Certificate in Teaching of Creative Writing

The Post MFA Certificate in Teaching of Creative Writing requires an additional full-time semester.

## Thesis Completion Status

Graduate students in some degree programs are required to complete a final thesis or capstone project. Students who have completed all degree requirements except the final thesis or capstone project may, with the permission of their advisor, register for Thesis Completion Status. When a student registers for Thesis Completion Status, that individual is enrolled in zero units, but is granted full-time status.

The purpose of offering Thesis Completion Status is to allow students to focus exclusively on the completion of the final thesis or capstone project. Students cannot register concurrently for any course units and must have completed all other degree requirements to be eligible for Thesis Completion Status. The fee associated with Thesis Completion Status is \$600 per quarter or \$1200 per semester.

A student may register for Thesis Completion Status for up to four consecutive quarters, or two consecutive semesters, if there is no break in enrollment. Once a student registers for Thesis Completion Status, he, or she, must continue in this status until the final thesis or capstone project is submitted and accepted. If, during the four quarters, or two semesters, allowed for Thesis Completion Status, the student registers for courses, goes on a Leave of Absence or goes on Enrollment Maintenance, that student is ineligible to return to Thesis Completion Status unless extenuating circumstances can be shown as the cause of the change in registration status. In order to return to Thesis Completion Status, a student must seek the approval of both the appropriate Division/Department Chair and the Provost/Vice President of Academic Affairs.



A student may register for Thesis Completion Status for four quarters if, at the beginning of the quarter for which the student is registering, the student has not exceeded the program's established time limit for degree completion.

Students may petition the appropriate Division/Department Chair, and the Provost/Vice President of Academic Affairs, for an exception to the established time limit for degree completion.

## Enrollment Maintenance Status

Enrollment Maintenance Status is designed for students who, while not enrolled for new course work during the current term, wish to maintain enrollment status in order to:

- Complete degree requirements, including prior learning;
- Complete Incomplete work from the previous quarter;
- Attend necessary courses at other institutions (see below section on Credit During Periods of Non-enrollment);
- Engage in study abroad activities;
- Work with their academic advisor, mentor, tutor, or librarian;
- Make corrections necessary for graduation, after the final quarter of residency;

Enrollment Maintenance Status entitles the student to a reasonable level of advisement during the term, in contrast to a Leave of Absence (LOA) status where no advising is provided. Enrollment Maintenance Status allows the University to certify to other institutions or agencies that the student is participating in its degree program.

Students wishing to take a term on Enrollment Maintenance Status must consult with their advisor and, if given approval, obtain the advisor's signature on the Application for Non-Enrolled Student Status form, register at registration, and pay the Enrollment Maintenance fee. Some programs may not permit students to register for Enrollment Maintenance Status for more than one term due to program and/or state licensing requirements.

## Leave of Absence

A student may request an authorized Leave of Absence (LOA) from AULA for personal reasons subject to approval by her or his advisor or the Division/Department Chair, and the Registrar. This allows the student to leave school for a term while still maintaining an official connection with the University.

While on authorized LOA, the student keeps her or his mail file, stays on the University mailing list and receives official announcements and notices of the next term's registration. A student on LOA does not receive academic advising, and the faculty and Registrar do not process student work. A student cannot graduate from the institution while on LOA, nor may a student receive a learning evaluation for any outstanding coursework while on an LOA.

More than two consecutive Leaves of Absence may jeopardize the student's ability to maintain Satisfactory Academic Progress and lead to the student being placed on SAP probation and/or being withdrawn from the University. The Registrar reviews all signed LOA forms, and in some cases, in consultation with the student's advisor and Division/Department Chair, may disallow the Leave.

Students desiring an LOA must complete an official Application for Non-Enrolled Student Status Form, obtain their advisor's permission and signature on the form and file the form with the Office of the Registrar during registration. Students on financial aid are required to have the signature of the Financial Aid Office as well. Students who leave school without filing this form are withdrawn from AULA and cannot reenter without applying for readmission.

A new Application for Non-Enrolled Student Status form is needed each term if the Leave of Absence is extended for more than one term. Students may not file for an LOA in their first term of enrollment or in their final term before graduation. Contact the Office of the Registrar for advisement on this policy.

## Leave of Absence for MFA in Creative Writing

Students enrolled in the MFA in Creative Writing Program may request an authorized Leave of Absence from AULA; no more than two Leaves of Absence from the Program may be granted without jeopardizing their enrollment or their standing in the Program. The deadline for submitting requests for a Leave of Absence is October 1 for the Summer/Fall semester and April 1 for the Winter/Spring semester. Requests for reinstatement to full participation in the Program must be received no later than sixty days prior to the Residency that initiates the next semester.

An MFA student returning from her or his Leave of Absence must register for the subsequent semester's Residency period. Academic advising is not provided during a Leave of Absence. Two consecutive Leaves of Absence place an MFA student on Satisfactory Academic Progress Probation and may lead to the student being withdrawn from the Program.

## Withdrawal from the University

A student who fails to attend classes or leaves the University for any reason must formally withdraw through the Office of the Registrar. Withdrawal from the University means that student status is discontinued. A withdrawn student is no longer eligible to earn credit for courses, independent studies, and internships for which the student still has an evaluation of Incomplete at the time of withdrawal. Students who intend to withdraw from AULA voluntarily should discuss the decision and implications for their incomplete work with their faculty advisor. A student must notify the Registrar in writing of the intention to withdraw, in a letter or on a withdrawal form. Students on financial aid must also consult the Director of Financial Aid. Students who have received Federal Student Loans must arrange with the Financial Aid Office for an exit interview.

Students who withdraw during the first eight weeks of the quarter or first sixteen weeks of the semester are entitled to a prorated refund of tuition which will be calculated based on the date the Office of the Registrar received the student's written notification of his/her intention to withdraw.

## Non-Matriculated Status

Non-matriculated status applies to students who are not enrolled in a degree program but have been admitted to take one or more AULA classes. Non-matriculated students receive lowest priority to enroll and may not be permitted in all classes. Non-matriculated students must register during the late registration period. They are not eligible for financial aid and may not register for independent studies.

If a non-matriculated student subsequently wishes to enter Antioch University Los Angeles to work toward a degree, the student must apply for admission and be formally accepted. Credit earned while non-matriculating can be transferred to an AULA degree program. See the Admissions Page (p. ) information about applying for non-matriculated status.

## Auditor Status

Auditors attend a course for no credit, with the consent of the instructor and the Division/Department Chair. The auditor should discuss with the instructor what the instructor's expectations are for the auditor's attendance and participation.

Matriculated AULA students who have a minimum of half-time status may audit any course at no charge. Students on Enrollment Maintenance Status may audit up to two classes a quarter for no additional fee. Students on Leave of Absence may not audit. AULA alumni/ae may audit courses for a nominal fee. Regularly registered students are given enrollment priority over all categories of auditing students. Some classes are closed to auditors completely.

Auditors do not receive credit for courses, and audited courses do not appear on a transcript. Instructors do not issue written evaluations for audited courses. Auditors who later wish to earn credit for the same course must register for and repeat the course. The regular fees will apply. Students who audit courses and subsequently matriculate as regular students cannot earn academic credit retroactively.

## Transfer Credit Policy

The Antioch University Los Angeles (AULA) transfer credit policy is aimed at facilitating the transfer of students and credits from a previous college or university to AULA. The policy seeks to assure maximum utilization of credits earned previously and to encourage students to advance through their education toward the completion of their degree. This policy supports the "Joint Statement on Transfer and Award of Academic Credit ([http://tcp.aacrao.org/misc/joint\\_statement.php](http://tcp.aacrao.org/misc/joint_statement.php))" approved by the American Council on Education, the American Association of Collegiate Registrar and Admissions Officers and the American Association of Community Colleges. Built into this policy are several of the principles of that statement. Central to the implementation of this policy is the goal to provide equitable treatment for native and transfer students and to ensure that students will not be required to repeat course work completed at an acceptable level of performance at a previously attended institution.

## Determination of Transferability

Antioch University Los Angeles awards credit in transfer for courses completed at academic institutions accredited by the following regional accrediting organizations:

- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Colleges and Schools
- Middle States Association of Colleges and Schools
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

Antioch University Los Angeles may also consider accepting transfer credits from academic institutions accredited by national accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA).

Antioch University Los Angeles may accept transfer credit for courses completed at colleges and universities outside of the United States that are accredited or approved by the Ministry of Education (or other appropriate governmental agency) of the country in which they are located. Credit and placement decisions are based on recommendations of the American Association of Collegiate Registrars and Admissions Officers, National Association of Foreign Student Advisors, and selected other professional organization and agencies that evaluate foreign educational institutions.

AULA does not accept credit from institutions with candidacy for accreditation. AULA accepts credit for transfer only if the units were earned at a time when the school was accredited. Exception: A student holding a Registered Nurse (R.N.) degree from a National League of Nurses-approved program may be eligible for undergraduate transfer credit despite lack of regional accreditation. Transfer of credit to Antioch University Los Angeles will be determined in accordance with the following transferability standards:

- The educational quality of the learning experience that the student transfers
- The comparability of the nature, content, and level of learning experience to all programs offered by the University

- The appropriateness and applicability of credit earned to all degree requirements discussed in this catalog

## Determining Course Equivalencies

Initial determinations of transfer credit equivalencies are made by the AULA Office of Admissions through a comparison of course descriptions and/or course titles. The course work evaluated and deemed acceptable based on its content and comparability relative to the program standard/curricula will be initially posted to the student's permanent University record and then validated and approved by the Office of the Registrar upon the student's enrollment.

## Acceptability and Comparability of Courses

**Acceptable:** Course work adjudicated as acceptable based on its content and comparability relative to program standard/curricula will be awarded transfer credit based on guidelines provided by instructional department directives.

**Unacceptable:** Course work which, by an evaluation of its content, is deemed to be incongruent with program standard/curricula will not be awarded transfer credit (i.e., remedial and vocational courses).

**Deferred:** Course work that is referred to a designated subject matter expert (faculty) within the program for his/her further review and final decision. Instructional department faculty will review the course and issue a final acceptability decision (i.e. credit and type of credit to be awarded or no credit awarded) through the respective Department/Division Chair.

## Credit Hour Equivalencies

To convert transfer units to quarter units the following formulas are used:

# semester units x 1.5 = # quarter units

or

# trimester units x 1.5 = # quarter units.

Fractions are rounded down to the nearest half-unit.

Antioch University Los Angeles accepts undergraduate transfer credit(s) for courses completed with a minimum letter grade of C- or Pass in a Pass-Fail system, if the Pass is equivalent to a minimum of a C-.

Antioch University Los Angeles accepts graduate transfer credit(s), for courses completed with a B letter grade or better, or with a Pass, if the course was taken on a Pass/Fail basis. Courses are considered for transfer only if the courses have not been used as part of a graduate degree earned elsewhere.

Please refer to the Admissions and Program sections of this Catalog for additional transfer credit policies and requirements specific to each academic program.

## Additional Ways Students May Obtain Credit

AULA recognizes that students have opportunities for learning beyond the traditional or more formal methods of education. Some of these opportunities may be eligible for consideration in the evaluation process based on certain criteria and on the circumstances by which the student obtained an education.

## Evaluation of Examination Credit/Results

Course credit by examination based on the results of a local testing program (e.g. APP, CLEP, DSST). This course credit will be eligible for evaluation and transfer credit may be awarded for same within the guidelines of this policy. While the initial evaluation of said course credit will in most cases result in a final decision on the University transfer credit to be awarded, some course credit will need to be deferred to the respective program chair for final decision.

Course credit assigned based on Advanced Placement Program (APP) (<http://apcentral.collegeboard.com/apc/public/program>) test results: Course credit is eligible for evaluation and the award of transfer credit is within the guidelines of this policy.

Credit based on College Level examination Program (CLEP) (<http://clep.collegeboard.org>) test results: Course credit is eligible for evaluation and the award of transfer credit is within the guidelines of this policy. Student may submit official test scores to the Office of the Registrar for evaluation and determination of the award of credit following the guidelines established by the respective programs.

Course credit awarded based on Defense Activity for Nontraditional Education Support (DANTES) Subject Standardization Tests (DSST) (<http://www.military.com/education/timesaving-programs/dantes-college-credit-by-examination-program.html>): Course credit based on DANTES-DSST test results is eligible for evaluation and may be assigned transfer credit and the award of credit is within the guidelines of this policy. Student may submit an official original DSST transcript of examination results to the Office of the Registrar and transfer credit will be awarded consistent with the respective program directives for evaluating each subject area.

## **Military Education Programs**

Courses for which credit was earned while in the military must be listed on official military documents (i.e. DD214, DD295, Army/American Council on Education Registry Transcript). Other official military documents may be used as the basis for evaluation at the discretion of the Registrar/designee given that they contain the elements necessary for evaluation. Courses that are eligible for evaluation will be awarded transfer credit consistent with the American Council of Education's Guide to the Evaluation of Educational Experiences in the Armed Services (<http://www.acenet.edu/news-room/Pages/Military-Transfer-Guide.aspx>).

## **Appeal of Transferability or Course Equivalencies**

Students who wish to appeal the evaluation of transferability of a course may do so through the Office of the Registrar. When making an appeal, students must be prepared to provide supporting documentation (e.g., a course syllabus, course description from the other institution's catalog, examples of work). The Registrar, in consultation with the respective Department/Division chair, will examine the appeal to determine whether or not the University transfer credit policy was appropriately applied in the initial evaluation. The Registrar/designee will issue appropriate correction if the policy was misapplied. (See Transfer and Intra-University Credit Policy ([http://aura.antioch.edu/cgi/viewcontent.cgi?article=1009&context=policies\\_500\\_6x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1009&context=policies_500_6x)).)

## **University Policies, Regulations and Procedures**

Below are selected Antioch University policies. For a complete list, please visit AURA (<http://aura.antioch.edu>).

### **6.100 Student Rights & Responsibilities (Student)** ([http://aura.antioch.edu/policies\\_600\\_1x](http://aura.antioch.edu/policies_600_1x))

#### **AURA 6.111 Academic Appeal Policy**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1005&context=policies\\_600\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1005&context=policies_600_1x)

#### **AURA 6.101 Disability Support Services**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1000&context=policies\\_600\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1000&context=policies_600_1x)

#### **AURA 6.119 Satisfactory Academic Progress**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1008&context=policies\\_600\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1008&context=policies_600_1x)

#### **AURA 6.102 Student Academic Rights and Freedom**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1002&context=policies\\_600\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1002&context=policies_600_1x)

#### **AURA 6.105 Student Academic Integrity**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1003&context=policies\\_600\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1003&context=policies_600_1x)

#### **AURA 6.103 Student Conduct**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1001&context=policies\\_600\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1001&context=policies_600_1x)

#### **AURA 6.109 Student Grievance Policy**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1004&context=policies\\_600\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1004&context=policies_600_1x)

#### **AURA 6.127 Student Organizations, Speech and Publications**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1006&context=policies\\_600\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1006&context=policies_600_1x)

### **5.200 Academic Programs (Academic)** ([http://aura.antioch.edu/policies\\_500\\_2x](http://aura.antioch.edu/policies_500_2x))

#### **AURA 5.101 Academic Freedom**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1000&context=policies\\_500\\_1x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1000&context=policies_500_1x)

#### **AURA 5.219 Assessment of Student Learning**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1006&context=policies\\_500\\_2x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1006&context=policies_500_2x)

## **AURA 5.619 Course Audit**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1002&context=policies\\_500\\_6x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1002&context=policies_500_6x)

## **AURA 5.229 Grade Equivalency**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1007&context=policies\\_500\\_2x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1007&context=policies_500_2x)

## **AURA 5.507 Human Subjects Protection (IRB)**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1002&context=policies\\_500\\_5x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1002&context=policies_500_5x)

## **AURA 5.503 Intellectual Property**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1003&context=policies\\_500\\_5x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1003&context=policies_500_5x)

## **AURA 5.621 Intra-University Registration**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1003&context=policies\\_500\\_6x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1003&context=policies_500_6x)

## **AURA 5.613 Prior Learning Credit**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1005&context=policies\\_500\\_6x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1005&context=policies_500_6x)

## **AURA 5.203 Program Length and Credit Hours**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1010&context=policies\\_500\\_2x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1010&context=policies_500_2x)

## **AURA 5.603 Recruiting of International Students**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1000&context=policies\\_500\\_6x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1000&context=policies_500_6x)

## **AURA 5.611 Transfer and Intra-University Credit Policy**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1009&context=policies\\_500\\_6x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1009&context=policies_500_6x)

## **8.000 INFORMATION TECHNOLOGY POLICIES** ([http://aura.antioch.edu/policies\\_800](http://aura.antioch.edu/policies_800))

### **AURA 8.101 Acceptable Use of Electronic Resources**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1000&context=policies\\_800](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1000&context=policies_800)

### **AURA 8.103 Email Use Policy**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1001&context=policies\\_800](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1001&context=policies_800)

### **AURA 8.105 Information Security Policy**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1002&context=policies\\_800](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1002&context=policies_800)

## **Children on Campus**

Antioch University Los Angeles recognizes that adult students face unique challenges in completing their education, including the multiple demands of family life, work, and study. Students and employees who are parents of children under the age of 18 (minors) also have to cope with the need for child care.

While AULA recognizes the difficulties these parents face, several concerns and liabilities require the following University policy regarding Minors on Campus.

- Antioch University Los Angeles is an adult educational environment in which discussion is central to learning. Our contractual obligation with the student is such that we must provide that environment. The presence of children in the classroom environment does not comply with the express contract we have with each student. Therefore, children are not allowed in the classroom.
- Due to safety concerns, insurance liability, and past interruptions of academic activities, Antioch University Los Angeles does not allow unsupervised children on campus. For example, when students drop off or pick up forms or other documents, check their mailboxes, or meet with staff or faculty, they should not leave their children unattended in any area or department on campus. Employees should never be asked to watch children. Campus property includes classrooms, administrative offices, computer labs, student lounges, parking lots, courtyard areas and/or any facility under the contractual obligation and supervision of Antioch University Los Angeles. Likewise, children must not be left alone in parked vehicles.

- Children are not allowed in the computer lab (Technology Classroom) under any circumstances. The computer lab is a service to students, not a public space, and it is not an appropriate environment for minors (e.g., due to internet access issues).
- If students, staff or faculty have child care issues that arise during the course of the term, it is expected that they will make arrangements so that the child or children are not brought to the campus.
- Individuals who do not comply with this policy will be asked to leave campus. Repeated non-compliance will result in disciplinary action, which may include probation, suspension, or dismissal/expulsion. (See Children on Campus Policy ([http://aura.antioch.edu/cgi/viewcontent.cgi?article=1002&context=policies\\_400\\_5x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1002&context=policies_400_5x)).)

## Discrimination Action and Discipline Procedure

Antioch University Los Angeles reaffirms that it is the intent of the institution to create an atmosphere free from discrimination

It is the policy of the University not to discriminate against and to provide equal employment opportunity to all qualified persons without regard to race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, veteran status, or any other protected classification. It is the policy of the University to analyze all areas of its employment process to further the principles of equal opportunity employment.

Students who feel they have been subject to such discrimination have several options. The student may choose to talk informally with the person perpetrating the discrimination in the hopes of stopping the behavior. The student may choose to discuss the issue with an AULA faculty or staff member. An AULA employee with whom a student speaks about an act of discrimination is legally required to inform the University administration. In addition, the student may contact the Provost/Vice President for Academic Affairs directly and may file a formal complaint. The Provost will respond to the complaint promptly and equitably. The rights of confidentiality of all parties will be respected in so far as possible. There will be no reprisal or retaliation against individuals for bringing complaints of discrimination or reprisal against any individual accused and found not in violation of this policy.

An individual found in violation will be subject to appropriate sanctions depending on the circumstances, from a warning up to and including dismissal from the University and/or termination of employment. (See Discrimination Action and Discipline Procedure ([http://aura.antioch.edu/cgi/viewcontent.cgi?article=1004&context=policies\\_400\\_6x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1004&context=policies_400_6x)).)

## Grievances Against Faculty, Staff and Administrators

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

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

For grievances concerning the content or process of evaluations of student academic work, the decision of the Provost/VPAA shall be final. (See Appeals of Student Learning Evaluations (p.     )). However, for any other grievances against faculty, the decision of the Provost/VPAA may be appealed to the President if any party to the grievance still feels the resolution is insufficient. Written appeal to the President must be made within 10 days; the President will investigate and provide a written ruling within 30 days. This decision will be binding and final.

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

A faculty member can bring any grievance on matters within the academic Program in which they teach, by appealing in writing to the Provost/VPAA, or if resolution is unsatisfactory, to the President of Antioch University Los Angeles. The grievance will be heard and dealt with in a timely manner at each level, with resolution communicated in writing in a timely manner. Beyond the President, no further appeal is possible.

Should the Department/Division Chair or Provost/VPAA be personally a party in any grievance, the student or faculty member should direct the appeal to the next level of authority, e.g., the Provost/VPAA, or the President, respectively. (See Grievance and Conflict Resolution Process ([http://aura.antioch.edu/cgi/viewcontent.cgi?article=1005&context=policies\\_400\\_6x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1005&context=policies_400_6x)).)

## Relationships in the Workplace

Dual relationships between students and faculty/staff/administrators are potentially problematic because they may lead to favoritism, prejudicial evaluation, or abuse of power. Dual relationships include, but are not limited to, business associations, consensual sexual relationships, and



psychotherapeutic relationships. These dual relationships are particularly problematic when either party is in a position to evaluate the other's academic or professional performance, or to exercise judgment in the application of a University policy or procedure.

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

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

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

This policy will annually be communicated to all Antioch University Los Angeles constituencies. (See Relationships in the Workplace ([http://aura.antioch.edu/cgi/viewcontent.cgi?article=1008&context=policies\\_400\\_6x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1008&context=policies_400_6x)).)

## **Title IX, Sexual Harassment and Sexual Violence**

### **Sexual Harassment**

Antioch University is committed to creating and sustaining a university environment in which students, faculty, staff, and administrators can study and work in an open atmosphere, unhampered by discrimination. The University reaffirms that it is the policy and intent of the institution that all members of the Antioch community be free from sex discrimination in the form of sexual harassment. All Antioch University students, faculty, staff, and administrators should be free from sexual harassment, whether from a supervisor, coworker, another employee or colleague, faculty member, or any other person doing business with or for Antioch University Los Angeles.

Antioch University respects and defends the position that sexuality is integral to the total person, but that the practice of using sex as a means of employment and educational discrimination is destructive. In order to sustain an environment free of discrimination, the sexual harassment of students, faculty, staff, and administrators must be prevented and confronted when it occurs. In this policy, sexual harassment is defined and procedures are established for responding to complaints brought by any member of the University community.

Harassment on the basis of sex is prohibited by Federal and State law. Sexual harassment in the employment context is defined by the Equal Employment Opportunity Commission's 2008's guidelines as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim
- The harasser's conduct must be unwelcome

Although these guidelines were written specifically for employment situations, the conduct of any member of the University community that could be described in the same way would be similarly objectionable. The EEOC (<http://www.eeoc.gov/laws/guidance>) definition must be expanded in light of special demands of an educational environment as well as unique considerations of academic freedom. Fundamentally, it is inappropriate for anyone in an educational or professional situation to be sexually harassed.

### **California Fair Employment and Housing Act**

It is impossible to delineate every action or all words or behaviors that could be construed as sexual harassment. The California Fair Employment and Housing Act defines harassment because of sex as including sexual harassment, gender harassment, and harassment based on pregnancy, childbirth, or related medical conditions.



The Fair Employment and Housing Commission regulations define sexual harassment as unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser.

The following is a partial list of violations:

- Unwanted sexual advances
- Offering employment benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoon or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs, and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Sexual harassment refers to behaviors that are unwelcome and unwanted, personally offensive to the recipient, which interfere with work and educational effectiveness, which violate the rights of its victims and coworkers, and which create a hostile and offensive work and learning environment.

Antioch University will not tolerate any of the above behaviors, nor other objectionable activities that might be considered sexual harassment. No member of the University should feel that the fulfillment of her or his duties is obstructed or impeded by sexual harassment from a teacher, colleague, or supervisor.

## **Sexual Offense**

Antioch University Los Angeles is committed to creating and sustaining a university environment in which students, faculty, staff, and administrators can study and work in an open atmosphere, free from sex discrimination in the form of sex-related offenses, including sexual harassment. This policy applies to all University students and employees and is created to insure that a teaching/learning environment free from sex discrimination is created and sustained.

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

Antioch University Los Angeles will not tolerate any of the above behaviors. In an effort to create and sustain an environment in which students, faculty, staff, and administrators can study and work in an atmosphere free from sexual offense, Antioch University Los Angeles educates its community members about these offenses, including the distribution of information and on-site training, and provides effective procedures should the need arise.

Students may choose to speak with someone in AULA administration, such as a faculty member, Program Chair, or Registrar. These individuals have a legal obligation to report the complaint to the Provost/VPAA or the Director of Human Resources. Although obligated to investigate the complaint, Antioch University Los Angeles will handle these cases exercising discretion so as to respect the privacy of all parties involved.

Students may also contact the Provost/VPAA, Director of Human Resources or President's Office directly. All sexual offense complaints made will be responded to promptly and equitably. Individuals who make a complaint orally will be assisted in putting the complaint into written form. All formal, written complaints will be investigated fully. Except in circumstances requiring some form of exigent response, a formal written determination will be made within 10 working days. If it is determined that more time is needed, a determination will be made within 20 working days after that.

Students making a complaint are advised of the importance of preserving evidence and providing documentation as may be necessary to the proof of a criminal sexual offense. In the course of the investigation, the accuser and the accused are entitled to the same opportunities to have others present during any investigatory or disciplinary proceedings. The accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding. If the complaint can be substantiated, appropriate disciplinary action based on a range of options will be taken. An individual found to be in violation of the University's Sexual Offense Policy will be subject to appropriate sanctions depending on the circumstances, from a warning in his/her file, up to and including termination for employees and dismissal from the University for students. An individual found to be the target of a sexual offense committed by a University member will be assisted in obtaining counseling or other services if so requested by the victim and if such services are reasonably available. The Provost/VPAA has the authority to make the determinations regarding both sanctions against the offender and services provided to the victim. Appeal of the Provost's determination may be made to the President of Antioch University Los Angeles.

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

Antioch University is committed to creating a learning and working environment which is free of sexual harassment and offense and urges students and employees to use fully the internal processes which have been described above. For criminal sexual offenses, the law enforcement authorities, including local police, may be notified, and a member of the University community will be assisted in notifying such authorities if he/she so chooses.

It is the policy of Antioch University Los Angeles to provide regular training for supervisory and non-supervisory employees as prescribed by state and federal law.

## **AURA 4.607 Title IX, Sexual Harassment and Sexual Violence**

[http://aura.antioch.edu/cgi/viewcontent.cgi?article=1011&context=policies\\_400\\_6x](http://aura.antioch.edu/cgi/viewcontent.cgi?article=1011&context=policies_400_6x)

# Academic Services

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## AULA Email

Each entering student receives an AULA email account. Orientation to the email and online system is provided through a required workshop for entering students in each program.

It is important that students use and check their AULA email accounts. If an email is sent to their AULA email account the university considers that the student has received notification of the information contained within the message and is responsible for knowing it.

## Sakai

Antioch University is currently using the Sakai Learning Management System for all online components of the academic programs. Faculty members can access their class rosters through Sakai as well as post their syllabus and course resources for all students registered in the course. Students can engage in discussion forums, post articles, as well as deposit papers in folders to which only the instructors and authorized academic support staff have access.

For help using the Sakai system, please contact Academic Technology (x250) or the library staff (x333).

## Bookstore

In order to provide students with a simple, cost-effective method of purchasing text books, AULA has moved to an online bookstore format. Students may purchase books from the vendor of their choice, or may take advantage of AULA's partnership with the company MBS Direct, which has the nation's largest inventory of used books at discounted prices.

Some of the benefits of purchasing books through AULA's online bookstore through MBS Direct are:

- Fast shipping
- Order forms customized to AULA courses' required reading lists
- Multiple payment options, including Financial Aid Vouchers
- 100% return policy (Course materials must be returned within two weeks after class start date or within 21 days of date shipped, whichever is later)
- Excellent, U.S.-based customer service by phone or email
- A quarterly Customer Loyalty Program that increases the amount you receive when selling back your books

Visit AULA's online bookstore at [bookstore.mbsdirect.net/antiochla.htm](http://bookstore.mbsdirect.net/antiochla.htm).

## Course Readers

In addition to textbooks, some courses utilize compilations of journal articles and book excerpts, collectively bound as custom course readers. Readers can be picked up at the Campus Services Center. Costs for readers are assessed as part of the Registration process. Readers are nonrefundable and cannot be returned, even if the student later drops the course. For weekend intensive classes and for workshops, students are responsible for obtaining course readers in advance of the learning activity.

# Library Resources

## Our Mission

The AULA Library is committed to providing avenues and access to knowledge in support of the educational goals of the University, and is dedicated to social justice, inherent to the philosophy of librarianship.

### Library

Located in room 4060 on the fourth floor, the Library offers a circulating collection of books and films, quiet study space, lovely views of all kinds. Library resources are available to AULA students, faculty, and staff. Alumni are welcome to check out books and DVDs and can continue to meet with librarians. Information and links to all library resources can be found on the AULA library page (<http://www.antiochla.edu/academics/library>) on the AULA website.

### Librarians

Librarians are available to teach courses, meet with small groups, or work one-on-one with students and faculty. Sessions are held in person or online. Librarians teach library research methods, critical information literacy skills, critical reading skills, bibliographic analysis, understanding and application of citation methods, information literacy instruction, encourage reading, and show myriad avenues toward knowledge creation.

### Library Collection

The AULA Library holds a small collection of in-house documents and a large collection of electronic documents. The collection supports the academic curriculum, sustains faculty research, and encourages the intellectual and creative explorations of students.

### **In-house**

The library's in-house collection of books and films intends to encourage, foster, and respond to information queries, knowledge seeking, and the uniquely satisfying pleasure of reading. We encourage the AULA community to investigate the collection. The library is an essential complement to the classroom for learning, enhancing and surpassing the curriculum. Additionally, use of the library collection supports students to pursue independent interests and learning. The collection can be viewed by browsing the stacks or through the library's catalog (<https://login.antioch.idm.oclc.org/login?url=http://antioch.worldcat.org/search?dblist=638&scope=4>) available on the library page. The catalog also shows you the whole collection of all the Antioch campuses, to which you have access.

### **Online---Electronic databases**

Antioch University students, staff, and faculty have access to a vast online library of peer-reviewed journals, e-books, videos, theses and dissertations, and reference guides. These resources are stored in over 100 databases, organized by subject areas. The Electronic Journal Center (EJC) houses more than 7,000 archived journals. We encourage browsing of the EJC. The movement of journals from in-house stacks to online databases has impinged on a seeker's understanding of the "whole journal." A familiarity and understanding of journals is a valuable and often overlooked component of scholarship.

Students log into the electronic databases with their AUEID. If one experiences problems when attempting to log in, please contact the library at 310.578.1080, ext 333 or 334.

### **WeDeliver!**

The AULA community has access to WeDeliver!, an Interlibrary Loan/Electronic Document Delivery service. Students may use this service to request the full-text of any article or book chapter. These materials are delivered electronically usually in 24-48 hours. Additionally, students may request any book, DVD, video, or dissertation. These materials are delivered via mail and may be sent to the student's home address or to the AULA library. These materials usually arrive in 3-10 days.

### **RefWorks**

Students, faculty and staff have access to RefWorks, an online research management tool. RefWorks allows students to create personal accounts, send citation information from any electronic research database to their accounts, organize their citations, and produce formatted bibliographies for research papers. RefWorks also provides a tool to assist students with parenthetical citations as they write their papers in Microsoft Word. Finally, RefWorks provides the opportunity for students and faculty to share bibliographies and citation lists with one another for subject-specific or guided research projects. AULA also has the option to use Zotero, an open access research management tool brought to us by the Roy Rosenzweig Center for History and New Media at George Mason University, committed to intellectual generosity and freedom.

### **Library Tutorials**

Students have access to online tutorials on accessing and using AULA's library resources, as well as handouts in PDF format, lists of useful links on the free web, and research guides via the AULA Library website.

### **Access to Library Resources**

Instructions for access to all library resources are presented to all new students during required in-class library resource orientation sessions and may also be accessed via the AULA Library website.

## **Workshops**

In collaboration with the the Teaching and Learning Center, the Library offers workshops throughout the fall, winter and spring. Workshops focus on a variety of topics: writing, library research, computer and information technology, Word, Excel, and PowerPoint, how-to write stellar resumes and cover letters, prepare for an interview, et cetera. Please note that workshop suggestions are welcomed. Workshops are taught by faculty and professionals. Most workshops are held in the Library.

## **Computer Lab**

The Computer Lab is located across from the Library on the fourth floor, room 4050. Students have access to MAC and PC compatible computers in the Computer Lab during all university hours of operation. Printing of all academic work is available for students at no additional cost. Work study students are also available to assist students with routine computer matters, assistance related to the AULA email system, databases, and Sakai.

## **Teaching and Learning Center**

Welcome to the AULA Teaching and Learning Center, located on the fourth floor, room 4070. The Center is a place for students to get academic support in numerous areas: writing, mathematics, statistics, library research, and computer skills. Please click here (<http://www.antiochla.edu/campus-life/math-writing-center/meet-the-tutors>) to meet our math, writing, and library research tutors.

## Appointments

Tutoring services are available to all current AULA students, at no charge. Some students may be required to see a tutor based on the outcomes of their writing assessment.

All tutoring sessions are held in person or over the phone. Students can meet with tutors for 45-minute sessions twice a week.

Current students can click here (<http://antiochla.mywconline.com>) to make an appointment. If you do not yet have an account, you will need to create one in order to log in. If you would like assistance using the system, please call the Library at (310) 578-1080 ext. 333.

If something comes up and you are unable to attend a scheduled appointment, please cancel. Two no-shows will result in a loss of tutoring privileges for the remainder of the quarter.

## Teaching and Learning Center

Welcome to the AULA Teaching and Learning Center, located on the fourth floor, room 4070. The Center is a place for students to get academic support in numerous areas: writing, mathematics, statistics, library research, and computer skills. More information on our tutoring services can be found via the links below. Students can also use the Center to study privately or in a group. Private study rooms can be reserved.

Please click here (<http://www.antiochla.edu/campus-life/math-writing-center/meet-the-tutors>) to meet our math, writing, and library research tutors.

### Writing

Students can bring anything from a draft to a finished paper, kick-start ideas, organize a paper, or grapple with grammar. Click here (<http://www.antiochla.edu/campus-life/math-writing-center/writing-support>) to learn more about writing support services.

### Math

We provide support that makes math accessible and even enjoyable. Questions about statistics, mathematics, or computers are addressed with a comprehensive, step-by-step approach. Click here (<http://www.antiochla.edu/campus-life/math-writing-center/math-support>) to learn more about math support services.

### Library Research

Services include one-on-one tutoring, access to LibGuides that provide database guidance, and in-class instruction based around specific course assignments and objectives. Click here (<http://www.antiochla.edu/campus-life/math-writing-center/library-research-support>) to learn more about library research assistance.

- Directions (<http://www.antiochla.edu/about-aula/our-campus/directions>)
- Catalog (<http://aulacatalog.antioch.edu>)
- Academic Calendar (<http://aulacatalog.antioch.edu/aulaacademiccalendar>)

## Appointments

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If something comes up and you are unable to attend a scheduled appointment, please cancel. Two no-shows will result in a loss of tutoring privileges for the remainder of the quarter.

## Workshops

In collaboration with the Library, the Center offers workshops throughout the fall, winter and spring. Workshops focus on a variety of topics: writing, library research, computer and information technology, Word, Excel, and PowerPoint, how-to write stellar resumes and cover letters, prepare for an interview, et cetera. Please note that workshop suggestions are welcomed. Workshops are taught by faculty and professionals. Most workshops are held in the Library.

# Orientation

## Orientation

Each academic program provides an Orientation session for new students. Attendance at Orientation sessions is required. The Orientation is designed to welcome students to AULA, introduce students to faculty, assist students with initial planning of classes, and introduce various services available to students. For more information about the Orientations, contact the Program Coordinator of the relevant program.

# Student Services

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Antioch University Los Angeles is committed to effective, friendly, and efficient student services. To learn more about these services including services for VA students and students with disabilities, click on the links below:

Specialized Support Services (<http://aulacatalog.antioch.edu/student-services/specialized-support-services>)

Students with Disabilities (p. 136)

## Specialized Support Services

### Services for International Students

Antioch University Los Angeles is situated in one of the most diverse metropolitan areas of the United States. The cultural, social, and arts environment of Los Angeles provides a rich context for university study. International students are valued members of the AULA student body. The U.S. Department of Justice provides approval to Antioch University Los Angeles for attendance of nonimmigrant students.

The Registrar serves as the Primary Designated School Official (PDSO) authorized to issue and sign I-20's for admission and for travel outside the United States. F-1 visa students are not eligible to apply for financial aid through state and federal government agencies. However F-1 visa students are able to research external grants and scholarships programs that may be available through privately funded sources outside of and independent of the University.

For purposes of admission into Antioch University Los Angeles, international students are defined solely on their citizenship/residency status. If a student does not hold citizenship or permanent residency in the United States, the student is considered an international student. The AULA Admissions Office, in consultation with the PDSO, advises and assists incoming international students regarding admission, campus orientation, academic advising and other legal issues, and other matters pertaining to their nonimmigrant status in the United States.

Students from other countries who are studying at Antioch University Los Angeles on student visas are obligated to follow designated federal requirements in order to stay in compliance status with the U.S. (United States) Immigration Service.

The F-1 visa student must consult the PDSO in several important instances. These situations include reporting to the PDSO:

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

### Veterans Services

The VA accepts applications online at [www.gibill.va.gov](http://www.gibill.va.gov) (<http://www.gibill.va.gov>). Veterans, military service personnel, and their qualified dependents intending to use VA Benefits at AULA should contact the Office of the Registrar.

### For New GI Bill Recipients

If the student is the veteran, or is the dependent and/or survivor of a veteran, and has never used the VA educational benefits before, he or she can apply online at <http://vabenefits.vba.va.gov/vonapp/main.asp>.

### For current GI Bill Recipients Changing Schools or Programs

If the returning student wishes to change his/her program or place of training and has used the VA educational benefit before, he or she must apply online at <http://vabenefits.vba.va.gov/vonapp/main.asp>. (Every time a veteran changes programs or schools he or she must fill out this application.)

### VA Enrollment Certification

The Office of the Registrar processes enrollment status certification of VA students prior to the beginning of each term and subsequent updates or changes in statuses are done on a weekly basis, if needed. The enrollment certification is electronically transmitted to the Department of Veterans Affairs Regional Office in Muskogee, Oklahoma.

Appropriate credit for previous education will be granted.



It is the student's responsibility to notify the Office of the Registrar immediately when increasing or decreasing unit load, withdrawing, or taking a leave of absence. Students who withdraw from the university may have their benefits terminated as of the beginning of the term of withdrawal. Students who withdraw from a course (or courses) in the middle of the term will have their benefits adjusted except in extenuating circumstances. In cases in which students do not return for the next term, benefits will be terminated on the ending date of the previous term. If a student is dismissed for academic reasons, benefits will be terminated as of the date of dismissal. Students who have their benefits terminated in this manner must be counseled by the Veterans Administration before the benefits will be restored.

All students using VA benefits must make satisfactory academic progress toward their educational objectives. At AULA, a student's satisfactory academic progress is measured against three criteria: 1) completion rate for registered units; 2) rate of progress toward degree completion; 3) maximum time allowed to complete the degree. Calculating satisfactory academic progress for a particular program is explained in detail under the Satisfactory Academic Progress section of this catalog. Students must consult the policy on satisfactory academic progress specific to their respective program.

For further information and assistance, the Department of Veterans Affairs is available 24 hours a day/7 days a week. Call their toll-free number at 1(888)-GI-BILL 1 (1-888-442-4551) or visit them on the WEB at [www.gibill.va.gov](http://www.gibill.va.gov) (<http://www.gibill.va.gov>).

For efficient handling of student's VA records, inquiries, and other related problems, please contact:

School Certification Official  
Office of the Registrar  
400 Corporate Pointe, Suite 2060  
Culver City, CA 90230-7615  
(310) 578-1080 x 216

## The Antioch University Counseling Center

The Antioch University Counseling Center (AUCC), a sliding-fee scale mental health center, has provided distinguished service to the community since 1974. The AUCC offers psychotherapy and counseling at affordable prices to AULA students as well as members of the community. Services are provided under a broad spectrum of therapy models. Current services include individual, family, and group psychotherapy, career counseling, psychological testing, the International Counseling Center, and specialized counseling services for gay, lesbian, bisexual and transgender clients.

Students experiencing difficulties are encouraged to seek help from the Counseling Center. MAP students can fulfill their requirement for personal psychotherapy by working with licensed professionals at the AUCC.

## Campus Services Center

The Campus Services Center (CSC) is open during all hours of university operation. The CSC handles all issues of facilities, audio-visual equipment, supplies, and security to support the AULA learning environment. Students may have materials photocopied for a fee. Mailboxes for faculty are located in the Campus Services Center.

CSC hours are as follows:

8:00 A.M. - 10:00 P.M., Monday through Friday  
8:00 A.M. - 6:00 P.M., Saturday and Sunday

## Student Mailboxes

The Student Mailbox System is used traditionally at AULA as one of the primary mechanisms for faculty and administration to communicate to students. The use of student mailboxes must adhere to FERPA regulations, state, local, and institutional policies that protect the privacy, security, and confidentiality of student information.

Students' mailboxes are located in the Campus Services Center (CSC). All registered students are assigned mailboxes by the Office of the Registrar the week after the term's Add/Drop deadline. AULA will keep students' mailboxes until the student is no longer registered at the school (e.g., have graduated, are dismissed, or withdrawn). All faculty and staff acting in their official capacity are authorized to distribute mail using the students' mailboxes.

Students may retrieve, with their valid student or State-issued identification card, contents of their mailboxes during CSC's business hours.

## Parking and Parking Permits

All students who are registered for academic work at AULA are automatically assessed a parking fee that entitles the students to access to parking in designated areas during the campus' regular hours of operation. Students using the AULA parking lot must fill out a Parking Key Card Form in order to receive a parking access card through the Campus Services Center. Parking Access Card Forms are available during New Student Orientation, and are available at the Campus Services Center at all times thereafter.

Parking Fee Exemptions are granted on a quarterly, case-by-case basis. Exemption forms are available in the Campus Services Center. Parking Fee Exemption Forms must be submitted to the Campus Services Center by the end of the term's Add/Drop deadline. Exemption forms are not accepted for past quarters.

Antioch University Los Angeles is not responsible for any costs associated with misplaced, lost, or stolen parking cards. There is a replacement fee for parking key cards, payable at the Campus Services Center.

All questions and concerns regarding parking services should be directed to the Campus Services Center.

## **Student Identification Cards**

Student photo identification cards are available to all current students through the Campus Services Center. Quarterly validation stickers are available through the Campus Services Center at the beginning of each term. There is a \$10.00 charge for replacement student photo identification cards.

## **Campus Security Act of 1990**

In accordance with Federal Law, AULA publishes an annual report of campus crimes. This report is distributed annually through email in the Fall quarter, and in the Winter quarter Schedule of Classes. In addition, AULA's most recent crime statistics are available on-demand through the U.S. Department of Education's website. To access AULA's crime statistics, visit <http://ope.ed.gov/security/>, and click on the "Get data for one institution/campus" link. Search for "Antioch University-Los Angeles" and then select the "Main Campus" to view recent crime statistics.

## **Students with Disabilities**

### **Services for Students with Disabilities**

AULA complies with Section 504 of the Rehabilitation Act of 1973, with the Americans with Disabilities Act (ADA) of 1990 (<http://www.ada.gov/pubs/ada.htm>), and with other applicable federal and state regulations that prohibit discrimination on the basis of disability. Persons with disabilities who meet program and University admissions criteria are eligible for reasonable accommodation to ensure equal access to employment, to educational opportunities, to programs, and to activities in the most integrated setting possible.

It is AULA's policy that students with documented disabilities have access to, can participate in, and can benefit from any program or activity operated by Antioch University Los Angeles. It is the responsibility of the student to request necessary accommodation. Accommodations are designed on a case-by-case basis, depending on individual goals and needs as well as the institution's ability to meet the needs. Accommodations and types of service vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation. All services through the Office of Student Affairs are kept strictly confidential.

Arrangements for auxiliary services/aids are available through the Office of Student Affairs.

# Alumni Services

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Graduates from AULA join a network of more than 8,000 alumni. Alumni are encouraged to maintain lifelong involvement with AULA by auditing classes, volunteering, spreading the word about Antioch University, and participating in events and activities. The alumni website offers the opportunity to network with former classmates, includes information about upcoming events and alumni benefits, and it allows alumni to update their contact information.

AULA's Alumni Council is a group of dedicated alumni volunteers from each of our programs who have joined together to create the Antioch University Los Angeles Alumni Association. The Council's purpose is to serve the alumni by providing activities and opportunities to participate in an ongoing relationship with AULA. The Council members contribute both philanthropic and advisory support.

More information on AULA alumni services can be found online at [www.AntiochLA.edu/Alumni](http://www.AntiochLA.edu/Alumni) or by calling the Alumni Relations Office at (310) 578-1080 ext. 118.

# AULA Faculty

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AULA's faculty members, distinguished for their scholarly expertise and their wisdom and experience in their creative use of progressive educational approaches, are experienced educators committed to furthering the University's mission and helping students achieve their educational goals. Click [here](http://www.antiochla.edu/faculty) (<http://www.antiochla.edu/faculty>) to meet our faculty members.

# AULA Academic Calendar

## URBAN SUSTAINABILITY SPRING/SUMMER 2014 SEMESTER

April to September

Dates	Activity/Event/Milestone
Sat, Feb 15	Admission and Financial Aid Application Deadline for Spring/Summer 2014
Tues, Apr 8	Registration begins
Mon, Apr 21	Registration continues (\$50 late registration fee applies)
Thu, Apr 17 - Mon, Apr 28	Residency Preparation period
Tue, Apr 29	Last day of registration (\$150 late registration fee applies)
Tue, Apr 29 – Sun, May 4	Spring/Summer 2014 Residency
Mon, May 5	Project period begins
Wed, May 7	Last day to withdraw @ 100% tuition refund
Sun, May 11	Last day of Add/Drop
Mon, May 19 - Tue, July 29	Course Withdrawal period with a "W" (Withdraw) grade
Wed, July 30 - Sun, Sept 28	Course Withdrawal period with a "WNC" (Withdraw No Credit) grade
Thu, July 31 - Sun, Aug 3	Mid-semester off-site residency period
Wed, Aug 27	Last day to withdraw for pro rata tuition refund; drops to 0% tuition refund thereafter
Sun, Sept 28	Last day of Spring/Summer 2014 project period
Sat, Oct 12	Official Graduation (Certificate) Date for Spring/Summer 2014 semester
Mon, Oct 13	Submission Deadline of Student Learning Evaluation for Spring/Summer 2014 classes

## ACADEMIC YEAR 2014-2015

### MFA SUMMER/FALL 2014 SEMESTER

June to December

Pre-Defined Table

Dates	Activity/Event/Milestone
Sat, Feb 15, 2014	MFA Admission and Financial Aid Application deadline for Summer/Fall 2014
Rolling Admission	Post-MFA Certificate Admission and Financial Aid Application (No deadline)
Mon, Apr 28	Online registration for continuing students begins
Mon, May 19	Online registration continues (\$50 late registration fee applies)
Thu, June 5	Last day of online registration (\$150 late registration fee applies)
Sat, May 31-Wed, June 11	Pre-residency Preparation Period
Thu, June 12- Sun, June 22	Residency Period
Fri, June 13	Last day to Withdrawal for 100% tuition refund
Sun, June 22	AULA Commencement Ceremony for Academic Year 2013-14 Graduates
Mon, June 23	Project Period begins thru Mon, Nov 24, 2014
Fri, Oct 3	Last day to Withdrawal for proportional work tuition refund; drops to 0% tuition refund thereafter
Mon, Nov 24	Last day of Summer/Fall 2014 Project Period
Sun, Dec 14	MFA Commencement Ceremony
Sat, Dec 20	Official Graduation/Degree Conferral Date for Summer/Fall 2014

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

### SUMMER 2014 QUARTER

(BA, MAE, MANM, MAP, MAOM)

## July to September

Dates	Activity/Event/Milestone
Mon, Apr 28	Financial Aid Application Deadline for Summer 2014 (Continuing Students)
Mon, Apr 28	Priority Application Deadline for new students
Mon, Apr 28	New International Student Admission Application Deadline
Fri, May 23	New Student Admission and Financial Aid Application Deadline
Tue, June 3 – Thu, June 5	Priority Online Registration
Fri, June 6 - Sun, June 22	Online Registration continues, non-penalty period
Sun, June 22	AULA Commencement Ceremony for Academic Year 2013-14 Graduates
Mon, June 23-Sun, July 6	Online Registration continues (\$50 late registration fee applies)
Sat, June 28	Teacher Credentialing Completion Ceremony
Mon, June 30	Submission Deadline of Student Learning Evaluation for Spring 2014 Classes
Fri, July 4	Independence Day Holiday
Mon, July 7	First Day of Classes
Mon, July 7	Last Day of Online Registration (\$150 late registration fee applies)
Mon, July 7	Start of Add/Drop
Sat, July 12	MAP Weekend/Commuter begins and meets every other weekend
Sat, July 19	End of Add/Drop; Last day of 100% tuition refund for changes in student's enrollment status
Sun, July 20 – Sat, Aug 16	Course Withdrawal period with a "W" (Withdrawal) grade
Thu, July 24	Deadline to Apply for Graduation for Summer 2014 Graduates
Fri, July 25	Last day of 70% tuition refund for changes in student's enrollment status
Mon, July 28	Priority Application Deadline for new students
Mon, July 28	New International Student Admission Application Deadline
Fri, Aug 1	Financial Aid Application Deadline for Fall 2014 (Continuing Students)
Fri, Aug 1	Last day of 60% tuition refund for changes in student's enrollment status
Mon, Aug 4 – Fri, Aug 15	Faculty Review of Student Files
Fri, Aug 8	Last day of 50% tuition refund for changes in student's enrollment status
Fri, Aug 15	Last day of 40% tuition refund for changes in student's enrollment status
Sun, Aug 17 – Sat, Sept 13	Course Withdrawal period with a "WNC" (Withdrawal No credit) grade
Mon, Aug 18 – Fri, Aug 22	Student Advisement Week
Fri, Aug 22	New Student Admission and Financial Aid Application Deadline for Fall 2014
Fri, Aug 22	Last day of 30% tuition refund for changes in student's enrollment status
Mon, Aug 25 – Fri, Aug 29	Student Advisement Week
Fri, Aug 29	Last day of 20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter
Sat, Aug 30-Mon Sept 1	Labor Day Holiday (No Classes)
Tue, Sept 2-Thu, Sept 4	Priority Online Registration for Fall 2014
Thu, Sept 4	BA Candidacy Filing Deadline for Fall 2014 Potential Graduates
Fri, Sept 5	Online Registration continues, non-penalty period thru Sun, Sep 14
TBA	BA New Student Orientation and Registration
Sat, Sept 13	MAP New Student Orientation and Registration
Mon, Sept 15	Last Day of Classes
Mon, Sept 22	Online Registration continues (\$50 late registration fee applies thru Sun, Oct 5)
Sat, Sept 27	MANM New Student Orientation and Registration
Sat, Sept 27	Official Graduation/Degree Conferral Date for Summer 2014
Mon, Sept 29	Submission Deadline of Student Learning Evaluation for Summer 2014 classes

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## FALL 2014 QUARTER

(BA, MAE, MANM, MAP, MAOM)

## October to December

Dates	Activity/Event/Milestone
Sat, Oct 4	MANM New Student Orientation and Registration
Mon, Oct 6	Last Day of Online Registration (\$150 late registration fee applies)
Mon, Oct 6	First Day of Classes
Mon, Oct 6	Start of Add/Drop
Sat, Oct 11	MAP Weekend/Commuter begins and meets every other weekend
Sat, Oct 18	End of Add/Drop; Last day of 100% tuition refund for changes in student's enrollment status
Sun, Oct 19 - Sat, Nov 15	Course Withdrawal period with a "W" (Withdrawal) grade
Thu, Oct 23	Deadline to Apply for Graduation for Fall 2014 Graduates
Fri, Oct 24	Last day of 70% tuition refund for changes in student's enrollment status
Mon, Oct 27	Priority Application deadline for new students
Mon, Oct 27	New International Student Admission Application Deadline
Fri, Oct 31	Financial Aid Application Deadline for Winter 2015 (Continuing Students)
Fri, Oct 31	Last day of 60% tuition refund for changes in student's enrollment status
Mon, Nov 3 - Fri, Nov 14	Faculty Review of Student Files
Fri, Nov 7	Last day of 50% tuition refund for changes in student's enrollment status
Fri, -Nov 14	Last day of 40% tuition refund for changes in student's enrollment status
Sun, Nov 6 – Sat, Dec 13	Course Withdrawal period with a "WNC" (Withdrawal No Credit) grade
Mon, Nov 17 - Fri, Nov 21	Student Advisement Week
Fri, Nov 21	New Student Admission and Financial Aid Application Deadline for Winter 2015
Fri, Nov 21	Last day of 30% tuition refund for changes in student's enrollment status
Mon, Nov 24 - Fri, Nov 28	Student Advisement Week
Wed, Nov 26	MA Candidacy Filing Deadline for Winter 2015 Potential Graduates
Fri, Nov 28	Last day of 20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter
Thu, Nov 27 - Sun, Nov 30	Thanksgiving Holiday (No Classes)
Tue, Dec 2 - Thu, Dec 4	Priority Online Registration for Winter 2015
Thu, Dec 4	BA Candidacy Filing Deadline for Winter 2015 Potential Graduates
Fri, Dec 5	Online Registration continues, non-penalty period thru Sun, Dec 21
TBA	BA New Student Orientation and Registration
Sat, Dec 13	MAP New Student Orientation and Registration
Sat, Dec 13	Last Day of Classes
Mon, Dec 22	Online Registration continues (\$50 late registration fee applies thru Mon, Jan 5, 2015)
Wed, Dec 24 – Sun, Jan 4, 2015	Winter Recess (University Closed)
Sat, Dec 27	Official Graduation/Degree Conferral Date for Fall 2014
Mon, Dec 29	Submission Deadline of Student Learning Evaluation for Fall 2014 classes

NOTES: *Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.*

## URBAN SUSTAINABILITY FALL/WINTER 2014-2015 SEMESTER

October 2014 - March 2015

Dates	Activity/Event/Milestone
Fri, Aug 15, 2014	Admission and Financial Aid Application Deadline for Fall/Winter 2014-15
Mon, Oct 6	Registration begins
Thu, Oct 16- Mon, Oct 27	Pre-residency Preparation Period
Mon, Oct 20	Registration continues (\$50 late registration fee applies)
Tue, Oct 28	Last day of registration (\$150 late registration fee applies)
Tue, Oct 28 – Sun, Nov 2	Fall/Winter 2014-15 Residency period
Wed, Nov 5	Last day to Withdrawal @ 100% tuition refund
Sun, Nov 9	Last day of Add/Drop



Mon, Nov 10 - Wed, Jan 28, 2015	Course Withdrawal period with a "W" (Withdrawal) grade
Mon, Nov 3	Project Period begins
Thu, Jan 29 - Sun, Mar 29	Course Withdrawal period with a "WNC" (Withdrawal No Credit) grade
Thu, Jan 29 - Sun, Feb 1	Mid-semester off-site residency period
Wed, Feb 25	Last day to Withdrawal for pro rata tuition refund; drops to 0% tuition refund thereafter
Sun, Mar 29	Last day of Fall/Winter 2014-15 project period
Tue, Apr 21	Submission Deadline of Student Learning Evaluation for Fall/Winter 2015 classes
Sat, May 16	Official Graduation/Degree Conferral Date for Fall/Winter 2014-15

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## MFA WINTER/SPRING 2015 SEMESTER

December 2014 to May 2015

Dates	Activity/Event/Milestone
Fri, Aug 15, 2014	MFA Admission and Financial Aid Application deadline for Winter/Spring 2014-2015
Rolling Admission	Post-MFA Certificate Admission and Financial Aid Application (No deadline)
Mon, Nov 3	Online registration for continuing students begins
Mon, Nov 24	Online registration continues (\$50 late registration fee applies)
Sat, Nov 29 - Wed, Dec 10	Pre-residency Preparation Period
Mon, Dec 1	Last day of online registration (\$150 late registration fee applies)
Thu, Dec 11 - Sun, Dec 21	Residency Period
Fri, Dec 12	Last day to Withdrawal for 100% tuition refund
Mon, Dec 22	Project period begins thru Mon, May 25, 2015
Fri, Mar 27, 2015	Last day to Withdrawal for proportional work tuition refund; drops to 0% tuition refund thereafter
Mon, May 25	Last day of Winter/Spring 2014-15 project period
Sat, June 27	Official Graduation/Degree Conferral Date for Winter/Spring 2014-2015 semester
Sun, June 28	AULA Commencement Ceremony for Academic year 2014-15 Graduates

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## WINTER 2015 QUARTER

(BA, MAE, MANM, MAP, MAOM)

January to March

Dates	Activity/Event/Milestone
Sun, Jan 4	Online Registration continues (\$50 Penalty Period ends)
Mon, Jan 5	First Day of Classes
Mon, Jan 5	Last Day of Online Registration (\$150 late registration fee applies)
Mon, Jan 5	Start of Add/Drop
Sat, Jan 10	MAP Weekend/Commuter begins and meets every other weekend
Sat, Jan 17	End of Add/Drop; Last day of 100% tuition refund for changes in student's enrollment status
Sun, Jan 18 – Sun, Feb 15	Course Withdrawal period with a "W" (Withdrawal) grade
Mon, Jan 19	Holiday, Martin Luther King's Birthday (No Classes)
Thu, Jan 22	Deadline to Apply for Graduation for Winter 2015 Potential Graduates
Fri, Jan 23	Last day of 70% tuition refund for changes in student's enrollment status
Tue, Jan 27	Priority Application deadline for new students
Tue, Jan 27	New International Student Admission Application deadline
Fri, Jan 30	Last day of 60% tuition refund for changes in student's enrollment status
Mon, Feb 2 - Fri, Feb 13	Faculty Review of Student Files

Fri, Feb 6	Last day of 50% tuition refund for changes in student's enrollment status
Fri, Feb 13	Last day of 40% tuition refund for changes in student's enrollment status
Mon, Feb 16	Holiday, Presidents' Day (No Classes)
Mon, Feb 16 - Fri, Feb 20	Student Advisement Week
Mon, Feb 16 - Fri, Feb 20	Student Advisement Week
Mon, Feb 16 - Mon, Mar 23	Course Withdrawal period with a grade of "WNC" (Withdrawal No Credit) grade
Fri, Feb 20	Admission and Financial Aid Application Deadline for Spring 2015 (Continuing Students)
Fri, Feb 20	Last day of 30% tuition refund for changes in student's enrollment status
Mon, Feb 23 - Fri, Feb 27	Student Advisement Week
Thu, Feb 26	MA Candidacy Filing Deadline for Spring 2015 Potential Graduates
Fri, Feb 27	Last day of 20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter
Tue, Mar 3 - Thu, Mar 5	Priority Online Registration for Spring 2015
Thu, Mar 5	BA Candidacy Filing Deadline for Spring 2015 Potential Graduates
Fri, Mar 6	Online Registration continues, non-penalty period thru Sun, Mar 15
TBA	BA New Student Orientation and Registration
Sat, Mar 14	MAP New Student Orientation and Registration
Mon, Mar 16	Last Day of Classes
Mon, Mar 23	Online Registration for Spring 2015 continues (\$50 late registration fee applies thru Sun, Mar 29)
Sat, Mar 28	Official Graduation/Degree Conferral Date for Winter 2015
Mon, Mar 30	Submission Deadline of Student Learning Evaluation for Winter 2015 classes

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## SPRING 2015 QUARTER

(BA, MAE, MANM, MAP, MAOM)

April to June

Dates	Activity/Event/Milestone
Sat, Apr 4	MANM New Student Orientation and Registration
Sun, Apr 5	Online Registration continues (\$50 Penalty Period ends)
Mon, Apr 6	Last Day of Online Registration (\$150 late registration fee applies)
Mon, Apr 6	First Day of Classes
Mon, Apr 6	Start of Add/Drop
Sat, Apr 11	MAP Weekend/Commuter begins and meets every other weekend
Sat, Apr 18	End of Add/Drop; Last day of 100% tuition refund for changes in student's enrollment status
Sun, Apr 19 – Sun, May 17	Course Withdrawal period with a "W" (Withdrawal) grade
Thu, Apr 23	Deadline to Apply for Graduation for Spring 2015 Graduates
Fri, April 24	Last day of 70% tuition refund for changes in student's enrollment status
Mon, Apr 27	New International Student Admission Application Deadline
Fri, May 1	Financial Aid Application Deadline for Summer 2015 (Continuing Students)
Fri, May 1	Last day of 60% tuition refund for changes in student's enrollment status
Mon, May 4- Fri, May 15	Faculty Review of Student Files
Fri, May 8	Last day of 50% tuition refund for changes in student's enrollment status
Fri, May 15	Last day of 40% tuition refund for changes in student's enrollment status
Mon, May 18 - Fri, May 22	Student Advisement Week
Mon, May 18 - Mon, June 15	Course Withdrawal period with a "WNC" (Withdrawal No credit) grade
Fri, May 22	Admission and New Financial Aid Application Deadline for Summer 2015
Fri, May 22	Last day of 30% tuition refund for changes in student's enrollment status
Sat, May 23- Mon, May 25	Holiday, Memorial Day (No Classes)
Tue, May 26- Fri, May 29	Student Advisement Week
Tue, May 26- Fri, May 29	Student Advisement Week

Thu, May 28	MA Candidacy Filing Deadline for Summer 2015 Potential Graduates
Fri, May 29	Last day of 20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter
Tue, June 2–Thu, June 4	Priority Online Registration for Summer 2015
Thu, June 4	BA Candidacy Filing Deadline for Summer 2015 Potential Graduates
Fri, June 5	Online Registration continues, non-penalty period thru Sun, June 21
TBA	BA New Student Orientation and Registration
Sat, June 13	MAP New Student Orientation and Registration
Mon, June 15	Last Day of Classes
Mon, June 15	Last Day of Classes
TBA	MANM New Student Orientation and Registration
Mon, June 21	Online Registration continues (\$50 late registration fee applies thru Sun, June 28, 2015)
Sat, June 27	Official Graduation (Diploma) Date for Spring 2015 Quarter
Sun, June 28	AULA Commencement Ceremony for 2014-2015 Academic Year Graduates
Mon, June 29	Submission Deadline of Student Learning Evaluation for Spring 2015 classes

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## URBAN SUSTAINABILITY SPRING/SUMMER 2015 SEMESTER

April to September

Dates	Activity/Event/Milestone
Sun, Feb 15	Admission and Financial Aid Application Deadline for Spring/Summer 2015
Tue, Apr 7	Registration begins
Mon, Apr 20	Registration continues (\$50 late registration fee applies)
Thu, Apr 16–Mon, Apr 27	Pre-residency Preparation Period
Tue, Apr 28	Last day of registration (\$150 late registration fee applies)
Tue, Apr 28 – Sun, May 3	Spring/Summer 2015 Residency
Wed, Apr 29	Last day to Withdrawal for 100% tuition refund
Sun, May 3	Last day of Add/Drop
Mon, May 4–Tue, Aug 4	Course Withdrawal period with a "W" (Withdrawal) grade
Mon, May 4	Project Period begins
Thu, July 30 – Sun, Aug 2	Mid-semester off-site residency period
Wed, Aug 5 – Sun Sept 27	Course Withdrawal with a "WNC" (Withdrawal No Credit) grade
Wed, Aug 26	Last day to Withdrawal for pro rata tuition refund; drops to 0% tuition refund thereafter
Sun, Sept 27	Last day of Spring/Summer 2015 project period
Sat, Nov 14	Official Graduation/Degree Conferral Date for Spring/Summer 2015
Tue, Oct 20	Submission Deadline of Student Learning Evaluation for Spring/Summer 2015 classes

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## ACADEMIC YEAR 2015-2016

### MFA SUMMER/FALL 2015 SEMESTER

June to December

Dates	Activity/Event/Milestone
Sun, Feb 15, 2015	MFA Admission and Financial Aid Application deadline for Summer/Fall 2015
Rolling Admission	Post-MFA Certificate Admission and Financial Aid Application (No deadline)
Mon, Apr 27	Online registration for continuing students begins
Mon, May 18	Online registration continues (\$50 late registration fee applies)
Thu, June 4	Last day of online registration (\$150 late registration fee applies)

Sat, May 30-Wed, June 10	Pre-residency Preparation Period
Thu, June 11- Sun, June 21	Residency Period
Fri, June 12	Last day to Withdraw for 100% tuition refund
Sun, June 21	AULA Commencement Ceremony for Academic Year 2014-15 Graduates
Mon, June 22	Project Period begins thru Mon, Nov 23, 2015
Fri, Oct 2	Last day to Withdraw for proportional work tuition refund; drops to 0% tuition refund thereafter
Mon, Nov 23	Last day of Summer/Fall 2015 Project Period
Sun, Dec 13	MFA Commencement Ceremony
Sat, Dec 26	Official Graduation/Degree Conferral Date for Summer/Fall 2015

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## SUMMER 2015 QUARTER

### (BA, MAE, MANM, MAP, MAOM)

July to September

Dates	Activity/Event/Milestone
Mon, Apr 27	Financial Aid Application Deadline for Summer 2015 (Continuing Students)
Mon, Apr 27	Priority Application Deadline for new students
Mon, Apr 27	New International Student Admission Application Deadline
Fri, May 22	New Student Admission and Financial Aid Application Deadline
Tue, June 2 – Thu, June 4	Priority Online Registration
Fri, June 5 - Sun, June 21	Online Registration continues, non-penalty period
Sun, June 21	AULA Commencement Ceremony for Academic Year 2014-2015 Graduates
Mon, June 22-Sun, July 5	Online Registration continues (\$50 late registration fee applies)
Sat, June 27	Teacher Credentialing Completion Ceremony
Mon, June 29	Submission Deadline of Student Learning Evaluation for Spring 2015 Classes
Fri, July 3- Sat, July 4	Independence Day Holiday (No Classes)
Mon, July 6	First Day of Classes
Mon, July 6	Last Day of Online Registration (\$150 late registration fee applies)
Mon, July 6	Start of Add/Drop
Sat, July 11	MAP Weekend/Commuter begins and meets every other weekend
Sat, July 18	End of Add/Drop; Last day of 100% tuition refund for changes in student's enrollment status
Sun, July 19 – Sat, Aug 15	Course Withdrawal period with a "W" (Withdrawal) grade
Thu, July 23	Deadline to Apply for Graduation for Summer 2015 Graduates
Fri, July 24	Last day of 70% tuition refund for changes in student's enrollment status
Mon, July 27	Priority Application Deadline for new students
Mon, July 27	New International Student Admission Application Deadline
Fri, July 31	Financial Aid Application Deadline for Fall 2015 (Continuing Students)
Fri, July 31	Last day of 60% tuition refund for changes in student's enrollment status
Mon, Aug 3 – Fri, Aug 14	Faculty Review of Student Files
Fri, Aug 7	Last day of 50% tuition refund for changes in student's enrollment status
Fri, Aug 14	Last day of 40% tuition refund for changes in student's enrollment status
Sun, Aug 16 – Sat, Sept 12	Course Withdrawal period with a "WNC" (Withdrawal No credit) grade
Mon, Aug 17 – Fri, Aug 21	Student Advisement Week
Fri, Aug 21	New Student Admission and Financial Aid Application Deadline for Fall 2015
Fri, Aug 21	Last day of 30% tuition refund for changes in student's enrollment status
Fri, Aug 28	Last day of 20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter
Tue, Sept 1-Thu, Sept 3	Priority Online Registration for Fall 2015
Thu, Sept 3	BA Candidacy Filing Deadline for Fall 2015 Potential Graduates
Fri, Sept 4	Online Registration continues, non-penalty period thru Sun, Sep 13

Sat, Sept 5 – Mon, Sept 7	Labor Day Holiday (No Classes)
TBA	BA New Student Orientation and Registration
Sat, Sept 12	MAP New Student Orientation and Registration
Mon, Sept 14	Last Day of Classes
Mon, Sept 21	Online Registration continues (\$50 late registration fee applies thru Sun, Oct 4)
Sat, Sept 26	MANM New Student Orientation and Registration
Sat, Sept 26	Official Graduation/Degree Conferral Date for Summer 2015
Mon, Sept 28	Submission Deadline of Student Learning Evaluation for Summer 2015 classes

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## FALL 2015 QUARTER

### (BA, MAE, MANM, MAP, MAOM)

October to December

Dates	Activity/Event/Milestone
Mon, Oct 5	Last Day of Online Registration (\$150 late registration fee applies)
Mon, Oct 5	First Day of Classes
Mon, Oct 5	Start of Add/Drop
Sat, Oct 10	MAP Weekend/Commuter begins and meets every other weekend
Sat, Oct 17	End of Add/Drop; Last day of 100% tuition refund for changes in student's enrollment status
Sun, Oct 18 - Sat, Nov 14	Course Withdrawal period with a "W" (Withdrawal) grade
Thu, Oct 22	Deadline to Apply for Graduation for Fall 2015 Graduates
Fri, Oct 23	Last day of 70% tuition refund for changes in student's enrollment status
Mon, Oct 26	Priority Application deadline for new students
Mon, Oct 26	New International Student Admission Application Deadline
Fri, Oct 30	Financial Aid Application Deadline for Winter 2016 (Continuing Students)
Fri, Oct 30	Last day of 60% tuition refund for changes in student's enrollment status
Mon, Nov 2 - Fri, Nov 13	Faculty Review of Student Files
Fri, Nov 6	Last day of 50% tuition refund for changes in student's enrollment status
Fri, -Nov 13	Last day of 40% tuition refund for changes in student's enrollment status
Sun, Nov 5 – Sat, Dec 12	Course Withdrawal period with a "WNC" (Withdrawal No Credit) grade
Mon, Nov 16 - Fri, Nov 20	Student Advisement Week
Fri, Nov 20	New Student Admission and Financial Aid Application Deadline for Winter 2016
Fri, Nov 20	Last day of 30% tuition refund for changes in student's enrollment status
Wed, Nov 25	MA Candidacy Filing Deadline for Winter 2016 Potential Graduates
Fri, Nov 27	Last day of 20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter
Thu, Nov 26 - Sun, Nov 29	Thanksgiving Holiday (No Classes)
Tue, Dec 1 - Thu, Dec 3	Priority Online Registration for Winter 2016
Thu, Dec 3	BA Candidacy Filing Deadline for Winter 2016 Potential Graduates
Fri, Dec 4	Online Registration continues, non-penalty period thru Sun, Dec 20
TBA	BA New Student Orientation and Registration
Sat, Dec 12	MAP New Student Orientation and Registration
Sat, Dec 12	Last Day of Classes
Mon, Dec 21	Online Registration continues (\$50 late registration fee applies thru Sun, Jan 3, 2016)
Wed, Dec 23 – Sun, Jan 3, 2016	Winter Recess (University Closed)
Sat, Dec 26	Official Graduation/Degree Conferral Date for Fall 2015
Mon, Dec 28	Submission Deadline of Student Learning Evaluation for Fall 2015 classes

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## URBAN SUSTAINABILITY FALL/WINTER 2016 SEMESTER

October 2015 - March 2016

Dates	Activity/Event/Milestone
Sat, Aug 15, 2015	Admission and Financial Aid Application Deadline for Fall/Winter 2015-2016
Mon, Oct 5	Registration begins
Thu, Oct 15- Mon, Oct 26	Pre-residency Preparation Period
Mon, Oct 19	Registration continues (\$50 late registration fee applies)
Tue, Oct 27	Last day of registration (\$150 late registration fee applies)
Tue, Oct 27 – Sun, Nov 1	Fall/Winter 2015-2016 Residency period
Wed, Nov 4	Last day to Withdraw @ 100% tuition refund
Sun, Nov 8	Last day of Add/Drop
Mon, Nov 9 - Wed, Jan 27, 2016	Course Withdrawal period with a "W" (Withdrawal) grade
Mon, Nov 2	Project Period begins
Thu, Jan 28 - Sun, Mar 27	Course Withdrawal period with a "WNC" (Withdrawal No Credit) grade
Thu, Jan 28 – Sun, Jan 31	Mid-semester off-site residency period
Wed, Feb 24	Last day to Withdraw for pro rata tuition refund; drops to 0% tuition refund thereafter
Sun, Mar 27	Last day of Fall/Winter 2015-2016 project period
Tue, Apr 19	Submission Deadline of Student Learning Evaluation for Fall/Winter 2016 classes
Sat, May 14	Official Graduation/Degree Conferral Date for Fall/Winter 2015-2016

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## MFA WINTER/SPRING 2016 SEMESTER

December 2015 to May 2016

Dates	Activity/Event/Milestone
Sat, Aug 15, 2015	MFA Admission and Financial Aid Application deadline for Winter/Spring 2015-2016
Rolling Admission	Post-MFA Certificate Admission and Financial Aid Application (No deadline)
Mon, Nov 2	Online registration for continuing students begins
Mon, Nov 23	Online registration continues (\$50 late registration fee applies)
Sat, Nov 28 - Wed, Dec 9	Pre-residency Preparation Period
Mon, Nov 30	Last day of online registration (\$150 late registration fee applies)
Thu, Dec 10 - Sun, Dec 20	Residency Period
Fri, Dec 11	Last day to Withdraw for 100% tuition refund
Mon, Dec 21	Project period begins thru Mon, May 23, 2016
Fri, Mar 25, 2016	Last day to Withdraw for proportional work tuition refund; drops to 0% tuition refund thereafter
Mon, May 23	Last day of Winter/Spring 2015-2016 project period
Sat, June 25	Official Graduation/Degree Conferral Date for Winter/Spring 2015-2016 semester
Sun, June 26	AULA Commencement Ceremony for Academic Year 2015-2016

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## WINTER 2016 QUARTER

### (BA, MAE, MANM, MAP, MAOM)

January to March



Dates	Activity/Event/Milestone
Sun, Jan 3	Online Registration continues (\$50 Penalty Period ends)
Mon, Jan 4	First Day of Classes
Mon, Jan 4	Last Day of Online Registration (\$150 late registration fee applies)
Mon, Jan 4	Start of Add/Drop
Sat, Jan 9	MAP Weekend/Commuter begins and meets every other weekend
Sat, Jan 16	End of Add/Drop; Last day of 100% tuition refund for changes in student's enrollment status
Sun, Jan 17 – Sun, Feb 14	Course Withdrawal period with a "W" (Withdrawal) grade)
Mon, Jan 18	Holiday, Martin Luther King's Birthday (No Classes)
Thu, Jan 21	Deadline to Apply for Graduation for Winter 2016 Potential Graduates
Fri, Jan 22	Last day of 70% tuition refund for changes in student's enrollment status
Tue, Jan 26	Priority Application deadline for new students
Tue, Jan 26	New International Student Admission Application deadline
Fri, Jan 29	Last day of 60% tuition refund for changes in student's enrollment status
Mon, Feb 1 - Fri, Feb 12	Faculty Review of Student Files
Fri, Feb 5	Last day of 50% tuition refund for changes in student's enrollment status
Fri, Feb 12	Last day of 40% tuition refund for changes in student's enrollment status
Mon, Feb 15	Holiday, Presidents' Day (No Classes)
Tue, Feb 16 - Fri, Feb 19	Student Advisement Week
Tue, Feb 16 - Mon, Mar 21	Course Withdrawal period with a grade of "WNC" (Withdrawal No Credit) grade
Fri, Feb 19	Admission and Financial Aid Application Deadline for Spring 2016 (Continuing Students)
Fri, Feb 19	Last day of 30% tuition refund for changes in student's enrollment status
Thu, Feb 25	MA Candidacy Filing Deadline for Spring 2016 Potential Graduates
Fri, Feb 26	Last day of 20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter
Tue, Mar 1 - Thu, Mar 3	Priority Online Registration for Spring 2016
Thu, Mar 3	BA Candidacy Filing Deadline for Spring 2016 Potential Graduates
Fri, Mar 4	Online Registration continues, non-penalty period thru Sun, Mar 13
TBA	BA New Student Orientation and Registration
Sat, Mar 12	MAP New Student Orientation and Registration
Mon, Mar 14	Last Day of Classes
Mon, Mar 21	Online Registration for Spring 2015 continues (\$50 late registration fee applies thru Sun, Mar 27)
Sat, Mar 26	Official Graduation/Degree Conferral Date for Winter 2016
Mon, Mar 28	Submission Deadline of Student Learning Evaluation for Winter 2016 classes

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## SPRING 2016 QUARTER

### (BA, MAE, MANM, MAP, MAOM)

April to June

Dates	Activity/Event/Milestone
Sat, Apr 2	MANM New Student Orientation and Registration
Sun, Apr 3	Online Registration continues (\$50 Penalty Period ends)
Mon, Apr 4	Last Day of Online Registration (\$150 late registration fee applies)
Mon, Apr 4	First Day of Classes
Mon, Apr 4	Start of Add/Drop
Sat, Apr 9	MAP Weekend/Commuter begins and meets every other weekend
Sat, Apr 16	End of Add/Drop; Last day of 100% tuition refund for changes in student's enrollment status
Sun, Apr 17 – Sun, May 15	Course Withdrawal period with a "W" (Withdrawal) grade
Thu, Apr 21	Deadline to Apply for Graduation for Spring 2016 Graduates
Fri, April 22	Last day of 70% tuition refund for changes in student's enrollment status



Mon, Apr 25	New International Student Admission Application Deadline
Fri, Apr 29	Last day of 60% tuition refund for changes in student's enrollment status
Mon, May 2- Fri, May 13	Faculty Review of Student Files
Fri, May 6	Last day of 50% tuition refund for changes in student's enrollment status
Fri, May 13	Last day of 40% tuition refund for changes in student's enrollment status
Mon, May 16 - Fri, May 20	Student Advisement Week
Mon, May 16 - Mon, June 13	Course Withdrawal period with a "WNC" (Withdrawal No credit) grade
Fri, May 20	Admission and New Financial Aid Application Deadline for Summer 2016
Fri, May 20	Last day of 30% tuition refund for changes in student's enrollment status
Thu, May 26	MA Candidacy Filing Deadline for Summer 2016 Potential Graduates
Fri, May 27	Last day of 20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter
Sat, May 28- Mon, May 30	Holiday, Memorial Day (No Classes)
Tue, May 31 -Thu, June 2	Priority Online Registration for Summer 2016
Thu, June 2	BA Candidacy Filing Deadline for Summer 2016 Potential Graduates
Fri, June 3	Online Registration continues, non-penalty period thru Sun, June 19
TBA	BA New Student Orientation and Registration
Sat, June 11	MAP New Student Orientation and Registration
Mon, June 13	Last Day of Classes
Mon, June 20	Online Registration continues (\$50 late registration fee applies thru Mon, July 4, 2016)
Sat, June 25	Official Graduation (Diploma) Date for Spring 2016 Quarter
Sun, June 26	AULA Commencement Ceremony for 2015-2016 Academic Year Graduates
Mon, June 27	Submission Deadline of Student Learning Evaluation for Spring 2016 classes

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

## URBAN SUSTAINABILITY SPRING/SUMMER 2016 SEMESTER

April to September

Dates	Activity/Event/Milestone
Sun, Feb 14	Admission and Financial Aid Application Deadline for Spring/Summer 2016
Tue, Apr 5	Registration begins
Mon, Apr 18	Registration continues (\$50 late registration fee applies)
Thu, Apr 14 - Mon, Apr 25	Pre-residency Preparation Period
Tue, Apr 26	Last day of registration (\$150 late registration fee applies)
Tue, Apr 26 – Sun, May 1	Spring/Summer 2016 Residency
Wed, Apr 27	Last day to Withdraw for 100% tuition refund
Sun, May 1	Last day of Add/Drop
Mon, May 2 -Tue, Aug 2	Course Withdrawal period with a "W" (Withdrawal)grade
Mon, May 2	Project Period begins
Thu, July 28 – Sun, July 31	Mid-semester off-site residency period
Wed, Aug 3 –Sun Sept 25	Course Withdrawal with a "WNC" (Withdrawal No Credit) grade
Wed, Aug 24	Last day to Withdraw for pro- rata tuition refund; drops to 0% tuition refund thereafter
Sun, Sept 25	Last day of Spring/Summer 2016 project period
Tue, Oct 18	Submission Deadline of Student Learning Evaluation for Spring/Summer 2016 classes
Sat, Nov 12	Official Graduation/Degree Conferral Date for Spring/Summer 2016

NOTES: Applications for admission received after the deadline will be processed only if space in the program is available. Students who submit financial aid applications after the deadline cannot be guaranteed that application processing will be completed by registration. Late applicants are encouraged to speak to the Financial Aid Office directly.

# Course Inventory

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This page houses all courses (past and present) offered by Antioch University Los Angeles. These courses are sorted in alpha order by department and by course numbers. Courses in the 200 - 400 series are undergraduate level and the 500 - 600 series are graduate level courses. Click on the department's link to view the courses under it and their course descriptions.

Courses that are offered currently may be accessed by going to [www.myAntioch.edu](https://my.antioch.edu/WebAdvisor/WebAdvisor?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=9862718248) (<https://my.antioch.edu/WebAdvisor/WebAdvisor?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=9862718248>).

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## Anthropology

**ANT 250. Prior Learning: History. 0 Units.**

**ANT 251. Independent Study: Anthropology. 1-5 Unit.**

**ANT 302. Culture and Personality. 3 Units.**

This course examines some of the world's diverse images of self with a focus on those images found in tribal systems. The following questions are considered: Are emotions natural or cultural? What categories of emotion and thought are constructed in different societies? To what extent are Western conceptions of "self" shared by other cultural systems? Is "individualism" unique to Western society? How are morals, shamanism, and psychotherapy related to conceptions of self and society?.

**ANT 304. Women, Myth, Magic, Folklore, and Society. 3-4 Unit.**

This class is cross-cultural exploration of women's role in mythology, magic, folklore, and society, illuminating women's contribution to various cultural traditions. The class analyzes stories of women in Africa and Asia, ancient myths, Native American folklore, European fairytales and U.S. society.

**ANT 304A. Women, Myth, Magic, and Folklore. 3-4 Unit.**

**ANT 304B. Women, Myth, Magic, Folklore and Society II. 3 Units.**

**ANT 305. Women in Cross-Cultural Perspectives. 3 Units.**

This class examines the status and position of women in five different cultures, comparing and contrasting various aspects of what women say about themselves, each other, and their world.

**ANT 306. Women Who May Never Marry: Reasons, Realities, Opportunities. 1 Unit.**

**ANT 308. The Cultured Body: Sex and Sensuality. 3-4 Unit.**

**ANT 310. Humans in the Primate Order: Returning to Our Psychological Nature. 3-4 Unit.**

This course investigates human nature with special focus on the psychology of primates and demonstrates the origins of our creative, communal, and moral processes. Field Study at the L.A. Zoo and/or wildlife sanctuary compares human social behavior to that other primates. Students must attend the mandatory site visits in order to receive credit for this course.

**ANT 311. Analyzing Hybrid Los Angeles. 3-4 Unit.**

This class approaches Los Angeles as a robust breeding ground for hybrid cultural practices such as trans-genre music, gastronomic fusion, mediated dating, rejuvenated procedures, architectural and landscaping accents, trans-gender possibilities and migrant, border identities. This course understands hybridization as a cultural process in which diverse beliefs and preferences merge into new, often unexpected and ambiguous practices derived from concrete historical, political and aesthetic contexts. Through field trips, readings, discussions and specific examples from the arts, media and popular culture, students learn to identify and analyze how hybrids evolve from cultural sources, what role they play in mainstream Angeleno culture, and which dilemmas and opportunities they pose.

**ANT 313. The Cultural Shades of Downtown Los Angeles. 1 Unit.**

This Dash-hosted one-day field trip visits Chinatown, Olvera Street, Union Station, the arts district, Little Tokyo, Central Market, the garment district, and the financial district. Students are introduced to urban setting observation tools used to grasp and record the unique social patterns of each visited zone. In addition, students are immersed in the local cultures of these areas via window shopping, lunch time, snack time, walking and the experience of riding on the Dash system in downtown Los Angeles. A concluding debriefing session is held at the Los Angeles Public Library. No grade equivalent allowed.

**ANT 320. Researching the Culture of Los Angeles. 3-4 Unit.**

In this course students learn interdisciplinary research methods used to observe, discern, and describe local urban cultural practices. Each student chooses a particular focus for case-study. To investigate their case-study projects, students learn a range of hands-on fieldwork tools such as naturalistic observation, participant observation, and interview methods, in addition to receiving guidance in accessing on-line and library resources. Second, students are introduced to qualitative and quantitative analysis techniques as appropriate to their topics. By the end of the quarter students have the opportunity to share their case-study findings with fellow students and Antioch faculty. This course gives students the opportunity to learn multiple ways to research cultural diversity in Los Angeles by developing and sharpening their observation, documentation, analysis, and description skills.

**ANT 322. Urban Ethnography: the Pensive Observer. 3-4 Unit.**

This course offers ethnographic training in Naturalistic Observation, a sharp, unobtrusive fieldwork tool appropriate to the short-term study of concrete urban public behavior patterns. Students focus on the repeated and systematic observation of one single kind of public behavior taking place in Los Angeles. Examples of these may be standing in-line rituals, elevator riding etiquette, or cell phone multitasking. Through lectures, readings, one field trip, several fieldwork drills, educational media, and samples of ethnographic research reports, students learn to discern the larger, deeper cultural and political meaning of these deceptively innocuous behaviors. The course cultivates the students' historical outlook, theoretical reasoning, research ethics, theory-grounded design of data collection protocols, systematic and selective application of observation and documentation skills, qualitative data coding, data-driven interpretation methods, as well as the command of appropriate formats to report and disseminate their findings.

**ANT 350. Prior Learning: Anthropology. 0 Units.****ANT 351. Independent Study. 1-5 Unit.****ANT 353. Internship. 1-5 Unit.****ANT 364. Observing Social Life in the City. 3-4 Unit.****ANT 381. Women: Myth, Folklore, and Reality. 3-4 Unit.****ANT 382. Women, Myth, Men, and Folklore. 3-4 Unit.**

This course offers a cross-cultural exploration of women and men's role in mythology magic, and folklore, illuminating contributions to various cultural traditions. The class analyzes depictions in Ancient Egyptian, Christian, and Celtic religions, Voodoo goddesses, fairy tales, and sun and moon imagery and their relation to historical and contemporary perspectives.

**ANT 383. Myth and the Psyche: Analysis of the Concept of Self. 3-4 Unit.**

This class explores the fundamental concepts of the unconscious and the mythological journey of transformation that human beings experience as a part of the life process. The class explores the meaning and purpose of the inner, mythic journey to both society and the individual. It also examines mythological interpretations of universal themes and symbols found in various mythologies throughout the world both past and present and concepts presented by C.G. Jung in his analysis of the Self, including archetypal images and the collective unconscious. Through this study, the student will gain a better understanding of the process of the psychological journey and its power to create a sense of harmony and wholeness.

**ANT 387. Ritual, Myth, and Art. 3 Units.**

The significance of ritual in human societies and the analysis of the interconnections between a culture's myths, its aesthetics, and its rituals is the focus of this course. Each student chooses a mythology to study. There are class reports on the discussion topics from the point of view of a selected culture. Final projects include both written work and some aesthetic production developed in the art of the selected culture.

**ANT 390A. Near Eastern Great Goddess: Special Topics in Anthropology. 1 Unit.**

This workshop focuses on two major goddesses of ancient Mesopotamia: Inanna, Goddess of Heaven and Earth, and her sister Ereshkigal, Goddess of Earth and the Underworld. Students examine their complementary functions and iconography, meanings and importance in the present world.

**ANT 390B. Near Eastern Great Goddesses: Special Topics in Anthropology. 1 Unit.**

This workshop focuses on two major goddesses of ancient Mesopotamia: Inanna, Goddess of Heaven and Earth, and her sister Ereshkigal, Goddess of Earth and the Underworld. Students examine their complementary functions and iconography, meanings and importance in the present world.

**ANT 390C. (SB) Sexual Selection and Mating Decisions. 1 Unit.****ANT 401. Socially Just Knowledge Production: Intro to Qualitative Research Methods. 3-4 Unit.**

The purpose of this class is to learn how to ask better research questions, to develop better means of answering those questions, to learn what resources are available, and to recognize the researcher's own limitations - with the goal of learning to create knowledge that will support a more socially just world. Specifically, the course explores qualitative methods, which focus on understanding interactive processes and events and interpreting constructed socio-cultural meanings. While students consider theoretical and ethical research issues, the emphasis is on learning methods by putting them into practice. The class travels to several sites throughout the city where research is conducted in different ways; students speak to and learn from researchers inside and outside of the academy; and students learn to apply some of the methods through small but tangible projects.

**ANT 402. Talking to the City: Oral History Methodology. 3-4 Unit.**

In this introductory course in oral history methodology, students learn about the theory and practice of life history interviewing. The class explores the challenges of putting together an oral history project, conducting interviews, and analyzing these interviews for historical data. Among the questions to be examined are the following: (1) What is oral history and how is it used in the social sciences? (2) How do people "construct" their life histories through memories both real and imagined? (3) Do "false memories" invalidate the oral history process, or can they potentially enhance it? (4) What are some of the ethical considerations of doing oral history interviews? (5) How do we prepare for an interview? (6) What are some of the different ways that historians, anthropologists, museum professionals, filmmakers, preservationists and others make use of oral histories? (7) What do we do with the final product?

**ANT 451. Independent Study. 1-5 Unit.**

# Art

**ART 051. Independent Study: Art. 1-5 Unit.****ART 250. Prior Learning: Art. 0 Units.****ART 251. Independent Study: Art. 1-5 Unit.****ART 253. Internship. 1-5 Unit.****ART 257. Concepts in Art: Theory and Process I. 3 Units.****ART 302. Cultural Currents in Art: Parallels and Intersections. 3 Units.**

This course explores major stylistic movements in the art of the Americas, Europe, Africa and the Far East, with an emphasis on cultural and historical context. Specific aspects include iconography, function, formal elements, sources of creativity, and the effects of geographical and historical forces. Particular attention is given to both culture-specific and universal themes, and to how the art of these diverse cultures has influenced the development of 20th century art.

**ART 303. Art, Politics, and Society. 1 Unit.**

This workshop examines the relationship of culture and politics, especially in the realm of social change. Students investigate the effects and limitations of artistic expression as a means of change and explore the motivations of artists working in this realm. Examples from various media are used spanning different cultures and historical eras, with the major focus on 20th Century United States.

**ART 304. The Mural Movement. 1 Unit.**

This workshop examines many examples of murals as a vibrant form of social criticism and political perspectives. The major focus is on the Mexican mural renaissance of the early 20th Century, the WPA murals in the United States during the 1930s, and the modern mural movement in America from the late '60s to the present. Students attend the required guided tour of Judy Baca's "Great Wall" in Van Nuys.

**ART 305. Standup Comedy: Social-Political Perspectives. 1 Unit.****ART 306. The Visual Arts: an Experiential and Analytic Approach. 3 Units.**

This course explores the aesthetic experience in the visual arts through the examination of conceptual and formal elements, expressive qualities, and the resulting content and meaning of specific works of art. Elements of style and its relationship to culture and historical development are explored in depth, through formal analysis and hands-on exploration of visual arts techniques. No prior studio experience is required. This course is designed to bridge the gap between the creative process and critical discourse.

**ART 307. The History of Women in Western Art. 3-4 Unit.**

This class surveys the history of women in western art and addresses such issues as the women's images, the lack of arts education for women, and problems of attribution. Students trace the changes that have allowed women in the 20th Century to emerge competitively in the world of art.

**ART 308. A Quilter's Workshop: Abstractions and Applications. 1 Unit.**

This workshop integrates lectures and demonstrations, classroom projects, quilt samples, and experiential learning. It provides an overview of the history and processes of quilting, techniques for selecting fabrics and designs, and various traditional and contemporary methods used by quilters. Mathematical applications include: scaling, graphing, techniques for precise measurement and overlays.

**ART 309. History Through Art: a Visual Exploration. 3-4 Unit.**

The visual arts from Paleolithic through Gothic are examined in this course. The material is considered from the standpoint of social, political, religious, mythological, and archetypal themes that have contributed to their formation. These are considered in the context of influence on later Western traditions.

**ART 310. Sources of Creativity: Theory and Process. 3-4 Unit.**

This class is designed to examine a variety of current psychological theories on creativity, as students apply this knowledge to music, art, writing, science, psychotherapy, and theatre. The course also focuses on creative blocks, burnout and breakdowns. The class includes discussion, reading and hands-on experience.

**ART 311. Fundamentals of Drawing in Pencil. 3-4 Unit.**

This is a studio course for developing fundamental drawing skills. Students learn about all the formal elements that create a successful drawing: line, value, texture, composition, light logic, spatial construction.

**ART 311A. LA Museums: Public Memory and the Urban Narrative. 3-4 Unit.****ART 313. Psyche and Symbol: Archetypal Images of the Human Soul. 3-4 Unit.****ART 314. Art and Inspiration: the Creative Impetus. 3-4 Unit.****ART 316. Art in the Sixties: the L.A. Art World from Beach Bohemia to Wilshire Pop. 3-4 Unit.****ART 317. Postmodern Art Practices. 3-4 Unit.**

This is a studio course for those who would like to discover their own style, materials, and methods for making authentic artworks. Use of traditional and non-traditional contemporary art practices and media are presented to encourage students to find their own visual language and approach. The nature and methods of various contemporary art movements and genres are examined. Students learn about contemporary art theory by completing projects that utilize various theories including mapping, constructing a personal lexicon, conceptual art, and installation.

**ART 318. Parallel Worlds: Renaissance to Modern Art Europe & the Americas. 3-4 Unit.**

Parallel Worlds examines art practices across the hemispheres from 1300 to 1950. The course will unpack the influence and stylistic variances within European (and later international) art during this period. Class sessions will be divided into two parts. One half of the class will be devoted to observing the art of Europe and its stylistic progressions starting with Giotto in Italy to survey art from the Renaissance, to Mannerism, to the Baroque, etc. The second half of the session will explore the colonial counterpart of these movements as seen in the artistic traditions of the Americas (San Miguel de Huejotzingo, the quilts of Gee's Bend, Frida Kahlo, etc.). We will see how these styles mixed with the indigenous population and the African peoples, as seen in Mexico, Peru, and the United States. By the end of the course, we will examine how the Americas now export their artistic traditions eastward and across the globe. The course will utilize visual samples, theoretical writings, class discussion, and museum trips in order to enrich understanding of the art of these periods with visual sensation.

**ART 320. Chronology and Controversy in the Realms of Art and Religion. 3-4 Unit.****ART 321. Documentary Photography: Image, Idea, And History. 3-4 Unit.**

This course introduces students to some of the most significant historical and contemporary documentary photographers. Students view and discuss photography projects focused on urban subjects and environments. Emphasis is placed on understanding the sociopolitical aspirations and stylistic approaches of the documentary genre. Photographers covered will include Margaret Bourke White, Walker Evans, Lauren Greenfield, Lewis Hine, Gordon Parks, Dorothea Lange, Mary Ellen Mark, Catherine Opie, Susan Meiselas, Sebastiao Salgado, and W. Eugene Smith.

**ART 322. Feminist Art: a Revolution in Creative Practice. 3-4 Unit.**

From the 1960s on, the feminist art movement has inspired pioneering new directions in visual art, as evidenced by recent significant survey exhibitions such as the WACK! show at the Museum of Contemporary Art, Los Angeles in 2007. What is feminist art and how can we learn from its accomplishments and innovations? Who were some of its most interesting and provocative practitioners? How can we incorporate feminist concerns into our art work, in ways that are personally and politically relevant? and aesthetically and conceptually exciting? These are some of the questions we'll explore as we study a diversity of feminist artists and projects. Students will execute their own art projects in response to some of the core themes and strategies of feminist art, while being encouraged to update their approaches based on current issues and life experiences. We will begin by viewing some pre-cursors of feminist art, then study the critical accomplishments of artists of the 1960s and 70s, and finally move on to discuss contemporary artists. Students need no prior experience in art, and may create class projects based on their particular skill level, including painting, installation, craft-based forms, photography, video, text, performance, and internet-based projects. This class welcomes all genders, and students may address the projects themes as pertains to their experiences and interests.

**ART 323. Metropolitan Visions: Urban Life in the 20th and 21st Century American Art. 3-4 Unit.****ART 324. Contemporary View of Prehistoric to Gothic Art. 3-4 Unit.****ART 325. Photography, Collage & 20th Century Avant-Garde Art. 3-4 Unit.****ART 326. Art & Community Engagement. 3-4 Unit.****ART 326A. Los Angeles Art Now! Pacific Standard Time. 3-4 Unit.****ART 327. Los Angeles Art Now! Special Topics. 3-4 Unit.****ART 328. Collaborative Art. 3-4 Unit.****ART 329. Ideals of Beauty and Creative Practice. 3 Units.**

This course examines the concept of beauty by studying the biases implicit in a variety of cultures' definitions of the term. It is designed for students working in the visual arts, creative writing, songwriting, and dance. Following Crispin Sartwell's book *Six Names for Beauty* students will create a matrix that compares different cultures' understanding of what is beautiful and then create their own definition of beauty. Students will further explore cultural differences by creating work utilizing the values of the cultures we study. In Japan beauty is seen in the imperfections found in nature, in classical Greece beauty was rooted in a rigorous demand for perfection. How you define what is beautiful, defines who you are as an artist/creator.

**ART 330. High and Popular Culture in the L.A. Latina(o) Communities. 3 Units.**

This seminar explores the Latina/o artistic and cultural scene in Los Angeles both theoretically and practically. It examines the representation of transculturation, biculturalism, class, gender, politics, nationality, religion and immigration in both high and popular cultures. Media studied include art, theatre, performance art, murals, television, poetry, literature, music, dance, comics and public or religious festivities. Students travel to offsite locations as part of the seminar's requirements.

**ART 331. An Artist's Lexicon: Developing a Visual Vocabulary. 3-4 Unit.**

There are two vital elements in developing an artistic voice; one is form and the other is content. This course focuses on identifying content that is meaningful to each student and helps students to translate that content into visual and textual signs.

**ART 332. Photographic Portraiture: the Soul and Skin. 3-4 Unit.**

This course explores themes in photographic portraiture from the 19th century to the present. A range of approaches to the portrait will be viewed and discussed: from traditional portraits that purport to depict the souls of revered individuals, to sociological portraits influenced by the work of August Sander, to postmodern portraits that address the machinations of the medium of photography itself. Students will learn aesthetic and critical tools with which to analyze photographs, and become familiar with several influential bodies of work in portraiture.

**ART 335. History of Philosophy: the Politics of Beauty From Plato to the Present. 3 Units.****ART 336. Jung, Mandalas, & the Active Imagination. 3-4 Unit.**



**ART 337. Self As Subject. 3-4 Unit.**

Students begin by identifying their many selves, how who they are is shaped by issues such as cultural identity, gender, and class. Using art students map the complex intersection of these selves. The art is designed to celebrate these identities and use irony and humor to turn around images/ideas, which are prejudicial. Turnarounds can be a powerful form of social criticism. Participants will also draw upon memories/their personal stories to make art. Students will be exposed to the work of artists such as Betye Saar, Linda Nishio and Felix Gonzalez-Torres. Group discussion about the ideas and dialog related to the work that is produced are important parts of the course. We will work from art critic, Lucy Lippard's book *Mixed Blessings* to generate dialog and so that students can become familiar with artists who are working with identity.

**ART 338. Picasso: Life and Work. 3-4 Unit.**

This course studies Picasso as an original artist and Picasso, the person, in relation to his constructivism. Contributions to Cubism are emphasized. In addition, the work of other artists are compared and contrasted such as Rodin, Matisse, Rembrandt, and Michelangelo.

**ART 339. Art, Recycling, and Consumption. 3-4 Unit.**

In this course students collect the by-products of their day-to-day consumption and then make art work with those materials, beginning with mapping their own usage; collecting materials and measuring waste. Students examine issues of toxicity and the ethical questions of utilizing more traditional media in the face of our current ecological crisis. Students make use of the data and/or the actual materials collected in the making of their art work. As this is a studio class, students work during class making constructions in the form of mapping, assemblage, collage and sculpture. This course takes students beyond the early foundational skills of art making into the more conceptual challenges of art making. It is by examining why artists use the materials they use, the impact of those choices that students can come to a conceptual premise for their work. Students learn to integrate form and subject.

**ART 340. Pictures From Light: Understanding Photography. 3-4 Unit.**

This course is an introduction to the aesthetics of the photographic medium. Students view a wide range of photographic images from the genres of documentary, art photography, and portrait photography. Readings by artists, historians, theorists, and critics are assigned and discussed as they relate to the topics covered each week. Emphasis is placed on students developing an eye for photographic composition and an understanding of the aesthetic, ethical, and theoretical underpinnings of individual photographers' work. Special emphasis is placed on introducing students to significant women photographers and photographers of color.

**ART 340A. Portfolio Development I. 3-4 Unit.****ART 341. The Decisive Moment: A Creative and Critical Overview of Photography. 3-4 Unit.**

This is a weekly group in which students learn to develop a cohesive body of work through discussion and in class critiques. Students will learn the four basic elements in conducting a successful critique: description, interpretation, theory and judgment. This course can be taken as part of a yearlong mentoring program, which helps students learn about a broad spectrum of professional art practices from the creation of new work through to exhibition.

**ART 341A. Portfolio Development II. 3-4 Unit.**

This is a weekly group in which students learn to develop a cohesive body of work through discussion and in class critiques. Students will learn the four basic elements in conducting a successful critique: description, interpretation, theory and judgment. Students will learn to create a body of work that is cohesive and ready for exhibition, identify personal themes and philosophies used in the work, write an artist's statement, prepare a packet that can be used for submission to galleries and curators, be able to have work critiqued in a constructive manner, and be able to critique the work of others in a constructive manner.

**ART 342. Questioning Art: Personal, Spiritual and Social. 3-4 Unit.**

This class takes a multidisciplinary approach-psychological, biographical, sociological, and metaphysical- in exploring the various purposes of the arts and their place in the social world. Among the topics discussed are aesthetic expression in the context of Western and non-Western cultures, and an investigation of both universalistic and relativist claims about the very nature of art. Examples will be drawn from the visual arts, literature, performance and music.

**ART 342A. Professional Art Practices. 3-4 Unit.**

The course assists students in preparing themselves and their work professionally. Students learn to prepare a body of work, create a proposal for an exhibition, find a space and create a group exhibition, design the exhibition, and promote the exhibition. They will learn everything from how to create a proposal through to exhibition design and hanging. Prerequisite: Professor's approval required for admission to this course.

**ART 343. Los Angeles in Focus: a Photographic Journey. 3-4 Unit.**

By looking at Los Angeles material culture through photography, this course examines the connections among photographic language, representation, perception, sense of place, and cultural identity. The course introduces a cross-disciplinary approach to analyzing L.A.'s ambiguous image; it both offers hands-on amateur photography and/or clipping, and an open discussion on Los Angeles as the recurrent target of either extreme rejection or allure.

**ART 344. Post-Studio Aesthetic. 3-4 Unit.****ART 350. Prior Learning: Art. 0 Units.****ART 351. Independent Study: Art. 1-5 Unit.****ART 353. Internship. 1-5 Unit.****ART 368. Ritual, Myth, and Art. 3 Units.****ART 390A. The History of Women in the Visual Arts: Spec Topics in Art. 1 Unit.****ART 390AA. A Story of Photography: the Marjorie and Leonard Vernon Collection. 1 Unit.**



**ART 390AC. The Art of the Protest. 1 Unit.****ART 390AD. Active Listening and Social Art Practice. 1 Unit.**

Developing our capacity to actively listen is critical to the art of social practice and helps us understand the politics of our various social positions. In this one-day workshop, we will actively consider some of the various ways artists and other social practitioners can use listening as strategies for effective community engagement. We will experiment with story telling, drawing, theater, and site-specific exercises on Antioch's campus to challenge our inherited dominant systems of speaking, telling and informing. Through this experiential learning process, we will create applied strategies for our own practices, and collectively form a project proposal.

**ART 390AE. Appropriation & Subversion: the 1980S Art of Barbara Kruger, Sherrie Levine, & Adrian Piper. 1 Unit.**

Taking their cues from the conceptual and feminist art of the 1960s and 70s, postmodern artists Barbara Kruger and Sherrie Levine and pioneering conceptual artist Adrian Piper used radical strategies to undermine conventions of beauty and originality in visual art. Emulating the aesthetic of propaganda posters, Kruger's work combined images borrowed from magazine advertisements with provocative statements to confront sexism and the ideologies of consumer culture. Sherry Levine reproduced works by masters of modernist photography and sculpture to challenge ideas about originality and genius in the art marketplace. Artist and philosopher Adrian Piper used her own mixed-race heritage as a springboard to confront racist assumptions and racial stereotypes in everyday social interactions. We will explore the careers of these three artists, as well as their influence upon a subsequent generation of contemporary artists. The workshop includes a visit to LACMA to view the exhibition "Ends and Exits: Contemporary Art from the Collections of LACMA and The Broad Art Foundation.

**ART 390AF. This Is Art: Marcel Duchamp. 1 Unit.****ART 390B. Women Artists and the Surrealist Movement: Spec Top in Art. 1 Unit.**

This workshop focuses on the work of Jill Ansel as a muralist and her process as an artist. Students explore the role of a visual artist in contemporary culture with an emphasis on staying true to one's vision in the face of marketplace and making a political and social contribution through art. Students also visit a mural site and an artists' studio.

**ART 390C. Muralism and the Muralist: Special Topics in Art. 1 Unit.****ART 390D. Visual Arts in Multi-Cultural Los Angeles: Special Topics in Art. 1 Unit.**

In Los Angeles visual artists from every ethnic and racial community in the region have produced paintings, murals, sculptures, photographs, installations, and other works that reflect their identity and heritage, express their pride and dignity, and communicate their social and psychological problems. This workshop examines many examples of their work and introduces students to the vast array of alternative art galleries, museums, and other institutions.

**ART 390E. Monsters, Gargoyles and the Girl: Strategies of the Grotesque in the Visual Arts. 1 Unit.**

This one-day workshop explores the notion of the grotesque in a variety of artistic contexts, ranging from ancient Greek gorgons and Medieval gargoyles to the contemporary feminist work of Cindy Sherman and others. The workshop attempts to contextualize and understand the grotesque as a particularly gendered artistic category: historically, employed as the dominant marker of excessive female sensuality/sexuality and then later exaggerated and displayed as a subversive feminist strategy.

**ART 390F. The Unexpected Afterlives of Art and Architecture. 1 Unit.****ART 390G. Art, Artists and Social Change. 1 Unit.**

In this workshop students explore art as a vehicle, which engages in civic discourse and social action. We will consider, among other notions, the role of art in a democratic society, the subversive imagination, the relationship between art activism and political activism, and the limit of activist art.

**ART 390H. Aesthetics and Theory of Photographic Portraiture. 1 Unit.**

Photographic portraits attempt to represent individual character, as well as some aspect of the human condition. But there is more to a photographic portrait than meets the eye. This workshop addresses examples of portraiture by a wide range of photographers, from the most unusual and celebrated historical practitioners to active contemporary artists. Students explore some of the aesthetic and conceptual underpinnings and assumptions behind the images, as well as the social and ethical issues surrounding representations of ethnicity, class and gender. No grade equivalent allowed. Founded in 1972 as an artists' collective in Boyle Heights, Self-Help Graphics has been an instrumental player in the community's cultural development, using art as a tool for social change and empowerment among young Chicana/o artists in the city. In a one-day workshop, students meet at Self-Help Graphics where they learn its remarkable history from those who helped make it. Artists affiliated with Self-Help Graphics speak about the organization's relationship to the Chicana/o Movement, to the death of journalist and activist Ruben Salazar, and to the formation of the country's first Dia De Los Muertos celebration. Students participate in a print-making workshop and learn about how Self-Help has been educating the city's youth in various forms of artistic production. The afternoon includes a tour of the Boyle Heights area to consider the challenges it faces from forces committed to gentrification in Los Angeles. No grade equivalency allowed.

**ART 390J. The Origins of Archetypal Imagery: a Personal and Cultural Exploration. 1 Unit.**

This workshop defines the concepts of archetypes and delves into a visual exploration of images that portray various archetypal themes throughout word cultures. The course provides an opportunity for students to create art that focuses on these images within themselves.

**ART 390K. The Sensational Image: the Photography Of Weegee. 1 Unit.****ART 390L. Self-Help Graphics: Community, Cultural Production and the Politics of Gentrification. 1 Unit.**

**ART 390M. Archetypes of the Unconscious: An Exploration. 1 Unit.**

This class is an exploration of archetypes and symbols through the myths and visual imagery of multiple cultures. The human psyche as an archetype as Jung theorized is presented. Students experience and delve into their own archetypal realm through the process of symbolizing inner states through artistic experience. A research paper on a chosen archetypal theme offers experience in synthesizing empirical inquiry with personal observation.

**ART 390N. Self As Subject. 1 Unit.**

This class examines the multiple selves that comprise our identities. Students begin by identifying their many selves, how who they are is shaped by issues such as cultural identity, gender, and class. Using collage students map the complex intersection of these selves. The collage is designed to celebrate these identities and use irony and humor to turn around images/ideas which are prejudicial. Turnarounds can be a powerful form of social criticism. Participants also draw upon memories/their personal stories to make drawings that express their feelings with color and translate experiences into symbols. The work of artists such as Betye Saar, Linda Nishio, and Felix Gonzalez-Torres serves as illustration and focal point for discussion.

**ART 390P. Picturing Labor: Art & Propaganda in Photographs of Workers. 1 Unit.****ART 390Q. Approximately Infinite Universe: the Art of Yoko Ono. 1 Unit.****ART 390S. Contemporary Art in Los Angeles. 1 Unit.**

Los Angeles has been a major art hub since John Cage first studied with Arnold Schoenberg in the 1930s. The arts in LA have long stood in the shadow of other cultural industries and thus have been able to flourish without intense scrutiny like art in New York. Because of this open space, Los Angeles has positioned itself at an important crossroads of openness and experimentalism that has pushed it to the front of the American art scene. This workshop will focus on the work made in Los Angeles since John Cage and will examine his influence upon artist's practices since. Cage's music incorporated elements from the visual arts and can be seen as some of the first inter-media work that aimed to blur the line between art and life. We will examine the work of L.A. artists like Chris Burden, Paul McCarthy and Catherine Opie amongst others in order to better understand the artistic production of this major art center from the 30s to the present. The instructor will act as tour guide, highlighting important places, people, and movements that have left an indelible mark on this city and the world. No grade equivalents allowed.

**ART 390T. Photography and Modern Art: Through the Lens of Paul Strand. 1 Unit.****ART 390X. Oedipus and Electra: Textual and Visual Origins of the Psychoanalytic Pantheon. 1 Unit.****ART 390Y. The Fictional Self-Portrait in Photography. 1 Unit.**

This workshop explores the work of photographers who use role-playing and masquerade in their work. Examples include Cindy Sherman, Yasumasa Morimura, Claude Cahun and others who use elaborate costumes, masks, make-up, and photographic manipulations to depict themselves as characters of fiction and fantasy, or as interpretations of cultural icons and stereotypes. The class explores the historical and theoretical context for the use of masquerade in self-portraiture, as well as the challenge this practice represents to fixed ideas about gender, sexuality, and ethnicity. No grade equivalent allowed.

**ART 390Z. Beautiful Suffering: Art and the Aesthetics of Pain. 1-2 Unit.**

This workshop explores the work of photographers who create beautiful images of suffering. Examples include photographs by Luc Delahaye, Mary Ellen Mark, Susan Meiselas, Sebastio Salgado, and others who subjects include the war in Iraq, the aftermath of Hurricane Katrina, conflicts in Central America, and famine in Northern Africa. Students discuss what constitutes "beauty" in a photograph, and whether artists are justified in making visually pleasing images out of human pain. In addition, the class addresses the question of whether photographic images of harsh realities can serve as catalysts for change. No grade equivalent allowed.

**ART 401. History of Performance Art. 3-4 Unit.**

Students explore the shifting phenomenon of performance art by examining its historical origins, as a reaction to and deconstruction of the economic and aesthetic constraints of such artistic disciplines as visual art and theater. The course explores different formal movements in performance, including body-based work, identity-based work, time-based work and storytelling. The focus is on performance as it has developed and mutated in Los Angeles, with guest class visits from innovative and leading local artists. Through reading, viewing taped performances, discussion and practical exploration, students familiarize themselves with the radical possibilities of this discipline through historical, societal, political, and economic perspectives.

**ART 451. Independent Study. 1-5 Unit.****ART 453. Internship: Art. 1-5 Unit.****ART 490. A Play on History: Marx in Soho. 1 Unit.****ART 490A. The City in Art. 1 Unit.**

## Astronomy

**AST 353. Internship. 1-5 Unit.**

## Biology

**BIO 250. Prior Learning: Health. 0 Units.****BIO 350. Prior Learning: Health. 0 Units.****BIO 351. Independent Study. 1-5 Unit.**

**BIO 451. Independent Study: Biology. 1-5 Unit.**

## Business

**BUS 153. Internship: Business. 1-5 Unit.**

**BUS 250. Prior Learning: Business. 0 Units.**

**BUS 251. Independent Study. 1-5 Unit.**

**BUS 253. Internship. 1-5 Unit.**

**BUS 300. Principles of Management. 3-4 Unit.**

This course provides a systematic and critical understanding of management organizational theory and research and the factors involved in the functioning and analysis of complex organizations. It also shows how management principles serve as practical tools for the analysis and management of organizations. Students have the opportunity to analyze their own organization, both to aid understanding and to provide an improved basis for action.

**BUS 304. Spirituality in the Workplace: Integrating Religion and Management. 1 Unit.**

This workshop examines the integration of spiritual and work life. Topics include: work as a transcendent experience, selfless service, spiritual motivated career choice, compassion, and the integration of spirituality with work in a pluralistic society.

**BUS 305. Change and Conflict in 20th Century Capitalism. 3 Units.**

This course examines some of the most significant movements and events of capitalism's last one hundred years. Within a theoretical orientation, numerous case studies such as World War I, the Cuban Revolution, Allende's Chile, and the "New World Order" elucidate the fundamental interconnectedness of theoretical and empirical questions. Course objectives use are to heighten each student's political awareness of recent history and contemporary events and to sharpen her/his analytical skills.

**BUS 306. The History of U.S. Labor. 3 Units.**

This introduction to labor's 20th Century political history emphasizes the growth of industrial labor and the CIO; labor's status and role during the Cold War era; organized labor's decline from the mid-1970's to the present; woman and labor; the changing character of work; and, finally, the black worker, racism and labor.

**BUS 320. Non-Profit Management. 3-4 Unit.**

There are now well over 1 million nonprofit organizations (NPOs) in the United States, employing over 10 million people, calling upon even more volunteers, and performing functions ranging from promoting art to protecting zebras. This course presents a model of the essential "anatomy" of successful NPOs. Then, building upon this theoretical framework, three key planning processes are explored which are commonly used by nonprofit executives and board members in leading their organizations effectively. These include board development planning, resource development planning, and overall strategic planning. The course utilizes various methods of instruction, including class discussion, internet research, lectures, reading, student presentations, and writing.

**BUS 321. Transformative Forces: Case Studies in Social Entrepreneurship. 3-4 Unit.**

Most courses on social entrepreneurship focus attention on the business side of the movement, but this course gives specific attention to the values of persons and small groups that foster and develop entrepreneurial change in the social sector. The course looks at various case studies, examining issues such as: motivation, vision, solidarity, inspiration, and determination.

**BUS 322. Social Change in an Era of Globalization. 3-4 Unit.**

In a world of intensifying conflict and change, against a backdrop of economic and technological globalization, this course examines a wide variety of social forces, movements, ideologies, parties, and revolutions throughout the twentieth century, with emphasis on the period since the 1960s in the United States. The course situates the processes of social change within an understanding of culture, economic development and class relations, gender and race/ethnic divisions, political governance and ideology, and personality factors among others.

**BUS 325. The Business of Social Change. 3-4 Unit.**

This course examines the business elements of entrepreneurial change in the social sector. Topics studied include: mission, defining opportunities, mobilizing resources, accountability, risk management, innovation, finance, and planning.

**BUS 327. Social Media Marketing. 3-4 Unit.**

**BUS 331. Organizational Psychology. 3 Units.**

**BUS 332. Small Group Process. 3-4 Unit.**

Small groups are an inescapable and essential element of public and private lives. This course helps students understand: (a)why small groups are important;(b)how they develop and work; and (c)how an individual can have an impact on the course of action of a group.

**BUS 333A. Process of Planned Change. 3 Units.**

This course is both an overview of models planned changed and an opportunity to apply various approaches to changing work, family, or other settings. Questions include: what is planned as opposed to unplanned change? What can individuals do to bring about planned change at various system levels? What are alternative strategies for planning and implementing change?.

**BUS 334. Small Business Management. 3-4 Unit.**

**BUS 335. Social Entrepreneurship: From Vision to Manifestation. 3-4 Unit.**

This course will explore the creative impulse of social entrepreneurship, working with a variety of methods for evoking creativity and initiating authentic social processes. How do you work with a group? How do you move from vision to implementation? How do you shape something truly new and create value? How do you harness collective power and resources towards a desired end? These questions and more will guide our inquiry throughout the course and influence our experiences, assignments and discussions. Whether launching a new business venture, developing a stronger, more effective organization, or working to manifest an idea or inspiration into the world, the theme of this course can serve well in fostering a future that is just, sustainable, and globally relevant. During this class we will examine the following elements as key course themes that connect reading assignments, activities, discussions, projects, and presentations: ?tInnovation: Social entrepreneurs are innovators who create social change. What are the conditions that allow for innovation? ?tTeam Dynamics: Engaging complex social problems is rarely an individual endeavor and often requires we work with partners and teams to achieve a goal. What are processes and skills that can harness the highest potential of groups and foster effective team dynamics? ?tNew Emergent Forms: New forms of technology, communication, economy, and business are rapidly transforming our social sphere. How are social entrepreneurs keeping pace with the speed of change and, in some cases, shaping cutting edge advances to our social initiatives and business practices? ?tImpact, Evaluation, and Sustainability: How do we know we are succeeding in such new terrain? What are methods for observation, evaluation, and measuring impact and effectiveness of social organizations? How do we continue to sustain our efforts over time?.

**BUS 336. Problem Solving for Business and Psychotherapy. 1 Unit.**

This course provides a managerial perspective on the relationship between business and government, consumerism, the social responsibility of business, industrial pollution, business ethics, workplace discrimination against women and minorities, quality of work life and business ethics. The application of course concepts to specific cases is emphasized.

**BUS 338. Culture, Technology and Society. 3-4 Unit.**

This course explores the historical and social development of modern science and technology, from early nineteenth century to the present, as it applies to a wide variety of discoveries and innovations: steam engine, electronics, telecommunications, nuclear energy, the automobile, petrochemicals, and computers to name some of the most important. These studies reveal that it is impossible to study the role of science and technology without incorporating a number of other, related topics including bureaucracy, professionalism, the role of intellectuals, influence of corporations, the state, the military, and so forth. One major concern in this course is the process of social change, especially but not limited to the advanced industrial societies. The class analyzes the intricate web of relationships that brings science and technology into these realms of social existence.

**BUS 339. Non-Profit Advancement. 3-4 Unit.**

This course will examine modern American enterprise from which we interpret the world around us. This course will examine modern American enterprise from two directions. First, we will see how it developed over the past century, both in response to its own internal needs and in response to the demands of those unwilling to accept completely the imperatives of American business. Second, we will study how business people themselves tried, not always successfully, to fuse strongly held religious, social, and political beliefs with the commercial values they also admired.

**BUS 346. Principles of Finance. 3-4 Unit.**

This course covers the core principles and practices of corporate finance. Topics include: interpreting and forecasting financial statements, valuation of stocks and bonds, the cost of capital, discounted cash flow analysis, capital budgeting, and financial planning.

**BUS 349. Management of Small Organizations and Non-Profit Organizations. 3-4 Unit.**

This course focuses on the challenges non-profits face in the current economic environment. Practices such as strategic planning, board development, working with volunteers, program development and fund raising are covered. Issues relating to corporate sponsorship, legal definitions of non-profits and multiculturalism are also explored.

**BUS 349A. Management of Small Organizations and Non-Profits. 3-4 Unit.**

This course focuses on the challenge non-profits face in the current economic environment. Practices such as strategic planning, board development, working with volunteers, program development and fund raising are covered. Issues relating to corporate sponsorship, legal definitions of non-profits and multiculturalism are also explored.

**BUS 350. Prior Learning: Business. 0 Units.****BUS 351. Independent Study. 1-5 Unit.****BUS 353. Internship. 1-5 Unit.****BUS 354. Introduction to Marketing. 3-4 Unit.**

This course addresses basic marketing principles (analysis of marketing, environments, strategy, consumer behavior, marketing mix, technological advances), but also focuses on the centrality of the communications function in marketing and promotion through an analysis of various theories of communication.

**BUS 355. Principles of Marketing. 3-4 Unit.**

This class offers an introduction to contemporary marketing theory and its application in the marketing implementation process. Students examine the techniques involved in bringing a product, service, or idea to the marketplace. Special focus is placed on identifying market opportunities, consumer behavior issues including marketing to ethnic groups, product development, promotion planning, pricing decisions, and channels of distribution. Global issues including cause-related marketing, ethics, and consumerism are also examined. The class includes discussions, group exercises, individual exercises, and videos.

**BUS 356. Case Studies in Business Ethics. 3-4 Unit.**

This course concentrates on the analysis of legal and ethical wrongs committed in selected cases detailed in Securities and Exchange complaints. Students are expected to research the SEC website along with other resources and develop case analyses for presentation.

**BUS 357. Interpersonal Communication in the Workplace. 3-4 Unit.**

This course focuses on two-person relationships in both the personal and professional lives of managers and others in the workplace. Its goals are to improve students' awareness and competence in interpersonal relationships, including listening behavior.

**BUS 359. Microeconomics. 3 Units.****BUS 359A. Economics of Aging. 3-4 Unit.****BUS 361. Strategic Planning. 3 Units.****BUS 362. Management in the Multicultural Workplace. 3-4 Unit.**

This course provides students with the tools needed for effective functioning in a multicultural setting. The course illustrates how an awareness and appreciation of human difference can enhance both individual and organizational effectiveness and success.

**BUS 362A. (May Be Used for a New Class). 3-4 Unit.****BUS 363. Intl Relations, Culture, and Economics. 3 Units.**

This course explores a variety of ethical, social, and political concerns regarding the complex relationship between human beings and the natural environment. These concerns include issues of economic development, social structures, ideological traditions, and political strategies. We will examine land-use patterns, resource utilization, and impact of various practices on the biosphere, approaches to non-human species, and the role of population growth in testing the carrying capacity of the Earth. Underlying such issues is an ongoing focus on the larger impact of modernity: industrialization, urbanization, technology, bureaucracy, and consumerism.

**BUS 363A. Environmental Crisis and Ethics. 3-4 Unit.****BUS 364. Financial Planning and Budgeting. 3-4 Unit.**

This course covers the principles and concepts of financial planning and budgeting, and their use in analysis and decision-making. The role of the socially responsible financial manager is explored. Financial tools used in analyzing and developing strategies for making business decisions are covered.

**BUS 365. Microeconomics: Applications to Contemporary Social Issues. 3 Units.**

This course introduces students to the fundamentals of microeconomic and economic analysis for critical social issues of the day. An analytical framework is developed to assess the government's role in the distribution of resources and to perform economic analysis on contemporary issues.

**BUS 366W. Partnerships and Collaborations in Organizations. 3-4 Unit.**

The numbers and value of partnerships, collaborations, mergers and acquisitions have grown at a dizzying pace during the past decade in most of all business sectors - non-profit and profit, yet problems and frustrations encountered frequently are great. This on-line course explores the critical factors in successful collaboration from beginning to end, including: strategy, management barriers, culture, people, organization and systems.

**BUS 367. Environmental Economics. 3-4 Unit.**

Focusing on the external benefits and costs associated with privatized and public resources, this course emphasizes adopting strategic uses of limited resources for maximum societal benefit. The course will explore global warming, property rights, endangered specie protections, and pollution controls along with positive and negative externalities associated with common property resources.

**BUS 371A. The Imagination At Work: Literature and Labor. 3-4 Unit.**

The purpose of this course is to illuminate and transform our understanding of what it means to work. Students examine literary and cinematic representations of labor, as well as our own personal work stories. The focus is on the every-day experience and struggles of "the working class", the entanglement of work and race, and the power dynamics of the workplace. Questions are raised about the poetics of the working class, the role of the imagination in working-class literature and the ideology of work as a central marker of self. Through in-class dialogue and research- experiments students gain deeper insight into the complex social relations and human emotions at play in the working world. Through personal essays, students use what they have learned to reflect deeply on their own working lives, past, present, and future.

**BUS 373. Accounting Practices. 3-4 Unit.**

This course covers current generally accepted accounting principles (GAAP) and practices. Topics include the accounting for current assets, fixed assets, intangible assets, current liabilities, long-term liabilities, and shareholders' equity. Also covered is the preparation and presentation of the income statement, balance sheet, statement of cash flows, and notes to the financial statements.

**BUS 374. Managerial Accounting Workshop. 1 Unit.****BUS 375. Managerial Psychology. 3-4 Unit.**

This course addresses the application of psychological concepts to managerial situations at home, in volunteer activities, and at work. The emphasis is on learning to apply the concepts in ways which are meaningful, and which gives students more control over life circumstances in which they may find themselves.

**BUS 376. Case Studies in Organizational Management. 3 Units.****BUS 378. Project Management. 3-4 Unit.**

This course focuses on the development, analysis, evaluation, and implementation of ongoing or one-time use projects for organizations of all sizes. The course combines theory, practical application of concepts, and the use of a "user friendly" software package.

**BUS 379. Organizational Development and Change. 3-4 Unit.**



**BUS 381. The Political Environment of Business. 3-4 Unit.**

This course is a study of various structural intersections, which dynamically mediate the distinct practices of business and politics in terms of liberal, Marxist and neo-conservative models. Topics include: the judicial politics of property and contract rights, labor relations and capitalist bureaucracies, government regulation, city zoning, taxation, and fiscal and monetary policy.

**BUS 381A. Mathematical Thinking: Personal Financial Management. 3-4 Unit.**

This course addresses such issues as budgeting, planning for retirement, long-term health care, investments, stocks, mortgages, and other areas applicable to understanding the finance of everyday life.

**BUS 382. Global Economics. 3-4 Unit.**

This course is a study of the political, economic, social and cultural ideas, interests, and institutions that have structured the global economy as a single coherent and dynamic system. Issues considered are the international division of labor, relationships between global and national monetary systems, the politics of income distribution and resource allocation, and the development of new communicative technologies - all studied in terms of the possibility of justice, freedom and democracy.

**BUS 383A. The Psychology of Consumer Behavior: Why We Buy. 3-4 Unit.**

This course analyzes the psychological, sociological, and cultural variables that influence buying behavior. The focus is on how marketing strategies and the communication process impact the ways in which consumers perceive, select, and make purchases. Issues such as behavioral approaches to segmentation, social influence, the diffusion of innovation, learning, motivation, perception, attitudes, and decision making are explored.

**BUS 383W. Macroeconomics: Theory and Practice. 3-4 Unit.****BUS 388. U.S. Culture and Soc Through Film. 3-4 Unit.**

This course explores a variety of recently released documentaries. These documentaries examine current events that reflect the impact of corporate control on our society. Particular emphasis is placed on documentaries that illustrate how business interests influence the American lifestyle. Selections may include: The Corporation, Outfoxed, Supersize Me! Advertising and the End of the World, Bush's Brain, Shattering Silence, Fahrenheit 911, The Oil Factor, The Fog of War, Weapons of Mass Destruction, Hijacking Catastrophe, The Control Room, and Bowling for Columbine.

**BUS 390A. Critical Issues in Non-Profit Management. 1 Unit.**

Nonprofit organizations provide a variety of services to others in an increasingly uncertain and competitive environment. In this workshop, we focus on areas critical to most nonprofit organizations: building a strong board of directors, marketing, recruiting, and developing volunteers and employees. We discuss briefly the history of nonprofit organizations in the United States and ethical considerations. Focus is on practical application of concepts.

**BUS 392. Kurt Lewin: Inventor of Planned Change and Group Dynamics. 3 Units.**

Kurt Lewin was one of the most significant figures of the 20th century in terms of his impact on the field of group dynamics, planned change, action research, and in the study of interracial relations and conflict. This course focuses on the life, theory, and work of Kurt Lewin as a person, psychologist, researcher, and activist.

**BUS 393. Kurt Lewin: Psychological Giant. 3-4 Unit.****BUS 396. Socially Responsible Business. 3-4 Unit.****BUS 398. Business and Ecology. 3 Units.****BUS 405. Psychology of Leadership. 3-4 Unit.**

What is leadership and why is it important? Is leadership a matter of power or authority? What makes a leader - virtues, charisma, or position? Are leaders about goodness, justice, or mere efficacy? This course is designed to explore the theoretical aspects of leadership from several disciplinary perspectives and to understand how theory applies to real situations. Topics include leadership models, leader behavior and skills, followership, teams and motivation, social and ethical responsibilities, and leading with creativity. Students are expected to analyze cases, current situations and their own leadership style.

**BUS 421. Human Resource Management and Employee Relations. 4 Units.****BUS 431. Social and Ethical Issues in Management. 4 Units.**

In this course, the case study method is employed to examine contemporary organizational problems that concern rights, responsibilities, justice, and liberties. Topics include affirmative action, employee rights, testing in the workplace, AIDS in the workplace, maternity/paternity leave, fraud, bribery, kickbacks, and environmental issues. Landmark U.S. and State Supreme Court decisions are analyzed from the perspectives of dominant ethical theories, such as those of Bentham, Hume, Mill, Kant, and Rawls.

**BUS 451. Independent Study. 1-5 Unit.****BUS 453. Internship: Business. 1-5 Unit.**

## Business Administration

**ADM 351. Independent Study. 1 Unit.****ADM 353. Internship. 1-5 Unit.****ADM 510. Social and Ethical Issues in Administration. 3 Units.**

A study of the business enterprise as a special institution with emphasis on the changing purposes of social action, ethical problems in management, social responsibilities of the manager and the organization.

**ADM 512. Systems Thinking. 3 Units.**

Basic concepts and principles of systems theory and their application to organizations. Students learn how to look at organizations as systems and to apply the systems approach to a range of managerial situations.

**ADM 520. Budget and Finance. 3 Units.**

Study of the forms and sources for financing businesses and organizations, and the methods for budgeting and allocating resources. Includes financial planning and forecasting, financial ratio analysis, investment analysis, sources of short term and long term financing, capital budgeting, time value of money, and cost of capital.

**ADM 521. Organizational Strategy/Policy. 3 Units.**

An introduction to the concepts and methods of business strategy and policy. Case analysis provides a practical context for examination of the general management of organizations.

**ADM 522. Managerial Marketing. 3 Units.**

Principles of product development, market analysis, production and sales in a broad range of product and service-oriented organizations. Students apply principles to a project of personal concern as well as study their general applicability.

**ADM 523. Managerial Economics. 3 Units.**

Analysis of economic decision making in the organization. Competitive policies and market structure; revenue and cost behavior.

**ADM 524. Operations Management. 3 Units.**

The nature of work; critical factors of quantity, quality time and cost and their tradeoffs; productivity and labor efficiency; forecasting demand; inventory management- ABC systems, order point, EOQ determination, volume discounts, quality control through sampling, using control charts; product structures and requirements planning; scheduling.

**ADM 529A. Organizational Behavior I: Individuals. 3 Units.****ADM 529B. Organizational Behavior II: Group Systems. 3 Units.****ADM 531. Consultation Skills. 3 Units.****ADM 540. Overview of Human Resource Management. 3 Units.**

Human resource evaluation, compensation practices, collective bargaining impacts. Governmental policy impacts on public/private sectors regarding labor-management relations, affirmative action, occupational safety, pension reform. Concepts of labor markets and human resource planning. Implications of employee participation, flextime, and other innovations.

**ADM 541A. Planned Change and Organizational Development. 3 Units.****ADM 541B. Planned Change and Organizational Development II. 2-3 Unit.****ADM 544. Group Facilitation Skills. 3 Units.**

Participation in and observation of small group processes. Theories of group development, interpersonal dynamics, communication and effective leadership. Development of conceptual insight into group dynamics, and competence in effective group membership and leadership.

**ADM 545. Work Motivation and Job Design. 3 Units.**

Theories of work motivation and strategies for changing the design of work are presented. Students learn to use techniques for diagnosing and addressing motivational problems by changing work design.

**ADM 546. Personnel Selection. 3 Units.**

Elements of personnel selection- sources, testing and application forms, resumes and job descriptions; performance evaluation for exempts and non-exempts; AAP and EEOC considerations; understanding why people perform.

**ADM 547A. Training and Program Development. 3 Units.****ADM 547B. Training Program Development II. 3 Units.****ADM 548. Negotiation and Conflict Resolution. 3 Units.****ADM 549. Career Development. 3 Units.****ADM 561. Management Information Systems. 3 Units.**

A management approach to understanding computer-based information systems (CBIS) found in contemporary organizations. Concepts from management, information and systems theory are linked to practical understanding of modern CBIS. Emphasis is placed on understanding what the different types of CBIS actually do, and how to define organizational information requirements and select an appropriate CBIS solution approach.

**ADM 580. Quantitative Methods. 3 Units.**

An introduction to basic quantitative methods used in business settings. This includes correlation/regression analysis, moving averages, exponential smoothing, probabilities, normal distributions, and random sampling techniques.

**ADM 582. Program Evaluation and Field Research. 3 Units.**

An overview of the concepts and methods involved in the conduct of program evaluation. Special attention is paid to the use of program evaluation for improving the effectiveness of public, private and non-profit organizations.

**ADM 589A. Personality in Negotiation. 1 Unit.****ADM 589C. Effective Interpersonal Skills for the Multicultural Workplace. 1 Unit.**



**ADM 589D. Managing Diversity: Workplace. 1 Unit.**

**ADM 589E. Starting and Operating Your Business. 1 Unit.**

**ADM 596. Independent Learning. 1-4 Unit.**

**ADM 596A. Independent Learning. 1 Unit.**

**ADM 596B. Independent Learning. 1 Unit.**

**ADM 596C. Independent Learning. 1 Unit.**

**ADM 596D. Independent Learning. 1 Unit.**

**ADM 599. Thesis. 1-5 Unit.**

**ADM 600. Master's Completion Seminar. 0 Units.**

## Cinema

**CIN 304. Transforming Literature into Film: Women Novelists and the Male Cinematic Gaze. 3-4 Unit.**

This course offers an exploration of 19th and 20th Century novels written by women and investigates how they translate into films directed by men. Viewing the films and reading the novels on which they are based, students examine the content, ideas, and meaning of each work of literature and how the film version embellishes or diminishes this meaning.

**CIN 305. New Cinematic Realities: Italian Neo-Realism and French New. 3 Units.**

This overview course examines the 15 years of film history following World War II, beginning with Italian Neo-Realism into the French New Wave. Through the writings and films of French critic Andre Bazin and of his disciples, Truffaut, Godard and their contemporaries, the course explores the intimate connections between the periods' movements in the development of film.

**CIN 313. European Cinema Since the End of World War II. 3 Units.**

From its beginnings, European cinema has taken a personal approach to the motion picture as an art form. Dubbed Art Film by American movie critics, the European film has differed greatly from the Hollywood counterpart. This course explores those differences to see how European directors have used the medium to explore human interrelationships and societal responsibilities. European classics of Rossellini, Truffaut, Fellini, and Bergman are examined.

**CIN 314. Cinematic Los Angeles. 3-4 Unit.**

This course provides students with analytical tools tailored to approach a selection of movies where Los Angeles stars as backdrop and character. Examples of films included are Double Indemnity, Chinatown, L.A. Confidential and Blade Runner. Students learn to identify and apply analytic frames appropriate to understanding the topic of Los Angeles as represented on film, while considering the fact that the city itself is the setting of America's mainstream motion picture industry. The class format emphasizes peer conversation, group discussion and lecture, with many film excerpts.

**CIN 315. Cinema of Eastern Europe (1917-1990): From Revolution to Dissolution. 3 Units.**

The motion picture is like a celluloid mirror that reflects and influences society's symbols, values, and cultures. Cinema's evolution has paralleled the revolution inspired by Marx and Lenin and as such, it provides a unique glimpse of the former Soviet Union and its Eastern European client states. The course takes the student on a cinematic journey from the early masterpieces of Sergei Eisenstein, to Poland's late '50s renaissance, to the films made during Czechoslovakia's Prague Spring.

**CIN 316. Latin American History Through Film. 3 Units.**

**CIN 320. Perils and Pleasures: a History of Queer Cinema. 3-4 Unit.**

This course examines representations of queerness (lesbian, gay, bisexual, and transgender identity) in cinema, from its silent origins up until today. The class focuses on the precarious place queer characters have occupied throughout the history of classical Hollywood cinema, the various "types" and stereotypes Hollywood has created in the public's imaginary, as well as the narratives these early characters found themselves trapped within. The class also examines post gay liberation attempts by queer filmmakers to counter previous distortions and reinvent the presence of queer characters on the screen. The course concludes by reflecting on the current state of queer cinema, with viewing of contemporary US and foreign examples. Throughout, students reflect upon the political implications, psychological effects and philosophical-aesthetic questions raised by these images. Debates around the advantages of visibility versus invisibility, "positive" versus "negative" portrayals, and the relationship of this to the construction of heterosexual identity in culture and cinema is explored. How far have we really progressed? What trace of these stereotypes remain with us today?.

**CIN 331. Women in Film. 3-4 Unit.**

**CIN 350. Prior Learning: Cinema. 0 Units.**

**CIN 351. Independent Study. 1-5 Unit.**

**CIN 353. Internship. 1-5 Unit.**

**CIN 360. Seeing Films Politically: Ideology and The Construction of the Self in Films. 3-4 Unit.**

This course examines the politics and pleasures of cinema, both traditional and experimental, both the products of Hollywood and "foreign" cinema. Through lecture, viewings and dialogue, students examine film as a socio-political apparatus, and the ways in which it not merely reflects but constructs and at times limits our identities. Using a historical approach, the class focuses on representations of "otherness" in the mainstream Hollywood vernacular, specifically through the lens of race, gender and sexual identity. Specific attention is given not only to the coercive nature of these images, but also to the ways in which politics interacts with desire in cinema, ideology inevitably unravels and undermines itself, giving way to something resembling pleasure. Finally, the class examines instances of global cinema with excerpts from radical attempts to create new modes of cinema and new forms of seeing.

**CIN 380. Dramatizing Culture: Films of the 70s 80s, and 90s. 3-4 Unit.****CIN 383. Creative Filmmaking. 3-4 Unit.**

Beyond the artifice of film and filmmaking lies a complex system of codes and symbols that define our understanding of our identities, our communities, our relationships and our visions of the future. In this course, students explore the maps we find in the work of other filmmakers, how and where they lead us, in order to understand and convey our own narratives our own voices. Students discuss how we interact with the films we see, incorporating symbols and metaphors into our beliefs and understandings and how to effectively create pervasive symbols in our own work. After conceptualizing and developing their ideas throughout the course, students use disposable video cameras to create their own work short films in the final portion of the class.

**CIN 390AB. Modern China Through Theater and Film. 1 Unit.**

Who was the last emperor? Why did Madame Chiang become so popular in the US? What are the red guards? Why is Mao so infamous? This workshop provides an introduction to modern Chinese history (from the fall of the last dynasty to the present). To focus our discussions, we will be looking at 1-2 films as well as a few literary works.

**CIN 402A. Existential Psychology in Literature and Film. 3-4 Unit.**

This course is an exploration into the human psyche through the lens of Existential Psychology. The films and literary works studied heighten awareness of the psychological struggles common to humankind, and to the dependency on fixed ideas and expectations that contrast with the realities and experiences of existence.

**CIN 451. Independent Study. 1-5 Unit.****CIN 490A. Imagining the Primitive Other. 1 Unit.**

In this one day workshop students explore various models of constructions of the primitive other, followed by an opportunity to apply these models to a variety of popular films and documentaries. Students gain a greater understanding of the sundry means by which the Western world, broadly speaking, negotiates difference, civilization and the primitive, and self and other. No grade equivalents allowed.

## Communication

**COM 101. Introduction to Computer Technology. 0 Units.**

Students who do not have basic computer literacy skills, including word processing, spreadsheets, Internet research, and e-mail are required to take COM 101 prior to or at the beginning of their first quarter. This workshop provides basic knowledge of computer usage and care.

**COM 250. Prior Learning: Communications. 0 Units.****COM 251. Independent Study. 1-5 Unit.****COM 253. Internship. 1-5 Unit.****COM 290A. Spec. Topics in Comm.: Oral Presentation and Comm. Skills. 1 Unit.**

This workshop examines techniques that help students prepare and deliver an effective oral presentation. Students study how to use body language effectively, organize thoughts and ideas for maximum impact, develop and use visual aids, and delivery. This workshop particularly assists students with concerns about classroom presentations.

**COM 301. The Accomplished Public Speaker. 3 Units.****COM 302. Mastering University Studies: Skills for Lifelong Learning. 3 Units.****COM 302A. The Mediated Self. 3-4 Unit.**

This course offers students the theoretical and analytical tools necessary to approach the notion of mediated information and spectatorships from Gutenberg to blogging. Students apply these tools to develop and share practical, conscious filtering strategies that sharpen their media literacy. The course addresses the history of press, radio, TV, the Internet, and the current state of amalgamation, interactivity, agency, globalization and commodification in which media operate. Students learn to use frameworks provided by the Frankfurt school, McLuhan's Laws of Media, Semiotics and Baudrillard's simulacra to develop their media analyses. Using a range of concrete examples and exercises students apply these frameworks to discern the social function of media and the dilemmas these currently pose.

**COM 303. Media Literacy in the Information Age. 3-4 Unit.**

This course offers students the theoretical and analytical tools necessary to approach the notion of mediated information and spectatorships from Gutenberg to Blogging. We will overview the history and zeitgeist auspices of press, radio, TV, the Internet, and the current state of amalgamation, interactivity, agency, globalization and commodification in which media operate. We will use the frameworks provided by the Frankfurt school, McLuhan's Laws of Media, Semiotics and Baudrillard's simulacra. Using a range of concrete examples and exercises we will apply these frameworks to discern the social function of media and the dilemmas these currently pose. Students interested in one extra unit are encouraged to apply course content to the creation of a concrete independent media statement of their choice.

**COM 317. The Media and the Construction of Knowledge. 3 Units.**

This course focuses on the "American Mind" as an overdetermined target of historical, traditional, mythic, news, and propaganda tributaries. The collision and confusion of pre-modern symbolic trends from the New Jerusalem of the 17th century to the millenium of the 21st are explored. Students come to understand how their own thinking reflects and recapitulates culturally created ideas and myths.

**COM 319. Popular Culture and Media Literacy. 3-4 Unit.**

American popular culture is increasingly under the control of a handful of massive corporations that, taken together, might be called the National Entertainment State. This course engages the student in a critical exploration of the structure, ideology, and consequences of this modern Culture Trust.

**COM 320. Methods and Practice of Oral History: a Voice for the Voice. 1 Unit.****COM 321. News & Information At the Crossroads. 3-4 Unit.****COM 322. Media and Democracy. 3 Units.****COM 323. Television and U.S. Culture. 3-4 Unit.**

In this course we explore the television and its place in United States culture through critical and descriptive approaches. Conceptualized within the larger frame of media studies, our exploration of television includes such topics as the history of television, genres and programming, the television text, media, ownership, audiences, and media literacy. Through the analysis, interpretation, and criticism of television, students gain critical insight and greater awareness of what "watching television" means.

**COM 323A. Historical Survey of Communication Media. 3-4 Unit.**

Where did the over abundance and conflation of information, entertainment and advertising of today come from and how? What have been the cultural consequences of the interactions between technology, communication, and society throughout Western history? In this course we will explore a range of responses to these core questions, and will introduce and apply key concepts in the field of media studies: mediation, representation, legitimization, cultural industry, media synergy, network society, compression and convergence. Students will be taught to think critically and from multiple perspectives about how the media saturation and virtual forms of interaction we are immersed in today took shape and why. Concrete examples, imagery, and sound will be examined every week, covering print, early telecommunications, comic strips, photography, film, radio, and TV. By learning how to look closely at the historical, political and technological underpinnings of each medium, and how to compare one medium to another, students will be able to identify the unique challenges and opportunities that new media pose today.

**COM 324. Media Money and Politics: Analyzing Political Communications. 3-4 Unit.****COM 326. Cross-Cultural Interactions. 3-4 Unit.****COM 327. Social Media Marketing. 3-4 Unit.**

This class applies the principles of marketing to the ever-evolving world of social media - from viral videos to Twitter tweets, banner ads to business blogs - with an emphasis on promoting non-profit organizations and social movements. Classes will combine theories, practices, real-world case studies, and guest speakers from various online-marketing professions. Students will also execute numerous hands-on assignments, primarily in teams, such as a class blog that will be continuously evaluated throughout the term. The capstone project entails creating a social media marketing plan for a non-profit organization or social movement. No previous social media or marketing experience is required, but students must have Internet access outside of class, and be comfortable writing for public consumption.

**COM 337. Deconstructing Unreality: the Search for Meaning Through Mediated Communication. 3-4 Unit.****COM 350. Prior Learning: Communications. 0 Units.****COM 351. Independent Study. 1-5 Unit.****COM 353. Internship. 1-5 Unit.****COM 360. Public Speaking Workshop. 1 Unit.**

This workshop focuses on preparing and presenting public speeches. Topics include development of confidence, reduction of fear, audience analysis, choice of subject, speaker objectives, research resources, structure of the speech, style of language, voice, and body language. This course is suitable for students with no previous college-level course in public speaking.

**COM 361. Imaginative Reading: the Art of Presentations. 3 Units.**

This course emphasizes public speaking skills and analytic techniques applicable to many forms of presentation, academic, professional, and political. By learning to read aloud with accuracy, emotion, energy, students discover critical insights into the author's intent and social climate, and the potential of imaginative literature to inspire and persuade.

**COM 390A. Spec. Topics in Comm.: Effective Communication Skills. 1 Unit.****COM 390B. Special Topics in Communication: Political Communication. 1-2 Unit.**

**COM 390C. (sb) Multi-Genre Story Writing. 1 Unit.**

**COM 390D. The National Entertainment State and the Death of Popular Culture. 1-2 Unit.**

The American popular culture is increasingly under the control of what might be called the National Entertainment State. Art is subsumed by Industry. This workshop engages the student in a critical exploration of the structure, ideology, and consequences of this modern Culture Trust. Special attention is paid to the evolving field of cultural environment- ecology and its relationship to technological shifts in media.

**COM 390E. Trans-National Media Activism. 1 Unit.**

**COM 390H. Media Ethics: Special Topics in Communications. 1 Unit.**

**COM 390K. (sb) Interviewing Principles and Techniques. 1 Unit.**

**COM 390L. (SB) Symbols of Women in Art and Mass Media. 1 Unit.**

**COM 390P. Conflict Management: Special Topics in Communication. 1-2 Unit.**

**COM 390R. (sb) Sociology in Film: Special Topics in Communications. 1 Unit.**

**COM 390T. Images of Nature in Art: Special Topics in Communication. 1 Unit.**

**COM 390W. Congruent Nonverbal Communication: Special Topics in Communications. 1-2 Unit.**

**COM 390Y. Romantic Love: Special Topics in Communication. 1 Unit.**

**COM 390Z. (SB) Diversity and Bias in Children's Literature. 1 Unit.**

**COM 391A. Creative Writing - Poetry: Special Topics in Communications. 1 Unit.**

**COM 391D. (sb) Images of Ourselves: Gender and Popular Culture in America. 1 Unit.**

**COM 391E. Censorship and Civil Liberties. 1-2 Unit.**

**COM 391H. (SB) Pornography and the First Amendment: Special Topics in Communications. 1 Unit.**

**COM 391V. (sb) Special Topics in Communication: Storytelling. 1 Unit.**

**COM 391W. Harry Potter's Mythological Hero Cycle. 1 Unit.**

**COM 391X. (SB) Getting Published. 1 Unit.**

**COM 391Z. (SB) Writer's Workshop. 1 Unit.**

**COM 392B. Hands-On Playwriting: Special Topics in Communications. 1 Unit.**

**COM 401. Participatory Media. 3-4 Unit.**

**COM 451. Independent Study. 1-5 Unit.**

**COM 453. Internship. 1-5 Unit.**

## Computer Science

**CSC 151. Independent Study. 1-5 Unit.**

**CSC 155. Principles of Information Technology. 3 Units.**

**CSC 251. Independent Study. 1-5 Unit.**

**CSC 351. Independent Study. 1-5 Unit.**

**CSC 353. Internship. 1-5 Unit.**

## Concurrent Learning

**CON 999. Concurrent Learning. 1-9 Unit.**

## Creative Writing

**CRW 250. Prior Learning: Creative Writing. 0 Units.**

**CRW 350. Prior Learning: Literature. 0 Units.**

**CRW 510. Residency & Project Period I. 12 Units.**

**CRW 520. Residency & Project Period II. 12 Units.**

**CRW 521. Methods of Teaching Creative Writing Online. 0 Units.**

**CRW 530. Residency & Project Period III. 12 Units.**

**CRW 540. Residency & Project Period IV. 12 Units.**

**CRW 550. Residency & Project Period V. 12 Units.**

**CRW 560. Additional Project Period Mentoring. 5 Units.**

**CRW 561. Methods of Teaching Creative Writing Online. 3 Units.**

**CRW 562. Methods of Online Book Coaching. 1 Unit.**

**CRW 563. Practicum in Teaching Creative Writing. 1 Unit.**

**CRW 5XX. Mentor Site. 0 Units.**

**CRW 600. Certificate in the Teaching of Creative Writing. 12 Units.**

**CRW 621. Methods of Teaching Creative Writing Online. 0 Units.**

## Dance

**DAN 350. Prior Learning: Dance. 0 Units.**

**DAN 351. Independent Study. 1-5 Unit.**

**DAN 360. Dance: Its Role in Art, Society, and Therapy. 3 Units.**

This course is a concise and comprehensive introduction to dance and surveys the history of dance from primitive cultures to the present. Throughout this course students also examine and explore dance as a creative endeavor, performance art, therapeutic process, philosophy, religion, expressive media, social statement and ethnology. Included is the opportunity for experiential dance/movement as related to theoretical material, choreography and improvisation. Students should be prepared to dance/move.

## Economics

**ECON 102. Macroeconomics. 3 Units.**

This course focuses on the economic principles that explain the operation of national and international economies. Topics analyzed during this course will include an introduction to basic economic principles, measurement of economic performance, aggregate supply and demand, fiscal policy, monetary policy, banking and finances, and international trade and globalization. The course is a college level course and requires a significant amount of preparation for every classon the part of the student.

**ECON 251. Independent Study: Economics. 1-5 Unit.**

**ECON 320. Urban Economics. 3-4 Unit.**

Urban Economics examines the choices made by families and firms about where to live and do business. Students address the issues of urbanization and commercial development as they apply to the city of Los Angeles. In addition, the course frames these contemporary issues in historical context by considering how modern urbanization evolved from city-state origins. The course addresses how local governments attend to their housing crises, the homeless, and property tax equity in times of limited budgets and scarce resources. Similarly, the course examines the effects of budget initiatives (Proposition 13) and popular referendums (Prop 209) on social spending and educational diversity in Los Angeles.

**ECON 351. Independent Study. 1-5 Unit.**

**ECON 451. Independent Study. 1-5 Unit.**

## Education

**EDU 151. Independent Study. 1-5 Unit.**

**EDU 250. Prior Learning: Education. 0 Units.**

**EDU 251. Independent Study. 1-5 Unit.**

**EDU 253. Internship. 1-5 Unit.**

**EDU 280. Educational Foundations I. 2 Units.**

This course, required in the first quarter, introduces students to the Antioch community, its history, the philosophies of education that inform the undergraduate program, and the culture of the classroom. To promote a respectful, creative, and supportive learning environment, the class discusses multicultural issues, the relationship of social justice to higher education, and the place of identity and experience in the classroom.

**EDU 304. Education, Justice, and Social Change. 3 Units.**

This course examines various approaches to the study of education and their relationships to social change. Through a collaborative and interactive process, students investigate the correspondence between the events of educational life and broader concerns of social justice. Pedagogical activities include lecturers, discussion, small group work, case study and simulation.

**EDU 305. Radical Pedagogy in an Intl Perspective. 1 Unit.**

This course examines the relationship among education, schools and democratic culture. Specific attention is paid to (1) both historical and current school change efforts and the degree to which they are democratic, and (2) the contradictions inherent in teaching processes. Students engage in discussion, simulations, small, cooperative work groups and other experiential class activities to integrate the principles and theories studied.

**EDU 307. Theories and Treatment of Learning Disabilities. 3 Units.****EDU 308. School Change and the Discourse of Democracy. 3 Units.**

This course examines the relationship between democracy and education. From this analysis, a definition of democratic education is developed. This definition is then used to assess the degree of democratic discourse in two examples of current school reform efforts.

**EDU 309. Democratic Personhood. 3-4 Unit.**

This course explores education (functional, interpretive, developmental, and critical) through Lewin's framework wherein behavior is a function of the person and the environment. Students study the theories of Rokeach, Kohlberg, Maslow, Argyris, and Freire. Students also develop a concept of democratic personhood through exploring their own democratic nature in an interactive manner through class dialogue and survey instruments.

**EDU 310. Ideology, Knowledge, and Education. 3 Units.**

This course analyzes four themes: the nature of ideology, of knowledge, of education, and the interrelationship among these. The course suggests that certain approaches to ideology and knowledge are "better suited" than others in the development of democratic nature. Educational reform texts are examined to determine their ideological and knowledge orientations. The learning process is "democratically better" in terms of instructor and student involvement and is characterized by dialogue, reading, writing, small group work, presentations, and shared responsibility.

**EDU 313W. Schools and Society: Power, Diversity, And Opportunity. 3-4 Unit.**

This on-line course is a survey of social, economic, political and historical traditions that have shaped American public schools. Issues of diversity and inequality will be explored as well as the social and moral dimensions of classrooms, teaching and schools. This class will also examine conflicts that often emerge between parents, teachers, administrators and the state regarding what is considered appropriate. The standards movement, tracking, gender issues, sexual orientation issues, and the experience of recent immigrants will be debated.

**EDU 314. Scholarly Storytelling and Library Research. 3-4 Unit.**

This course will be a hands-on and knee-deep exploration of different methods of library research. As methods (mad library skillz) are learned, we will traverse the information landscape: analyzing literature and theory about "information"; searching for stories; pursuing documents and ephemera housed in university, community, and Internet archives and libraries; examining the Internet, as public good and private asset, depositor and trafficker.

**EDU 350. Prior Learning: Education. 0 Units.****EDU 351. Independent Study. 1-5 Unit.****EDU 353. Internship. 1-5 Unit.****EDU 380A. Educational Foundations III. 3 Units.**

This course introduces new students to Antioch University Los Angeles, preparing them to make the most of their time at this unique educational institution. Students develop a good sense of AULA's learning community, the more than 150 year history of the university, the philosophies of education that inform the undergraduate program, and the culture of the AULA classroom. In order to promote a challenging, respectful, and creative learning environment, the course focuses on issues of diversity, difference, the relationship of social justice to higher education, as well as the place of identity and experience in the classroom. In this course students develop an educational plan tailored to the individual student as well as institutional requirements. They also acquire a familiarity with the concepts of critical reading and writing; an understanding of what is meant by "social justice", examining its place in students' lives as individuals and in AULA as an institution. Students consider how issues of social justice play out in terms of diversity, discrimination and multiculturalism in the classroom and in education as a whole. They also acquire an understanding of the place of identity and experience in the classroom, including the concepts of experiential learning in higher education.

**EDU 390. Taking It to the Next Level: Preparing For Grad School and Professional School. 1 Unit.**

This course serves three purposes: (1) to help students decide if graduate or professional school is right for them, and if so, to identify appropriate programs; (2) to support students in the preparation of application materials including a personal statement or statement of purpose, curriculum vitae, and letters of recommendation; and (3) to discuss "survival strategies" for successfully completing a graduate degree. The workshop is collaborative- students critique each others' work in true "workshop" format; rigorous- they think deeply about their goals and life experiences in an academic way; and intensive- students produce several important documents, which can be used in nearly every graduate application with some modification. No grade equivalent allowed.

**EDU 390B. Preparing for Grad and Professional School. 0 Units.****EDU 390C. History & Contemporary Issues: Schooling African-Americans. 1-2 Unit.****EDU 390D. Introduction to Theatre of the Oppressed. 1 Unit.****EDU 390J. Immigrant Rights, Labor & Higher Education. 1 Unit.**

This workshop will explore the contemporary immigrant rights movement and the contemporary labor movement. Through this workshop, students will be able to make connections between their own direct or indirect stories on migration, the forces that have shaped the U.S. history of migration and the current immigration issue. Students will also be able to make a connection between immigration and the labor movement, especially as it pertains to low-wage workers and worker centers in Los Angeles. There will be a special focus on the issue of immigrant students in higher education, the legislative and policy issues that have emerged, and the growing immigrant youth movement. The material presented, for the most part, will come from first-hand sources. All of the reading material assigned has been written by those directly impacted by the issue of immigration or by those involved in the labor movement. Students will be reading about a process that is changing day by day and will be able to make the connections between the material presented and current events.



**EDU 400. Education Examined: Critical Pedagogy Vs. Progressivism. 3 Units.**

Designed for students who have or will intern or work in elementary or secondary school classrooms, this seminar attempts to deconstruct the traditional practices of education to discover their political, sociological, and educative meanings. Preceding from the perspectives of critical and progressive education, students examine theories of learning, cognitive and moral development, political empowerment, and personal transformation. Informed by such perspectives and their own experiences, students engage in the design of effective models of education and problem-solve their implementation in real schools.

**EDU 403. Sociology of Schools As Organizations. 3 Units.****EDU 451. Independent Study. 1-5 Unit.****EDU 453. Internship. 1-5 Unit.****EDU 596. Independent Learning. 1-4 Unit.**

## English

**ENG 110. The Art of Personal Narrative. 2-3 Unit.****ENG 111. Writing and Responding: Creating a Critical Dialogue. 2-3 Unit.****ENG 112. Writing Critical Analysis. 2-3 Unit.****ENG 151. Independent Study: English. 1-5 Unit.****ENG 158. Expository Writing for Portfolio. 3 Units.**

This lower-division class teaches basic writing skills with emphases on correct technical skills, sentence construction, and organizational skills. The course is taught both through writing exercises and evaluation of professional essays, so that reading and writing skills are integrated.

**ENG 199. Introduction to College Writing. 3-4 Unit.**

This lower-division, introductory tutorial in academic composition focuses on the development of the short essay, correct grammar and punctuation, organizing principles, concept analysis, and formal and informal academic styles.

**ENG 212. Library Research Methods. 1 Unit.**

What is research? In what ways can one approach a question or problem in the world of academia? Where does one start searching? How does academic or scholarly research apply to social justice and activism? This course covers the basics of research using Antioch University Los Angeles' library resources. Students are introduced to different types of information sources and shown how to access these sources as well as how to conceptualize academic research and research methods. Recommended for all students. No grade equivalent allowed.

**ENG 250. Prior Learning: English. 0 Units.****ENG 251. Independent Study. 1-5 Unit.****ENG 258. College Writing. 3-4 Unit.**

This course focuses on basic writing and is designed to teach students how to focus essays, to make coherent points, to organize ideas, and to analyze and use language that is appropriate to various kinds of academic writing. This course may be taken two times for credit toward the degree.

**ENG 262. Academic Writing and Critical Reading. 1 Unit.**

Through lecture, discussion, videotape, and hands-on exercises, this workshop reviews the basics of academic writing: developing a written process, brainstorming, developing a thesis, revising and editing, reviewing common errors in grammar, punctuation and usage: and reading quickly, critically and selectively with good memory. This course can be taken two times for credit toward the degree.

**ENG 290. Voice and Style. 3-4 Unit.**

This course assists students in developing their writing styles across all university disciplines. Theories and principles of writing style are examined in relation to the various purposes of student writing - demonstration of learning, research, narrative, and creative writing. In each case students learn various means of developing an appropriate public voice. The ENG 291 course requires that the student work with a tutor in the writing center in addition to attending in the class.

**ENG 291. Voice and Style. 3-4 Unit.**

This course assists students in developing their writing styles across all university disciplines. Theories and principles of writing style are examined in relation to the various purposes of student writing - demonstration of learning, research, narrative, and creative writing. In each case students learn various means of developing an appropriate public voice. The ENG 291 course requires that the student work with a tutor in the writing center in addition to attending in the class.

**ENG 294. Style and Argument. 3-4 Unit.**

This course expands the notion of argument beyond commonly held conceptions of conflict between competing points of view and suggests a wide variety of discourses and sites - from text to television, verse to video - that can be understood as practices of argument. The course covers the distinction between argument and opinion, encouraging a move from subjective writer-centered to effective reader-centered writing strategies. It also focuses on the identification, development, and evaluation of arguments and supportive evidence. The ENG 294 course requires that the student work with a tutor in the writing center in addition to attending in the class.



**ENG 295. Style and Argument. 3-4 Unit.**

This course expands the notion of argument beyond commonly held conceptions of conflict between competing points of view and suggests a wide variety of discourses and sites - from text to television, verse to video - that can be understood as practices of argument. The course covers the distinction between argument and opinion, encouraging a move from subjective writer-centered to effective reader-centered writing strategies. It also focuses on the identification, development, and evaluation of arguments and supportive evidence. The ENG 294 course requires that the student work with a tutor in the writing center in addition to attending in the class.

**ENG 303. Writing Memoirs: Turning Towards Home. 3 Units.**

The time-honored tradition of the memoir has been given new vitality by contemporary North American writers. This course explores memoirs dealing with aspects of family life-childhood reminiscences, sexual rites of passage, the death of a parent, etc.- and explores family memoirs of such writers as Mamet, Price, and Erdrich.

**ENG 304. Sudden Fiction: the Short-Short Story. 3 Units.****ENG 305. The Art of the Memoir: Autobiographical Impulses in Lit.. 1 Unit.****ENG 306. Cultural Explanations of Self in Literature: Reaching Back for Never-Endings. 1 Unit.****ENG 307. The Art of the Short Story. 3 Units.**

This course teaches principles central to the craft of short story writing--structure, characterization, voice, point of view, dialogue, an style-- and introduces students to the vast possibilities of what is the most American of literary forms. Students can expect a lot of stimulus: in-class writing exercises, and discussion of their own work and others.

**ENG 308. Reading for Writing. 3-4 Unit.**

The course focuses on recent works of prose fiction in an attempt to understand how these works are created, how their effects are achieved, and how they fit into the larger "conversation of literature". Contemporary literary journals, mainstream American fiction, and the work of such international figures as Milan Kundera, Gabriel Garcia Marquez, Julio Cortazar, Michael Ondaatje, Nadine Gordimer and Luisa Valenzuela provide the reading for the course.

**ENG 309. The Art of the Novel. 3 Units.**

Students approach the art of writing a novel by studying the history of the novel and compare an early work to a contemporary one. Weekly assignments require students to write chapters in which they do an initiating incident and flesh and form characters. By the end of the course at least three chapters are completed. To support the writing, students are expected to read novels of their choice. Students read and critique one another's work in a workshop setting. The instructor discusses novelists including Allende, Tan, Morrison, Steinbeck, Singer, and Conrad.

**ENG 309A. The Art of the First Novel. 3-4 Unit.****ENG 309B. The Art of Fiction. 3-4 Unit.**

Students in this writing workshop will develop the craft of writing fiction. The coursework focuses on various elements of fiction - character, description, plot, dialogue, story shape, theme, language, and style, as well as more advanced strategies to evoke emotion in the reader or suspend a reader's sense of disbelief. Through discussions and reading assignments, students explore the work of various fiction writers. Through workshop, students assess the craft of peer writers, offering strategies for revision and development.

**ENG 312. Library Research Methods. 1 Unit.****ENG 320. Academic Research and Writing. 3 Units.****ENG 322. Writing Poetry. 3-4 Unit.**

In this writing workshop, students develop the language skills poetry demands: careful attention to word choice, the various uses of figurative language, the interplay of sound and rhythm, and the avoidance of clichés. Students learn how to critique the work of other poets as well as edit their own work. Throughout the course, students read theoretical essays and examine various styles and works of poetry.

**ENG 322A. The Art of Poetry. 3-4 Unit.****ENG 323. Life Story Writing. 1 Unit.****ENG 324. Blows Against Censorship: Introduction to Fiction. 1-2 Unit.****ENG 325W. Creative Writing: Reinforcing Confidence. 3-4 Unit.****ENG 326. Urban Adventures: Re-Writing Los Angeles. 3-4 Unit.**

In this class students immerse themselves in the art of creative non-fiction as a means to explore and investigate the city of Los Angeles. Through in-class and at-home writing exercises, text-experiments, and urban investigations, students generate writing about Los Angeles, imaginatively mapping both their own neighborhoods and communities, as well as communities not their own. The emphasis is on creating alternative cartographies and new visions of LA for the 21st century, and in the process coming up with a vibrant re-thinking of the very notion of community, city, and the urban self.

**ENG 327. The Art of Mixed Media Literature. 3-4 Unit.**

**ENG 328. The Art of Humor. 3-4 Unit.**

This course focuses on the development of students' creative writing skills in the context of humor writing. We will apply several literary and psychological theories to a wide range of cross-disciplinary models of humor writing (e.g., fiction, non-fiction, poetry, playwriting, television writing and stand-up comedy) in order to develop students' own creative work. Close readings of comedic texts will support a rich understanding of the psychological, socio-cultural, and literary mechanisms by which humor operates. The course will also compare and contrast various kinds of humor, including satirical, parodic, slapstick, farcical, gallows, highbrow, lowbrow, and will involve discussion, writing exercises, group work, and relevant video. Students will be invited to identify and explore the rich territories for humor inside and outside their lived experiences and to leverage these into their own creative writing.

**ENG 345. Writing for Social Change. 3-4 Unit.**

This course explores the theory, meaning, conventions, and practical techniques of writing for social change. It is designed to be useful for those working in small profit or non-profit business, where a variety of writing projects must be done by the staff at hand, quickly, whether they consider themselves writers or not. The course examines the qualities of good writing that transcend any particular form: clear sentences, lively detail, smooth transitions, good story, etc. Assignments include practical applications of writing including the press release, letter to the editor, funding proposal, and grant reporting, and should include all the qualities of good, engaging writing. Students are encouraged to tailor their assignments to real world situations where they wish to use writing to support or spark positive social change.

**ENG 346. Urban Nature Writing. 3-4 Unit.**

Confronting what most would consider an intractable contradiction, urban nature, the urban nature writer presses hard at the boundaries of our standard definitions of nature, particularly as it occurs in our cities. Through a series of urban walks, selected readings in urban eco-criticism, and close readings of the works of contemporary urban nature writers, students develop their own grammar and vocabulary for describing the urban ecosystem. The theory of hierarchical patch dynamics serves as a metaphorical overlay and template for seeing and describing the social, political, economic, and physical (those that are built and those that occur on their own) systems as they interact with and affect one another. Students discuss the key concepts of material and energy flows through various types of ecosystems, as a way of getting at some of the unintended consequences of radically altering those flows in the ways that urban ecosystems require. Students write essays based on the walks through which they acquire a sharpened gaze that moves easily between particular and universal, background and foreground.

**ENG 347. Social Research: Assessment, Process, and Applications. 3 Units.****ENG 350. Prior Learning: English. 0 Units.****ENG 351. Independent Study. 1-5 Unit.****ENG 353. Internship. 1-5 Unit.****ENG 354. The Play's the Thing: From Page to Stage. 3-4 Unit.**

In this writing workshop, students learn the art of dramatic writing by experiencing first-hand how the written word comes to life from page to stage. The fundamental components of a play - story, characters, dialog, theme, structure, tone - are explored through discussion, writing exercises and reading assignments. Students are encouraged to develop their own personal voices by writing a one-act play.

**ENG 359. Academic Writing. 3-4 Unit.**

This course reviews basic essay writing conventions and then focuses on more sophisticated strategies of academic writing, particularly analysis, argument, and a close examination of prose styles. The texture of prose is a major concern, as students analyze texts from a variety of disciplines. Students examine their own composing processes as they write, revise and edit two or three essays. This course may be taken two times for credit toward the degree. Prerequisite: With Permission of the Director of the Writing Center.

**ENG 360. Creative Writing. 3 Units.**

The objective of this introductory course is to explore, as Gertrude Stein says, "how writing is written." Each student is given experience in composing poetry and short fiction and having work critiqued in a small-group setting. Most importantly, each writer has the opportunity to work with language- to learn how this most constituent medium of the craft of writing functions in both poetry and fiction.

**ENG 361. Creative Writing for Short Fiction. 3 Units.****ENG 363. Works in Progress: Poetry Discussion Group. 3-4 Unit.**

This course offers students an opportunity to explore the writing and editing processes of poetry in an in-depth manner. The notion of poet as conduit versus poet as craftsman is grounds for much debate. How certain can we be that what comes to us from our muse is as Pound said, "The best words in the best order"? We hold up to the light the roles of biography and geography and their inevitable shadow over the lives of the poets we study.

**ENG 364. Creative Non-Fiction and Advanced Stylistics. 3-4 Unit.**

This class examines various theoretical approaches and paradigms of prose style, and explore strategies for writing a variety of different genres of creative non-fiction.

**ENG 364A. The Art of Creative Non-Fiction. 3-4 Unit.****ENG 365. Genre Mongrels and Unfixed Forms. 3-4 Unit.**

This creative writing course explores cross-genre and experimental writing, writing beyond and between genres and fixed forms. The course is designed to push and subvert the traditional boundaries of fiction, non-fiction, poetry and drama, as well as to invent unheard of new forms. Students stretch their writing voices and strengthen their individual styles in imaginative new ways, taking their words into the twenty-first century. The course unfolds in an experimental laboratory-like space, with numerous in class and at home writing exercises, work-shopping of pieces and in-class textual analyses, all designed to clarify and deepen understanding of cross-genre writing, as well as to enable students to create their own dazzling genre mongrels.

**ENG 366. Full of Life Now: Imagination and Presence in Poetry. 3-4 Unit.****ENG 367. Writing As Seeing: Understanding the Poetic Self. 3-4 Unit.**

Writing and reading poetry helps us see what is true, although that truth may take many forms and guises. Through lyric expression, students examine both the interior self and the exterior world, looking- and seeing- through the vehicles of image and world. Students engage the poetic act through free writing, poetry assignments and required reading. This course covers a range of 20th-century poets, as well as various forms and styles of poetry. Each class includes a workshop in which student work is discussed and critiqued in a group environment.

**ENG 370. Poetry and Imagination. 3 Units.****ENG 370A. Intermediate Creative Writing. 3-4 Unit.****ENG 373. Travel Writing. 3-4 Unit.**

Travel writing is most commonly a type of journalism that focuses on place rather than event and has the utilitarian aim of guiding tourists to locales. This course considers travel writing as a genre that aspires to the status of high art or literature alongside the novel, biography, poetry, drama, and so on. It also examines various notions of "travel" in literary and cultural theory that have received increasing emphasis as a response to globalization.

**ENG 380. Theorizing Writing / Analytic Thinking. 3 Units.**

This course looks at current issues in critical theory as they may pertain to the writer's concerns. It focuses on questions of language, structure, authorship, class, race, and gender. The goal is to provide students with a critical vocabulary and means not only to talk about texts, but also to read their own writing practices as they are expressed in a particular culture and historical moment.

**ENG 380A. Psychology of Dramatic Writing & Identity Development. 3-4 Unit.****ENG 390. What Was Modern Poetry. 1 Unit.****ENG 390A. Writing and Rewriting: Special Topics in Communication. 1 Unit.****ENG 390B. Constructing Voice in Poetry: Speaking From the Margins. 1 Unit.**

Voice is most commonly approached in contemporary poetry as something a writer finds rather than constructs. What implications do we take on, if voice is not found but made, created rather than unearthed? In an intensive one-day seminar/writing workshop and part discussion group, we will explore what it means to speak from the margins in poetry and how this informs the construction of voice.

**ENG 390C. Advanced Playwriting Workshop. 2-3 Unit.**

This two-day intensive will introduce students to the fine art of creating plays: editing writing, critiques of rehearsals and finally manifesting a final staged reading production of original work. Discussions will focus on play format; reading plays; and evaluating professional play production. Writing exercises will be used to generate dialogue and first drafts of final work. We will also discuss character objectives, plot and themes. No grade equivalents allowed.

**ENG 390D. Writing the Self Into the 21st Century: A Laboratory. 2 Units.**

The central concern of this two-day workshop is to investigate the following question: what does it mean to be alive in the 21st century? Naturally it takes a while for a century to get going; it seems that it's only as we enter this century's second decade that we can even begin to grapple with this matter. Within this central focus, other questions will be raised, such as what are the social and technological structures that define our daily existence? How does everyday life today differ from our daily routines in the 20th century? What do we despise about this century? What are uniquely 21st century pleasures, public and private? What are the pivotal events of the first decade? What role do ongoing concerns such as religion, love, identity, sex, creativity and spirituality play? And how do we relate to history and social justice? Some focus will also be given to the ambivalent role of writing and literature in our century. The framework for this seminar will be as much experiential as theoretical, and therefore highly participatory and dialogue based, including informal presentations on the 2nd day of the workshop. Prior to the workshop, participants will be emailed a number of questions that will require some forethought and some gathering of artifacts. Students will use the workshop's findings to write a personal/creative essay on this topic. Students are encouraged to find a form that meets the shape of this century.

**ENG 390E. Come Dressed As Your Favorite Poem. 1-2 Unit.****ENG 390F. Occupy the Internet a Laboratory. 1 Unit.****ENG 390G. Swamp Writing: the Primordial Connection Creative Writing and Movement. 1 Unit.**

This is an experiential workshop designed to access fresh, innovative writing material by disrupting habitual patterns of movement in the body/mind. The class explores how, culturally and historically, we've come to view the body as a machine and how technology, speed and mechanization affect our creative writing process, our bodies and how we relate to others. Students investigate how breath, sound and fluid movement relieve stress and tension as well as counteract the debilitating repetitive linear motions that define the 21st century "body as machine" paradigm. No grade equivalent allowed.

**ENG 390M. Intro to Psychogeography: Where Is Antioch?. 1 Unit.**

This one-day workshop investigates and excavates the social and psychic geography of AULA and its nearby environs, allowing students to come to a deeper relationship with and more poetic, more embodied understanding of precisely where we are. The French Situationists' concept of Psychogeography serves as theoretical framework. This model has been defined as "the study of the precise effects of geographical setting on the emotions and behaviors of individuals." One of the major premises of the Situationists was that post-industrial capitalism engendered a profound state of alienation from one's physical surroundings. The class examines the history of Situationism and its key theories, including concepts of psychogeography, drift, detournement and situations. Students also analyze their own perception of AULA's locatedness by undertaking a group wandering around the environs surrounding AULA, attempting to remap AULA, resituate it in its environs and reimagine it. Students record what they find using writing, drawing, tape recordings, photography, and above all, their imaginations. No grade equivalent allowed.

**ENG 390N. Poetry & Dreaming. 1 Unit.**

This workshop investigates the aesthetic intersection between poetry and dreaming. We will explore the rich territory of ideas, people, places, and emotions living in our dreams, and consider how we can tap into that world to create art. We will examine how dreams can inform and affect our writing, inspiring surprising scenes, and providing us with a window into our subconscious. Students will learn how to "steal" from their dreams to create fresh, delightful, imaginative work. The day will be a mixture of lecture, reading classical and contemporary poetry based on dreams, analyzing poetry and its use of dreams, hearing the dreams of students, practicing the writing tips and methods offered in class, and finally molding our dreams into poems. Although geared for poets and writers, this workshop will also be of value to non-writers by showing how we can capture and utilize details and knowledge from our subconscious to use as inspiration no matter what our discipline.

**ENG 401. Academic Writing and Research. 3 Units.**

In writing a scholarly paper, students address the following topics: selecting a focus of inquiry; researching a topic using scholarly databases; conducting a literature review; establishing a theoretical orientation and critical methods; evaluating the validity of sources; documenting sources in an appropriate and consistent scholarly manner; integrating experiential learning and field data; and organizing and writing a scholarly paper.

**ENG 402. High Risk: Writing & Transgression. 3-4 Unit.**

It is recommended that students who are in the final quarter of the Creative Writing Concentration complete this advanced seminar. The purpose of the seminar is to provide an environment in which students may reflect on their own work and assess the nature of their development during the residency period in the program. Such issues as style, voice, ability to view one's work critically, and definition of one's professional aims, including potential for graduate study, are reviewed and assessed. This reflection is performed in an individual tutorial with a mentor or in a small seminar setting, depending on the enrollment in a given quarter.

**ENG 403. Advanced Fiction Writing. 3-4 Unit.**

In this course students do writing exercises, discuss fiction writing in a structured workshop format, read and discuss ideas about fiction based on reactions to the essays of Winterson, Kundera and other texts, and discuss some of the short stories in *The Art of the Tale*. It is advanced in the sense that it is best suited for students who have some prior experience in creative writing and fiction writing.

**ENG 404. Writing About Trauma: Literary Art From Adversity. 3-4 Unit.****ENG 451. Independent Study. 1-5 Unit.****ENG 453. Internship. 1-5 Unit.****ENG 490A. Advanced Multi-Genre Workshop. 3-4 Unit.**

This course is the primary incubator for some of the most advanced creative writing a student will do in the BA Program at Antioch University Los Angeles. The class is designed for the experienced writing student who is prepared to originate new work or revise work in progress and present it in a supportive and rigorous workshop setting. Each piece is given a close reading by all students in the workshop. Participants give detailed written comments as well as engage in a group critique of all work presented. As space allows, students may enroll in Multi-Genre Workshop during multiple quarters. A different member of the creative writing faculty teaches the workshop in rotation over six quarters, allowing students to experience diverse bodies of literary works as well as varied approaches to textual analysis and critique. Students are encouraged to work in multiple genres within and between pieces, to press the boundaries of genre, form, intertextuality, and narrative. Enrollment in this course is contingent upon the approval of the Creative Writing Advisor.

## Environmental Studies

**ENV 250. Prior Learning: Environmental Studies. 0 Units.****ENV 302. Green Urbanism: Nature's Services And Urban Design. 3-4 Unit.****ENV 303. Global Justice & Ecology. 3-4 Unit.****ENV 309. Urban Environmental Crisis and Ethics. 3-4 Unit.**

This course explores a variety of moral, political, and legal concerns regarding the relationship between human beings and the natural environment, including forms of economic development, social structures, and ideological traditions. Dimensions of the human approach to the natural environment include land-use patterns, utilization of resources, the impact of various practices on the biosphere, relations to non-human species, and the role of population growth in testing the carrying capacity of the Earth. The focus on modernity addresses the realm of the contemporary urban crisis. The impacts of recent natural catastrophes (tsunamis, hurricanes, floods, fires, etc.) are explored as they interact with social, economic, political, and ecological concerns. The course concludes with an extensive discussion of strategic issues - economic, cultural, and political - regarding a possible shift toward green sensibilities, practices, and institutions that many critics view as essential to staving off ecological catastrophe.

**ENV 312. Literature of the Land. 3-4 Unit.**

Much of what has been labeled "nature writing" has enforced the notion that humans are somehow apart from rather than a part of the landscapes/ ecosystems that sustain them. We will look through the lens of this "nature/culture separation paradigm" as we examine what and how people have written about place. We will discuss the implications and effects of romanticized wilderness as we ask questions about what effects this might have on urban space. We will interrogate the emerging field of "urban nature writing" in order to determine whether or not we think it is carrying on this tradition or breaking away from it. We will survey the literature to see whose voices have been included and whose have been left out and in either case we will ask, "Why?" Finally, we will in all cases listen for the voice of the land.

**ENV 313. Urban Environmental Movements. 3-4 Unit.**

**ENV 314. Environmental Justice: Law & Policy. 3-4 Unit.**

**ENV 350. Prior Learning: Environmental Studies. 0 Units.**

**ENV 351. Independent Study. 1-5 Unit.**

**ENV 353. Internship - Environmental Studies. 1-5 Unit.**

**ENV 363. Environmental Crisis and Ethics. 3-4 Unit.**

**ENV 390A. Wetlands Ecology Workshop. 1 Unit.**

This workshop explores the ecology and importance of wetlands. Wetlands are more than just habitat for wildlife and marsh plants, they function to manage storm water flow and to improve water quality. The workshop includes lecture, discussion and a field trip to the Ballona Wetlands. No grade equivalent allowed.

**ENV 390B. Urban Wilderness Conservation. 1 Unit.**

It is easy to define what is urban. It is not so easy to define wilderness. The concept of urban wilderness further complicates the process. A day spent in a complex urban wilderness ecosystem provides experience, insight, and understanding of the complex arguments for and against conservation of urban wilderness. The class meets in one of the state parks in the Santa Monica Mountains to look at the interactions of the wild and the urban. Students review and discuss the range of perspectives as to what constitutes wilderness, what is nature, and what is not. Students examine the natural processes at work in living biotic communities while looking at the political forces that advocate for the preservation, development and restoration of the landscapes in which these communities are situated. No grade equivalent allowed.

**ENV 390C. Urban Fire Ecology. 1 Unit.**

Since the late nineteenth century, when Los Angeles County officials began recording wildfires, areas of the Santa Monica Mountains as large as 60,000 acres have burned in a single incident. Between the years 1950 and 2000 county officials recorded 181 incidents involving a total of 172,811 acres burned. There is no question that fire is a major potential hazard in this coastal mountain range which divides two major areas of the city, contains some of the most expensive real estate in the world, and stops just short of a densely populated downtown area. As unimaginable as it might be to some, fire is also a necessary periodic disturbance regime that releases bound up energy stored in "stable" ecosystems and facilitates plant and animal species diversity. The class meets at the Ahmanson Ranch to discuss fire in both its hazardous and beneficial forms. The class examines an actual burn site and conducts a field analysis of a recent fire and the successional process that has followed in its wake. No grade equivalent allowed.

**ENV 390D. The LA River. 1 Unit.**

No river, no Los Angeles. That was, according to the Spanish King, one of the chief rules of settlement in the "New World." The Tongva, had lived along the shifting banks of what is now officially referred to as "The Los Angeles Storm Control Channel," for possibly as many as seven millennia prior to King Phillip's pronouncement. During the course of a full day, the class visits six sites along the river. Along the students explore the rich history of the river, its unique original character and the process by which it has become perhaps the first lost river in North America if not the world. The class discusses the importance of the river as part of the watershed of the greater Los Angeles Basin, as well as the effects on adjacent ecosystems along its 71 miles resulting from a human settlement process which ultimately resulted in its channelization. The discussion concludes with an overview of environmental and civic activism that has resulted in the possibility of an exciting future restoration process for the river that would benefit mostly those inner-city residents who live along its banks. No grade equivalent allowed.

**ENV 390E. Climate Change. 1-2 Unit.**

The Intergovernmental Panel on Climate Change Fourth Assessment Report, Climate Change 2007: Synthesis Report, Executive Summary for Policy Makers, the fourth iteration of a living document on climate change that has been in process since the mid 1980s, draws a very clear picture of a planet that is presently undergoing a profound change. The report is the work product of hundreds of the most respected climate change scientists from more than 150 countries. It is unequivocal about the kind of change that is going on and the fact that there is better than a 90% chance that the change is anthropogenic (caused by human activity). This one-day workshop will include: an updated version of the lecture/slide show given by Al Gore in the documentary film *An Inconvenient Truth*, during which you will be free to ask any questions or raise any issues that might arise; a viewing of the documentary film, *The Eleventh Hour*; and a closing discussion that will cover some of the exciting and hopeful proposals, emerging technological advancements, and projects going on all over the world that are addressing this crisis.

**ENV 390G. Toxic Pollution & Environmental Racism: Communities for a Better Environment. 1 Unit.**

**ENV 451. Independent Study: Environment. 1-5 Unit.**

**ENV 453. Internship. 1-5 Unit.**

## Fashion Design

**FSD 351. Independent Study. 1-5 Unit.**

## Film

**FIL 250. Prior Learning: Film. 0 Units.**

**FIL 251. Independent Study. 1-5 Unit.**



**FIL 315. Case Studies in Filming the Other: Carmen. 3-4 Unit.**

This course is an in-depth examination of a particular myth and cultural icon in several contexts. Students should have some background in theoretical approaches to issues of race, ethnicity, gender, sexuality, nationalism, performance, cultural studies and film. Carmen has circulated widely because of the eponymous opera and its melodramatic assertion of woman as other as whore in Western culture. The myth of Carmen is used to frame discourses of "the other" and to examine the interrelationships of gender, sexuality, and national belonging that various film versions of Carmen foreground. Along the way, we increase our critical vocabulary for discussing film and opera.

**FIL 350. Prior Learning: Film. 0 Units.****FIL 351. Independent Study. 1-5 Unit.****FIL 353. Internship. 1-5 Unit.****FIL 360. Films of 1968. 2-4 Unit.****FIL 370. Portraits of Aging in Film. 3 Units.****FIL 383. Psychology of Women Through Literature and Film. 3-4 Unit.****FIL 388. U.S. Culture and Soc Through Film. 3-4 Unit.**

This course explores a variety of recently released documentaries. These documentaries examine current events that reflect the impact of corporate control on our society. Particular emphasis is placed on documentaries that illustrate how business interests influence the American lifestyle. Selections may include: The Corporation, Outfoxed, Supersize Me! Advertising and the End of the World, Bush's Brain, Shattering Silence, Fahrenheit 911, The Oil Factor, The Fog of War, Weapons of Mass Destruction, Hijacking Catastrophe, The Control Room, and Bowling for Columbine.

**FIL 388A. American Culture & Soc Through Film. 3-4 Unit.**

This course explores, through the medium of film, a variety of social, cultural, and political themes within American society from the 1920's to the present. The goal of the course is to investigate a series of topics reflected in cinema, which influence popular consciousness through representation of images, values, ideals and myths. The topics are approached through Hollywood films, documentaries, film clips, texts, supplemental readings, and lectures. From such perspectives students can examine vital motifs and themes in American life: power and the issue of empowerment; gender and race relations; sexuality and romance; war and peace; crime and violence; class divisions; decline of the family, and so forth. This course emphasizes the dialectic between the larger cinematic enterprise and the social reality of American life, especially throughout the post-World War II years.

**FIL 401. Documentary Film: the Erotics of Representing Reality. 3-4 Unit.**

Documentary films have gained considerable popularity of late as a means of representing this particular moment in history. This course investigates reasons for this new interest; charting a history of documentary film. Considering innovations in style and form, from early observational films to contemporary reflexive ones, the course unpacks the erotics of documentary through a critical reading of classic films in the genre.

**FIL 405. Political Documentary: Challenging the Official Story. 3-4 Unit.**

Over the past decade documentary films have entered a new golden age: more popular, more seen and appreciated, more in number, and more important than ever. This course considers the history and politics of recent documentaries; their challenge to the official stories of government and media; their presentation of an alternative reading of our times. The films of Barbara Kopple, Michael Moore, Errol Morris, Robert Greenwald and others will be examined in an effort to come to a critically informed understanding of the work of contemporary political documentary, its methods, techniques and strategies. Writing in 1969, urban sociologist Martin Oppenheimer described the city as "the most vulnerable social structure ever conceived" by humans. Nearly forty years later, when close to half of the world's population lives in urban areas, Oppenheimer's statement takes on special meaning as city dwellers face both enormous challenges and unique opportunities that will shape the future of the global community. Drawing upon examples from cities as diverse as Beijing, New Delhi, London, Sao Paulo and our own Los Angeles, this course exposes students to the diverse environments, people, systems and cultural expressions that breathe life into urban experiences. What do these cities have in common? What do their differences tell us about the competing values of those who live in them? In what ways are they unique? How do cities in the twenty-first century compare with those that came before? What lessons can developing nations take away from their post-industrial counterparts? What is the source of local, national, and trans-national identities? These are but a few of the questions that frame the goals of the class. Students "meet" the city in which they live by interacting with people and organizations that influence Los Angeles on a daily basis. The course encourages students to utilize interdisciplinary methods to identify and engage in the social, cultural and political landscape of the city.

**FIL 451. Independent Study. 1-5 Unit.****FIL 453. Internship: Film. 1-5 Unit.**

## French

**FRE 151. French (Independent Study). 1-5 Unit.****FRE 250. Prior Learning: French. 0 Units.****FRE 251. Independent Study. 1-5 Unit.****FRE 351. Independent Study. 1-5 Unit.****FRE 596. Independent Learning. 1-5 Unit.**

## Geography

**GEG 303. Global Justice & Ecology. 3-4 Unit.**

**GEG 351. Independent Study - Geography. 1-5 Unit.**

**GEG 352. California Studies: the Geographical Diversity of the State's Nature and Culture. 3-4 Unit.**

**GEG 353. Internship. 1-5 Unit.**

**GEG 354. The Human and Natural Landscape of Mexico and Central America. 3-4 Unit.**

**GEG 390. Decoding the Power of Maps. 1 Unit.**

## German

**GRM 250. Prior Learning: German. 0 Units.**

## Gerontology

**GER 253. Internship. 1-5 Unit.**

**GER 320. Literature and Aging: the Ageless Self. 3 Units.**

This course probes the internal world of aging through poems, short fiction, and journal excerpts. Students view interpretations of aging as a socially constructed category, a "culturally imaginary," a biological necessity, and an evolutionary state of adaptation, creativity and becoming. Contemporary theories of the humanities and gerontology provide a framework for discussion of literature and aging.

**GER 321. Psychology of Women and Aging. 3-4 Unit.**

This course explores the demographic, political, societal and psychological influences of aging on women. Using a critical approach is used to interpret research and literature in the field, students explore women's tasks such as working, retirement, caregiving, and grandparenting. Current means to successful aging are considered, as are changes that are needed to insure that more women age successfully.

**GER 322. Proactive Aging: Women on the Front Lines. 3 Units.**

**GER 330. Creative Counseling: Theories and Applications. 3-4 Unit.**

This course presents counseling interventions that supplement and complement basic interventions. Each topic is presented with lecture material and opportunities for role-playing and structured experiences. The topics addressed are: liveliness of laughter, subtlety of silence, magic of metaphor, process as product, puzzle of paradox, fun of fantasy, and impact of imagery.

**GER 337. The Aging Revolution. 3-4 Unit.**

**GER 345. Aging and the Brain. 3-4 Unit.**

This seminar examines normal and pathological physiological and neurological age-related changes in the human brain. Students explore the possibilities that deleterious degenerative diseases and pathologies that affect the elderly have their origins in the malfunction of these intercellular communication systems. Students must have library research skills for this seminar.

**GER 345A. Biological Aging. 3-4 Unit.**

**GER 346. Aging in Soc. 3 Units.**

**GER 347. At the Hour of Our Death. 1 Unit.**

This all-day workshop focuses on advance directives for medical care, the patient determination act, and the ethics of euthanasia and assisted suicide. Participants examine these current controversial topics from many perspectives and learn the practical and legal issues involved.

**GER 348. Creative Aging. 3 Units.**

**GER 349. Sexuality and Aging. 3-4 Unit.**

This course focuses on the sexual aspects of the aging process. An overview of human sexuality is presented, followed by specific emotional, mental, and physical changes that occur as persons age. Menopause, male climacteric, body image and self concept, gay & lesbian issues, and sexual dysfunctions are addressed. Sex therapy with older adults including resources and techniques for coping/detailing with sexuality in the later years are covered. The effects of societal expectations, the portrayal of aging in the mass media, personal beliefs, and early sexual experiences are debated.

**GER 350. Prior Learning: Gerontology. 0 Units.**

**GER 351. Independent Study. 1-5 Unit.**

**GER 353. Internship. 1-5 Unit.**

**GER 359. Economics of Aging. 3-4 Unit.**

**GER 360. Economics of Aging: Assumptions, Realities, and Public Policies. 3 Units.**

Public policy-making based solely on economic rather than quality of life issues creates a reality that limits our choices for medical care, work, social support and other basic needs. This course uses case studies related to aging to understand and evaluate the economic model underlying public policy-making. No math will be required.



**GER 361. Successful Aging: Research and Realities. 3 Units.**

This course explores various paths that lead to successful, as opposed to "usual" aging. Through sociology, psychology, and physiology, students discuss the aging family, the achievement of wisdom and expertise, and the future of "old age."

**GER 362. Economics of Aging: Practical Applications. 3 Units.**

This seminar focuses on the personal, community-based, and governmental financing of services that people need as they age such as retirement planning, and government entitlements. The potential impact of managed care on service delivery systems and program costs are presented and the role of adult advocacy discussed. Students explore personal, financial plans related to their own aging process.

**GER 369. Counseling Older Adults. 3-4 Unit.**

In this course students learn practical and theoretical information about conducting psychotherapy with older adults through a combination of didactic discussion and class supervision of ongoing discussions with an older adult. Students gain knowledge about age bias and ageism; prominent issues in psychotherapy with older adults; and issues of concern to those involved in the care of older adults. Recommended for those considering careers in psychology.

**GER 370. Portraits of Aging in Film. 3 Units.****GER 374. Intergenerational Responsibility and Conflict. 3 Units.**

Intergenerational responsibilities and obligations face dramatic shifts in the late 20th Century. This course discusses the problems of simultaneously caregiving the old and young, shifting kinship structures, conflicting value systems and intergenerational economic transfers. Theories of modernization, social class and cross-cultural conflicts are brought to the analysis.

**GER 375. Families in Crisis: Intergenerational Conflicts. 3 Units.****GER 381. Psychological Issues in the Hispanic Population. 1 Unit.****GER 386. You and Your Aging Parent. 1 Unit.**

This workshop provides an overview of aging, emotional issues confronting the family, practical tips for caregivers, long-term care options, and caring for oneself while caring for others. The workshop is designed to be informative, experiential and playful.

**GER 390. Philosophy of Death and Dying. 3 Units.**

This course focuses on concepts of death and dying, connections to our concept of life, and ethical issues, particularly new predicaments resulting from modern medical practices.

**GER 390A. Emotions and the World of Aging Through the Literary Lens. 1 Unit.****GER 393. Psychology of Aging. 3-4 Unit.**

This course emphasizes the ways in which socio-cultural and personal factors contribute to the psychology of aging. A critical approach is used to interpret the results of statistical studies. Historical and cross-cultural influences are considered. Studies of personality and coping styles are explored with respect to the aging process.

**GER 397. Biology of Aging. 3-4 Unit.**

This course reviews normative and pathological human aging from a variety of perspectives. The promotion of healthy aging is a concurrent theme. Students examine the influences of internal and external factors on an aging human body, and how these factors determine a human's life span and quality of life in the later years.

**GER 399. Philosophy of Aging. 3 Units.**

The "philosophy of" something asks the general question of meaning. In this class, students think philosophically about aging. Much of what aging has meant is inherited from culture; much of what aging can mean, however, is within an individual's power to determine. Ethical problems facing the elderly and others in their lives (ultimately society as a whole) are articulated, and the larger question of the kind of old age that is livable and desirable is critically examined.

**GER 451. Independent Study. 1-5 Unit.****GER 596. Independent Learning. 1-5 Unit.**

## Health

**HEA 250. Prior Learning: Health. 0 Units.****HEA 251. Independent Study. 1-5 Unit.****HEA 350. Prior Learning: Health. 0 Units.****HEA 351. Independent Study. 1-5 Unit.****HEA 353. Internship. 1-5 Unit.**

# History

## **HIS 101. United States History to 1877. 3 Units.**

History 101 is a chronological survey of American History to 1877, focusing on American social, intellectual, political and diplomatic institutions. Major topics in the course include the nation's culture and diversity and the role of the U.S. during the period within the broader context of world history. The main goal of this course is to prepare students with the analytic and critical thinking skills necessary to be successful students in courses at the college level. Students will be challenged to think critically and to analyze diverse social perspectives, historical narratives and varied interpretations of U.S. History.

## **HIS 101A. United States History to 1840. 0 Units.**

History 101A is a chronological survey of American History to 1840, focusing on American social, intellectual, political and diplomatic institutions. Major topics in the course include the nation's culture and diversity and the role of the U.S. during the period within the broader context of world history. The main goal of this course is to prepare students with the analytic and critical thinking skills necessary to be successful students in courses at the college level. Students will be challenged to think critically and to analyze diverse social perspectives, historical narratives and varied interpretations of U.S. History.

## **HIS 101B. United States History From 1840 to 1877. 2 Units.**

History 101B is a chronological survey of American History to 1840, focusing on American social, intellectual, political and diplomatic institutions. Major topics in the course include the nation's culture and diversity and the role of the U.S. during the period within the broader context of world history. The main goal of this course is to prepare students with the analytic and critical thinking skills necessary to be successful students in courses at the college level. Students will be challenged to think critically and to analyze diverse perspectives, historical narratives and varied interpretations of U.S. History.

## **HIS 102. US History from 1877 to the Present. 4 Units.**

History 101 is a chronological survey of American History to 1877, focusing on American social, intellectual, political and diplomatic institutions. Major topics in the course include the nation's culture and diversity and the role of the U.S. during the period within the broader context of world history. The main goal of this course is to prepare students with the analytic and critical thinking skills necessary to be successful students in courses at the college level. Students will be challenged to think critically and to analyze diverse social perspectives, historical narratives and varied interpretations of U.S. History.

## **HIS 102A. United States History From 1877 to the Present I. 0 Units.**

## **HIS 102B. United States History From 1877 to the Present II. 4.5 Units.**

## **HIS 250. Prior Learning: History. 0 Units.**

## **HIS 251. Independent Study. 1-5 Unit.**

## **HIS 301. Introduction to Urban Communities. 3-4 Unit.**

This course traces the history of modern cities and the modern urban experience through a rich variety of materials. Cities included in the course fall broadly into three categories: the ancient cities of Jericho and Ur; the industrial cities of the nineteenth century-Manchester and Chicago; and the current world cities of New York, London, and Tokyo. Los Angeles is featured primarily in the later half of the course as an example of a global city. The themes of the course focus primarily on the physical situation of the cities: living conditions, urban planning, architecture, and sanitation, although it will also consider such issues as the political and economic basis of urban life. It will also investigate the overall importance of cities and their relationship with the surrounding countryside.

## **HIS 302. 20th Century African-American History. 3-4 Unit.**

This class examines the history of black Americans in the Twentieth Century. As the perspective of black Americans is traced and analyzed, the student is encouraged to rethink conventional understandings of historical events and of U.S. history. Specific topics include black leadership issues, black economics within the U.S. economy, and future problems and prospects for blacks in the United States.

## **HIS 304. Washington to Hollywood: the Impact of Popular Culture on Politics, Race and Religion in America. 3-4 Unit.**

This course examines the interplay between mass media and politics, race, and religion in contemporary American society. Students investigate the influence of popular culture on such critical topics as abortion, presidential politics, race, national security, judicial appointments, corporate corruption, and questions concerning moral values. Through lectures, critical dialogue, guest speakers, films and documentaries such as *Fahrenheit 911*, *Crash*, and *Passion of the Christ*, students examine view points spanning the left, right, and center of the political spectrum.

## **HIS 305. The History of U.S. Labor. 3 Units.**

This introduction to labor's 20th Century political history emphasizes the growth of industrial labor and the CIO; labor's status and role during the Cold War era; organized labor's decline from the mid-1970's to the present; woman and labor; the changing character of work; and, finally, the black worker, racism and labor.

## **HIS 306. Standing for Justice: History of the U.S. Civil Rights Movement. 3-4 Unit.**

This course examines the major events and themes of social justice in African-American history during the contemporary period. Social, cultural, and philosophical contexts are presented as students become acquainted with such notable figures as Marcus Garvey, Martin Luther King, Malcolm X, and Zola Neale Hurston through their writings and political action. A close look at the events of the '60s provide a backdrop for understanding civil rights issues and movements in the African-American community today.

**HIS 307. Melting Pot Or Mosaic? History of Inter-Ethnic Relations in U.S.. 3 Units.**

This course examines the dynamics of race, culture and ethnicity in terms of intra/intergroup relations in the United States. Special attention is given to the social, economic, political, cultural and intellectual forces that have affected the process of integration and pluralism and the development of individual and collective ethnic identities.

**HIS 308. Guilt, Anger and Fear in History: Abolition of Slavery. 1 Unit.****HIS 309. Women and Deviance in American History. 3 Units.**

This seminar focuses on the process by which women have been identified as deviant in American history. Historical and sociological approaches are used to understand the relationship between deviance, gender, and social institutions. Areas to be studied include: witchcraft, prostitution, and women and mental disorders.

**HIS 310. A History of the African-American Family: the Ties That Bind. 3 Units.**

This course examines the socio-economic, cultural and psychological forces that have shaped the experience of the Black family against the larger backdrop of African-American history. Emphasis is on three great transitions: the transition from Africa to New World slavery; the transition from slavery to emancipation and Jim Crow segregation; and the transition from Jim Crow segregation to the contemporary era. Special attention is given to historical and theoretical conceptualizations of African-American families; socioeconomic and educational mobility; intraethnic class differences; and male-female relationships and interethnic marriage.

**HIS 311. Political and Moral Conflicts of Intervention. 3 Units.****HIS 312. Social Reform and American Culture. 3 Units.****HIS 313. America Since 1945: a History of Our Own Times. 3-4 Unit.**

This class focuses on a volatile time in American life: the decades following World War II. The course emphasizes the dawn of the atomic age, the evolution of Cold War ideology, McCarthyism, the Civil Rights movement, the emergence of the Sixties counter-culture, Vietnam, The Great Society, feminism, and the rise of conservatism in postwar America.

**HIS 314. America Reconsidered: a History of Our Times. 3 Units.****HIS 315. American Culture and Nuclear Age: an Interdisciplinary Analysis. 3 Units.****HIS 316. Latin American History Through Film. 3 Units.****HIS 317. History of the American Family: a Cross-Cultural Analysis. 3 Units.**

This seminar examines family life within a number of different contexts. Students explore how we have come to know the American family and try to determine exactly which image of the family America's politicians, ministers, and other concerned groups want today's family to resemble. The course identifies the origins of the American family, the rise of the democratic family, Jewish and Mexican immigrant families, family life during the Great Depression, the "golden" age of family life, the Black family today, and gay families.

**HIS 318. America at 24 Frames Per Second: U.S. History Through Documentary Film. 3-4 Unit.**

This class examines recent U.S. historical events as they are expressed in non-fiction films. The course incorporates a study of the way documentary represents reality with an analysis of the events out of which these documentary expressions emerged. Students view raw segments of American culture, from shell shocked soldiers at the end of World War Two, to the Rolling Stone's concert at Altamont, from Hollywood's blacklist, to the birth of Black Power and the chaos of Vietnam.

**HIS 319. Postwar U.S. History Through Film. 3-4 Unit.**

By analyzing and interpreting postwar films in conjunction with a study of the political, social and cultural history of the period, students develop a sense of the context in which postwar events unfolded. This course is designed to introduce students to the use of the fiction film as a means of knowing the past. By using fiction films this course also raises questions concerning truth claims.

**HIS 320. The 60s and Beyond: Taking It to the Streets. 3-4 Unit.**

The Sixties have had a profound impact on the shape of U.S. society in the last several decades and thinking about how citizens participate in changing politics. This course examines the US in the 1960s. The roots of these changes are viewed through the civil rights movement, the New Left, the counter-culture, the women's movement, the gay rights movement, the formation of the Black Panther party, and the synthesis of many of these fragments into a massive and organized movement joined by an overarching resistance to the government's war in Vietnam.

**HIS 321. History of African American Music and Culture in Los Angeles. 3-4 Unit.**

Los Angeles has been one of the most important and prolific centers of black music in the United States. Yet, its contribution has been under-appreciated and in some cases unknown. This class considers the evolution of secular black music and culture in Los Angeles from the turn of the century to the present. Key topics include jazz on Central Avenue, R&B, Horace Tapscott and the Pan-Afrikan Peoples Arkestra, the mid-1960s Watts sene, Hip-Hop/Rap, and the Leimert Park cultural scene. Topics are studied through readings, music, videos, and occasional guest scholars and artists.

**HIS 322. Beethoven, Bernstein, Berlin: and the Wall Came Tumbling Down. 1 Unit.**

This course examines how the Berlin Wall, Beethoven's Ninth Symphony, and Leonard Bernstein become linked in one of the most dramatic moments in post-World War II Europe. Students explore how this convergence of history, philosophy, politics, and music, and Beethoven's hopes for himself and humanity, were expressed in music two centuries later.

**HIS 323. Medieval to Modern: a Musical and Cultural History of Changing World View. 3-4 Unit.**

Through the study of various musical artists, students become aware of how worldviews have influenced music, art, architecture and literature. This course focuses principally on artistic representation of an emerging modernity, focusing on issues such as monarchy, democracy, religion, passion, and the individual.

**HIS 323A. Historical Survey of Communication Media. 3-4 Unit.**

Where did the over abundance and conflation of information, entertainment and advertising of today come from and how? What have been the cultural consequences of the interactions between technology, communication, and society throughout Western history? In this course we will explore a range of responses to these core questions, and will introduce and apply key concepts in the field of media studies: mediation, representation, legitimization, cultural industry, media synergy, network society, compression and convergence. Students will be taught to think critically and from multiple perspectives about how the media saturation and virtual forms of interaction we are immersed in today took shape and why. Concrete examples, imagery, and sound will be examined every week, covering print, early telecommunications, comic strips, photography, film, radio, and TV. By learning how to look closely at the historical, political and technological underpinnings of each medium, and how to compare one medium to another, students will be able to identify the unique challenges and opportunities that new media pose today.

**HIS 324. Catch the Fire: History and Culture of The Black Church. 3-4 Unit.**

In this class students explore the historical and cultural underpinnings of African American theology. Tracing the sources of theology from within the black historical experience, a significant focus of study includes the continuing role and engagement of the church in the struggle for racial and social justice. Students critically examine the historical and cultural context of the emergence of the church from its historical roots in Africa, through the eighteenth and nineteenth centuries, and civil rights and Black Power Movements.

**HIS 324A. Social History of Los Angeles. 3-4 Unit.**

Whether or not you subscribe to the views of the iconic rapper Ice-T, there is no denying that Los Angeles, the nation's second largest city, informs national debate on issues as diverse as global warming, public transportation, immigration, real estate, public art and architecture, race relations, cosmetic surgery, teen stars and the movie industry. This course explores some of these themes in a historical context, looking to create a "useable past" that will better enable us to confront major social issues in our present and future. Students consider how myth and fantasy have shaped the city we live: Los Angeles's Spanish and Mexican past, identity as a nineteenth-century utopian paradise, hard-boiled noir fantasy of the 1930s, and late twentieth-century racial dystopia are but a handful of different lenses people have used to comprehend the city's complexity. We'll decide which - if any - of these is appropriate for understanding our Los Angeles, the one that we live and work in each day. Students will have an opportunity to showcase their own interpretation of Los Angeles in a final project that will make history come alive in new and exciting ways. We will take several opportunities throughout the quarter to visit some of the places about which we will be reading.

**HIS 325. African and Latino Unity: Historical Allies Face New Challenges. 3-4 Unit.**

This course focuses upon the extensive history and potent legacy of mutually supportive and often long-term efforts, undertaken together by Indigenous, Mexican, and African descendants, against invasion, colonization and slavery inside Mexico and the United States. Students learn to uncover and link the interdependent, substantial and underexposed relationship between these groups in the past, with the imperative for cross-cultural cooperation in the present and future.

**HIS 325A. Staging the Nation. 3-4 Unit.****HIS 326. Reflections on the Vietnam War in American Culture. 3-4 Unit.**

This course is designed to explore the long-term impact of the war in Vietnam on American culture. To this end we will examine the war and the impact this war has had on the way in which Americans see themselves and their country. Students watch films, read novels and non-fiction texts, focused on the war and its aftermath. Students learn how the war altered the American presidency and the role of Congress, and how war penetrated the farthest reaches of popular culture, including music, films, and television.

**HIS 327. Re-Weaving the Stories: American Women's History Survey 1600S-1900S. 3-4 Unit.**

In this course students remember and reclaim the lives and contributions of Native American, European American, Asian, Canadian and African American women. Students use oral history, diaries, autobiography, poetry, essays, and stories to explore the ways women have shaped the culture of the "New World" both by adhering to traditional roles and by creating new ones.

**HIS 328. American Democracy: Revolution, Constitution, and Personality. 3-4 Unit.****HIS 329. The 60S and World Revolution. 3-4 Unit.**

This course seeks to rethink some of the standard (U.S.) domestic narratives of the "Sixties" that assign a primacy to national/local mass protest, urban rebellion, and liberal reform, by examining the international context that shaped these phenomena. The focus is on social and political movements as world-relational phenomena and will illuminate how international figures, events and insurgent movements for revolutionary change shaped domestic politics and vice-versa.

**HIS 330. The Sixties: Politics, Culture, and Happenings. 3-4 Unit.**

This course surveys important political and cultural themes of the 1960s, focusing on the general legacy of the period from a contemporary perspective. Topics include the Vietnam War and the movements it spawned; Berkeley upheavals from the Free Speech Movement to People's Park; Civil Rights and rise of the Black Panthers; the rock revolution and its cultural ambience; the French May and 1968 protests across the world; Weather politics; assassinations of the 1960s and their aftermath; the maturation of the New Left into new social movements of the 1970s. The survey encompasses historical context, political events, cultural transformations, shifts in class, race, and gender relations, and the larger global impact.

**HIS 331. Black and Brown Peoples: History of Cooperation and Conflict. 3-4 Unit.**

This course examines crucial chapters in the story of black and brown inter-racial relations focusing on the early to mid 19th century. The critical role played by black fighters during Mexico's independence struggle and the work of Mexicans in Texas on behalf of the Underground Railroad are among the topics to be explored. Additional topics include the black emigration to Mexico for employment and black and brown collaboration in sports and the arts. Attention is also given to conflict between black and brown peoples and forces that manipulate and profit from antagonistic relations between the two groups. The course helps students discover and critically analyze Mexican and African peoples' alliance and to develop strategies and organizational models for facilitating cross-cultural leadership and cooperation.

**HIS 331A. The Rise of the Black Power Movement and The Black Panther Party. 3-4 Unit.****HIS 332. The Immigration Debate in Historical Perspective. 3-4 Unit.**

The United States had an essentially open border at the turn of the twentieth century, so why has increased border control become one of the top concerns of many Americans at the start of the twenty-first? The current, often volatile and certainly emotional debates about immigration raise questions about not only the reform of immigration policy, but also the meanings of American citizenship and the futures of the nation. This course will analyze the contemporary immigration controversies through a close examination of their historical roots. Course topics will include the history of immigration policy in the United States; analysis of the relationships between the cultural, political, and economic dimensions of immigration, past and present; engagement with contemporary community groups that take different perspectives on immigration; analysis of the current proposals for immigration reform by the House of Representatives, U.S. Senate, and individual political representatives; and critical comparisons with immigration policies used by other countries.

**HIS 333. Desire and Destiny: Literature of Greek Antiquity. 3-4 Unit.**

Take a seat in the amphitheater, stand in the democratic agora, walk with Socrates to a shady grove, lie on a bed crafted by Odysseus. This course explores the first great stories that have fueled literature (and film) ever since, beginning with the great Athenian plays. Greek plays are enormously enjoyable and easy to read. Garcia Marquez noted that he learned how to tell stories by reading the Greeks, especially Euripides. Who, if not the playwrights, spoke truth to power in 4th century Athens, a city where life was spiraling out of control in an unending war? Students read selections from epic poems such as *The Odyssey*, poems by Sappho, plays such as *Antigone*, *Medea*, and *Lysistrata*, - noting how women become essential bearers of truth as Athenian men are killed or enslaved because of war-mongering politicians - and selected passages from Plato's dialogues on the nature of love (*Symposium* and *Phaedrus*). Students consider the unique and vulnerable place that humans negotiate between gods and beasts. Some of the themes: family ties are stronger than death; power intoxicates; moral courage is transformative; men and women love and betray or are faithful; self-centered arrogance (*hubris*) leads to a fall; women can have more wisdom and courage than men; everyday life can be sweet.

**HIS 334. The History of Los Angeles Since the 1900'S. 3-4 Unit.**

How does one make sense of any city, the complexities of its social, economic, and political life? What do past events reveal about modern urban life in Los Angeles? Architects in the 1910s once heralded Los Angeles as the city of the future, built to accommodate cars. Through selected readings, class discussion, and reflection papers, the course will introduce students to historical issues while it encourages students to think about present issues in a historically informed way. The course provides an opportunity for students to acquire skills in reading and thinking critically; analyzing and evaluating historical documents; and writing in a precise and clear manner. Students learn about the systems that create differences in living experiences so that they may have an opportunity to change them.

**HIS 335. Women in Los Angeles: 1850 to the Present. 3-4 Unit.****HIS 336. Environmental & Social History of Los Angeles. 3-4 Unit.**

The place we now call Los Angeles emerged 17,000,000 years ago from the Pacific Ocean. In the intervening years, mountains forced their way up from the land forming the boundaries of a large basin. Vast quantities of water coursed down the north and south sides of mountains and hills we now call Santa Monica, Simi, Santa Susanna, San Gabriel, and Verdugo. For all but 8,000 of those years, this place and those mountains needed no name. They just were. Then came the Tongva, the Chumash, and others - the first humans to settle here. Their names for this place were various: Kaweenga, Pasheekwnga, Komiivet, to name a few. After what seems to have been 8,000 relatively peaceful years, representatives of the Spanish King arrived in an area somewhere near the confluence of the Los Angeles River and the Arroyo Seco, declared this place to be *El Pueblo de Nuestra Senora la Reina de los Angeles de Porciuncula*. This course examines the changes in the land going forward from that time.

**HIS 337. Harlem Renaissance in the Jazz Age: 1920-1938. 3-4 Unit.**

This course critically examines the Harlem Renaissance as a by-product of the first Great Migration of African Americans from the south to the north at the turn of the century. The Harlem Renaissance, like the Great Migration, came to symbolize "a people reborn" as they moved from plantation to urban settings. This course focuses on artists, social activists, intellectuals and political operatives of the Harlem Renaissance that include such luminaries as W.E.B. DuBois, Zora Neal Hurston, Duke Ellington, Marcus Garvey, Langston Hughes, Billie Holiday, and Alain Locke. This course introduces students to the history of the United States from the age of exploration to the end of the Civil War. The course explores several questions: What is "American history"? From whose vantage point is it typically told? What does it mean to write a "people's history"? Can history be "radical"? Although much of history consists of names, dates, places, and people we were once told to memorize by our elementary- and high-school teachers, this course focuses instead on how we make sense of that past and why history is written in the way that is. Among the major themes this course addresses is the question of "America" and "American" as identities, places, ideologies and social positions. Though we use these terms often what exactly do we mean by them? What does it mean, for example, to call oneself an American? How does that concept change according to positions of class, race, gender, or sexuality? Can someone from Bolivia call herself an American? Does it mean the same thing to North Americans? If someone tells you while you are travelling abroad that he or she appreciates American culture, is he or she referring to a Jackson Pollack painting, Yosemite National Park, Donald Trump, The Metropolitan Museum of Art, or a hamburger? In this course we will grapple with some of these issues. We will draw upon our own personal experiences to each come up with our own unique definition of American culture. For some this may be as simple as identifying with the neighborhood one grew up in. For others, however, the idea of being American or of American culture may not be bounded by space or time.

**HIS 338. A People's History of the United States. 3-4 Unit.**

This course introduces students to the history of the United States from the age of exploration to the end of the Civil War. The course explores several questions: What is "American history"? From whose vantage point is it typically told? What does it mean to write a "people's history"? Can history be "radical"? Although much of history consists of names, dates, places, and people we were once told to memorize by our elementary- and high-school teachers, this course focuses instead on how we make sense of that past and why history is written in the way that is. Among the major themes this course addresses is the question of "America" and "American" as identities, places, ideologies and social positions.



**HIS 350. Prior Learning: History. 0 Units.**

**HIS 351. Independent Study. 1-5 Unit.**

**HIS 353. Internship. 1-5 Unit.**

**HIS 380. Capitalism and American Democracy: Problems and Possibilities. 3-4 Unit.**

**HIS 381. Myth and Magic: Latin American / Indian Stories, Narratives, and Counter-Narratives. 3-4 Unit.**

**HIS 390. Karl Marx: Ideas That Changed the World. 1 Unit.**

This workshop will investigate the central and most influential elements of Marx's thought (e.g., Alienation, Fetishism, Exploitation, Historical Materialism, Class Consciousness, Dialectics, and Ideology). Students critically investigate and weigh Marx's thought in an effort to assess its current value for understanding the world. No grade equivalent allowed.

**HIS 390A. The Holocaust and the Nature of Evil: Special Topics in History. 1 Unit.**

Many of the atrocities committed during the holocaust were carried out by otherwise "reasonable" and "normal" people. How could such people lead "normal" lives yet be some of the cruelest criminals "civilized" society has ever seen? Students examine the historical record, psychological issues, the nature of evil in the context of this event, and the lessons of the holocaust for today.

**HIS 390B. Discovering a Lost Urban Environment: Third and Pico, Circa 1950. 1 Unit.**

This workshop explores the idea of "convulsive urbanism" through the history of one "corner" of the African-American community in Santa Monica and how 1950s urban renewal projects affected it. Participants learn the history of the African-American business district and community that stretched along Pico Boulevard between the beach and Lincoln Boulevard in Santa Monica. Successive renewal projects, including construction of the Santa Monica Civic Auditorium, destroyed much of this community and dispersed its inhabitants. Students help design a research project aimed at rediscovering the neighborhood as it existed in 1950s and consider how to apply lessons learned from the history of this neighborhood to future planning projects. As an assignment, students conduct their own research of, and report on, a discrete aspect of the neighborhood using primary sources.

**HIS 390C. Queer History of Los Angeles. 1 Unit.**

This course investigates where, when, and how lesbian, gay, bisexual, and transgender communities have developed and how queer community formation intersects with the city's racial, ethnic, and economic geography. The course reaches beyond the most obvious sites of queer life to understand less-recognized queer histories, particularly those in communities of color, immigrant communities, and among transgender people. Through discussions, the class constructs a map and timeline of queer L.A. and explores how this map and timeline contribute to an understanding of racial, economic, and other hierarchies in the city. Finally, the class looks at queer activism and how it has shaped queer history and historical geography in L.A. and the L.A. basin. No grade equivalent allowed.

**HIS 390E. Music in 1960s America: Special Topics in Liberal Studies. 1 Unit.**

This course examines the varieties of musical voices of 1960s America. Students look at various types of music as cultural artifacts, in an attempt to forge a revisionist view of what has become a mythologized decade in American history. Contemporary views reflecting back on the 1960s tend to either idealize the era for its sex, drugs, rock n' roll and successful social activism or denounce it as the beginnings of America's moral downfall. To address this historiographical mythology, the course moves chronologically through the 1960s, examining what music reveals about changing notions of individuality, communality, social structures, politics, race, gender, the environment, sex, and spirituality. The goal is to understand how meaning was made and negotiated in different socio-cultural arenas by looking at the relationship between historical events, movements, attitudes, and the types of music that expressed them. No grade equivalents allowed.

**HIS 390K. Tlatelolco 1968 - The Other Games. 1-2 Unit.**

**HIS 390L. Policing the Body: Social Control of Motherhood and Birthing. 1 Unit.**

**HIS 400. Contemporary Women in Historical Perspective. 3 Units.**

This course combines an historical perspective with a sociological one in order to illuminate the most significant themes in the lives of contemporary women in the United States. The focus of the course is on the material conditions and cultural expectations of women in modern America. The social construction of gender in U.S. society is explored in order to reveal the constraints and challenges women have faced as they sought to refashion the meaning of womanhood.

**HIS 401. Socially Just Knowledge Production Intro To Qualitative Research Methods. 3-4 Unit.**

The purpose of this class is to learn how to ask better research questions, to develop better means of answering those questions, to learn what resources are available, and to recognize the researcher's own limitations - with the goal of learning to create knowledge that will support a more socially just world. Specifically, the course explores qualitative methods, which focus on understanding interactive processes and events and interpreting constructed socio-cultural meanings. While students consider theoretical and ethical research issues, the emphasis is on learning methods by putting them into practice. The class travels to several sites throughout the city where research is conducted in different ways; students speak to and learn from researchers inside and outside of the academy; and students learn to apply some of the methods through small but tangible projects.

**HIS 401A. Documentary Film: the Erotics of Representing Reality. 3-4 Unit.**

Documentary films have gained considerable popularity of late as a means of representing this particular moment in history. This course investigates reasons for this new interest; charting a history of documentary film. Considering innovations in style and form, from early observational films to contemporary reflexive ones, the course unpacks the erotics of documentary through a critical reading of classic films in the genre.

**HIS 402. Talking to the City: Oral History Methodology. 3-4 Unit.**

In this introductory course in oral history methodology, students learn about the theory and practice of life history interviewing. The class explores the challenges of putting together an oral history project, conducting interviews, and analyzing these interviews for historical data. Among the questions to be examined are the following: (1) What is oral history and how is it used in the social sciences? (2) How do people "construct" their life histories through memories both real and imagined? (3) Do "false memories" invalidate the oral history process, or can they potentially enhance it? (4) What are some of the ethical considerations of doing oral history interviews? (5) How do we prepare for an interview? (6) What are some of the different ways that historians, anthropologists, museum professionals, filmmakers, preservationists and others make use of oral histories? (7) What do we do with the final product?.

**HIS 403. Situating the Self in the 20th Century. 3-4 Unit.**

Notions of the self, subjectivity, and identity have been central to the history of the 20th century and have driven debates about race, ethnicity, sexuality, gender, politics, and social justice. This course maps out sections of this history and these debates as represented in the works of Freud, Lacan, Foucault, Irigaray, Kristeva, and others. This course provides an overview of key theoretical and philosophical concerns of the past century.

**HIS 451. Independent Study. 1-5 Unit.****HIS 456. The Politics of History and Memory Archiving Struggles and Subcultures. 3-4 Unit.****HIS 483. Contemporary Women in Historical Perspective. 3-4 Unit.**

## Human Development

**HDV 323W. A Journey Through Life: Human Development. 3-4 Unit.****HDV 336W. Cognitive Development and Mathematics. 3-4 Unit.**

This course is designed to enable students to understand how children gain mathematical knowledge. Additionally, it aims to further the student's mathematical development. Students examine the means by which children construct mathematical understanding in relation to current child development research and the necessary elements for the development of mathematical understanding. Special attention is paid to issues of equity in the teaching of mathematics, in particular how mathematics is presented as "culture free" when, in fact it is culturally embedded.

**HDV 338. Principles of Child Development. 3 Units.****HDV 350. Prior Learning: Human Development. 0 Units.****HDV 351. Independent Study. 1-5 Unit.****HDV 353. Internship. 1-5 Unit.****HDV 452. Applied Child Development. 4 Units.**

This research-oriented course examines five topics central to current theory and practice in child development-cognitive development, attachment, emotional development, and the development of social and moral relationships. Although structural-developmental psychology is emphasized, ideas and research from a variety of disciplines, including social psychology, education, culture studies, philosophy, economics, and political science are studied. New topics are introduced and discussed every two weeks, while students' mini research projects on each topic are reviewed and discussed during alternate weeks. Recommended prerequisite: one previous human development course.

**HDV 453. Internship. 1-5 Unit.****HDV 454. Advanced Child Development Seminar. 4 Units.****HDV 455. Child Development and Learning. 3 Units.**

This class integrates intermediate-level child development theory and research with elementary and middle school teaching practice with emphases in the cognitive, social, and emotional areas. Candidates do classroom observations and collect and interpret developmental data through mini case studies. They reflect upon and make connections between the implications of developmental research on methods of teaching as well as other forms of interactions with students. Note: This course is a prerequisite for the MAE/TC program and students enrolled in the MAE/TC program will have priority registration.

**HDV 457. Multi-Cultural Group Facilitation, Counseling Skills, and Mediation. 3-4 Unit.**

In this experiential course, students learn and practice basic counseling strategies for working with groups. Emphasis is placed on using these skills and strategies with children, peers, and colleagues who differ from the self in terms of culture, ethnicity, language use, gender, sexual preference, social class, and professional position.

**HDV 458. Social and Developmental Dimensions of Language. 3-4 Unit.****HDV 458A. Language Development and Acquisition. 3-4 Unit.**

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



**HDV 460. Intellectual and Ethical Models: Special Topics in Adult Development. 4-5 Unit.**

This seminar engages students with contemporary developmental models of adult intellectual and ethical experience in order to enhance understanding of the meaning of adult life in the context of contemporary culture. Students study these models through seminar meetings and readings, and apply them to research on themselves and other adults. Neo-Piagetian, multiple intelligences, and neo-Kohlbergian modes are used.

## Humanities

**HUM 051. Independent Study - Humanities. 1-5 Unit.****HUM 100. Interdisciplinary Humanities Survey. 6 Units.****HUM 110. Philosophy: Good Questions for Life. 2 Units.****HUM 110A. Studies in Humanities: The Classical Word. 2-3 Unit.****HUM 111. Literature: Reading Cultures. 2 Units.****HUM 111A. Studies in the Humanities: Renaissance To Enlightenment. 2-3 Unit.****HUM 112. Art History: Visual Literacy. 2 Units.****HUM 112A. Studies in the Humanities: Contemporary Voices. 2-3 Unit.****HUM 151. Independent Study: Humanities. 1-5 Unit.****HUM 250. Prior Learning: Humanities. 0 Units.****HUM 251. Independent Study: Humanities. 1-5 Unit.****HUM 257. Origins and History of Consciousness. 3 Units.**

This course presents an overview, experiential and analytical, of the visual arts, stressing disciplines necessary to the creative process. Experience with drawing and color, examination and analysis of works of art, and projects designed to sharpen vision and understanding of art are included.

**HUM 302. Culture and Social Change. 3-4 Unit.**

This course looks at the role of religion as a cultural expression in social change. We study three expressions of liberation theology- Latin American, Black, and Feminist- which emphasize the political and liberatory nature of religion. For each of the theologies we will establish the historical, cultural, and political contexts from which they developed, outline the principals of their theological features, and reflect on critical responses to them as well as their socio-ethical implications.

**HUM 303. Twenty-First Century Latin American Social Movements. 3-4 Unit.****HUM 305. The Rhythms and Patterns of Jazz in U.S. Culture. 3 Units.****HUM 306. Ballot Box POLITICS: Presidential Politics and Race. 3-4 Unit.**

Against a background and critical analysis of past and current American presidential campaigns, 1960-2008, students examine a broad spectrum of issues related to American voting patterns and perspectives based on ethnicity, race, and gender. Further, students examine, through lecture, critical dialogue, and guest panels, a vivid history and contemporary view of America's political landscape, its deep racial divide and presidential campaigns.

**HUM 307. Borderlands: Exploring Identities & Borders. 3-4 Unit.****HUM 310. Religious Worldviews: How Religion Constructs Our World. 3-4 Unit.**

This interdisciplinary humanities course uses methods and insights from history, philosophy, and sociology to examine the religious worldviews of Buddhism, Christianity, and Islam in terms of their experiential, mythological, doctrinal, ethical, ritual, and social dimensions. In light of each of these worldviews, the issues of nationalism, capitalism, globalization, technology, environmentalism, feminism, and education are explored. The overriding concern of the course is to understand and appreciate the concrete ideological implications of three religious worldviews. Representatives of these religious traditions participate as guest speakers to provide direct experience of these worldviews and their implications.

**HUM 311. LA Museums: Public Memory and Urban Narratives. 3-4 Unit.**

Museums are traditionally yet mistakenly viewed simply as repositories of antiquity, as warehouses of relics from earlier times. However, museums play an indispensable role in contributing to the urban narrative. They are vibrant and exciting institutions of contemporary life and reminders of that which made earlier times and events relevant. Their collections help shape the public memory of what, from the past, has meaning. Conversely, what museums choose not to make available to the visiting and viewing public also implicitly contributes to the shaping of public memory. This course engages the urban narratives of Los Angeles by lecture, discussion, and field trips to local museums.

**HUM 314. Scholarly Storytelling and Library Research. 3-4 Unit.**

This course will be a hands-on and knee-deep exploration of different methods of library research. As methods (mad library skillz) are learned, we will traverse the information landscape: analyzing literature and theory about "information"; searching for stories; pursuing documents and ephemera housed in university, community, and Internet archives and libraries; examining the Internet, as public good and private asset, depositor and trafficker.

**HUM 315. Case Studies in Filming the Other: Carmen. 3-4 Unit.**

This course is an in-depth examination of a particular myth and cultural icon in several contexts. Students should have some background in theoretical approaches to issues of race, ethnicity, gender, sexuality, nationalism, performance, cultural studies and film. Carmen has circulated widely because of the eponymous opera and its melodramatic assertion of woman as other as whore in Western culture. The myth of Carmen is used to frame discourses of "the other" and to examine the interrelationships of gender, sexuality, and national belonging that various film versions of Carmen foreground. Along the way, we increase our critical vocabulary for discussing film and opera.

**HUM 316. Human Rights and Children. 3-4 Unit.**

This upper-division course uses a case study approach to address the issue of human rights and children. The rights of children are examined from a national and international perspective as well as from the point of view of political philosophy. The national perspective uses Supreme Court cases that have examined and established children's rights such as limiting or forbidding child labor, protection of the dependent and incompetent, constraints on parental authority, children's rights to access to education and medical services.

**HUM 317. The Media and the Construction of Knowledge. 3 Units.**

This course focuses on the "American Mind" as an overdetermined target of historical, traditional, mythic, news, and propaganda tributaries. The collision and confusion of pre-modern symbolic trends from the New Jerusalem of the 17th century to the millenium of the 21st are explored. Students come to understand how their own thinking reflects and recapitulates culturally created ideas and myths.

**HUM 318. Women Who May Never Marry: Reasons, Realities, Opportunities. 1 Unit.****HUM 319. Popular Culture and Media Literacy. 3-4 Unit.**

American popular culture is increasingly under the control of a handful of massive corporations that, taken together, might be called the National Entertainment State. This course engages the student in a critical exploration of the structure, ideology, and consequences of this modern Culture Trust.

**HUM 320. Representing the American Other: Latin American. 3 Units.****HUM 320A. Intro to Latino/Chicano Studies. 3-4 Unit.**

Latino people now constitute the fastest growing "minority" population in the United States, with historically important urban centers in the U.S. Southwest (including Los Angeles) and rapidly growing concentrations in the Midwest and U.S. South. But to what extent is it even possible to study this diversity of people under the rubric of a unitary "Latino" identity category? This course is organized around a series of "keywords" that allow students to submerge themselves in some of the major issues, debates, and controversies involved in the study of Chicano and Latino communities. These keywords include: mestizaje, borders, migration, labor, feminism, public arts, commodified ethnicity, state violence, refugees, and radical politics. These keywords emphasize the intimately related roles of government, corporate capital, cultural producers, social movements, neighborhoods, and individuals in constructing diverse, fluid, complex, and sometimes contradictory "Latino" and "Hispanic" identities. The course also explores how diverse people negotiate those constructed identities in their everyday lives in terms of employment, politics, education, family, neighborhood, and cultural expression.

**HUM 321. Bldg Bridges With the Latino Communities of Los Angeles. 3 Units.**

Diverse Latino communities are examined from a theoretical and practical perspective, and students develop an understanding of the history of different groups, the relations between refugees and local economics, cultural contributions, discrimination issues, and the growing political power of Latinos in Los Angeles. Other issues in the course are urban planning, education, health, mass media, women's groups, gangs, immigration rights, religion, and the police. This course requires students to alternate between classroom and visits to off-site community organizations such as Dolores Mission, Central American Refugee Center, and El Rescate.

**HUM 322B. Authoritarianism and the Self, Part II. 3 Units.****HUM 323. The City: Myth, Madness, and Maturity. 3-4 Unit.****HUM 324. Western Mysticism in History, Literature, and the Psychology. 3 Units.****HUM 325. Simone de Beauvoir: Life and Works. 3-4 Unit.**

Simone de Beauvoir was a foremost existential philosopher and author of one of the most important feminist works of our times: *The Second Sex*. This course juxtaposes de Beauvoir's life with this classic feminist study along with her other literary works. Students explore the life and times of de Beauvoir and the significant aspects of her philosophic and feminist concepts.

**HUM 325W. Peace Studies. 3-4 Unit.**

This course uses principles of Community Psychology in examining approaches to promotion of peace and nonviolence within the field of psychology. Students develop an understanding of the range of approaches psychology has taken in research, theory and action toward the understanding and promotion of nonviolence. Students explore the relationship between forms of oppression in cultural belief systems and manifestations of violence. A multidimensional perspective on peace and on nonviolence assists in examining peace and nonviolence locally, in our own lives, as well as globally.

**HUM 326. Earth in the Balance. 1 Unit.**

This workshop explores the principles that might compose a humane and functional mode of relating to the earth, and the functional mode of relating to the earth, and the processes necessary to getting there. Using Vice President Al Gore's *Earth in the Balance*, students confront the web of threats constituting the planetary crisis.

**HUM 326A. Contemporary Literature From the Global Community: Fiction, Memoir, & Culture of The Middle East. 3-4 Unit.**

This course explores various dimensions of the works of two critically acclaimed literary icons of Middle Eastern fiction - the Egyptian novelist Naguib Mahfouz and Turkish novelist Orhan Pamuk - both recipients of the Nobel Prize for Literature, in 1988 and 2006 respectively. Each has explored the historical, colonial, and post-colonial dimensions of his culture. Mahfouz delves into pre-Islamic stories that rest within the Egyptian psyche today as well as into the existential tales rooted in the soil of the 1960's. Pamuk's fiction is exemplary of the major inner conflicts of religion, love, identity, and politics in his native country Turkey with a focus on Islamic extremism and secularism. We will explore these two authors' writings in several ways - first by exploring the historical context in which their works are situated while also examining the literary forerunners that inspired their writing. We will also look at social themes that emerge in the works, while also developing our cultural understanding of Egypt, Turkey, and Islam. The goal in this class will be to make a comparative analysis of themes in our society and the Middle East, which will encourage the reading of global literature as a tool for understanding diverse cultures. Through fiction and memoir we will live with these two authors in their respective traditions and travel from what was once the cradle of civilization to the borders of Europe and the Middle East.

**HUM 327. Community Action and Social Responsibility. 3 Units.**

A key to becoming socially responsible is the ability to articulate concerns, critique social policy, examine and change one's values, and take responsibility for one's actions. In this seminar, students have the opportunity to develop the motivation, skills, and knowledge necessary to contribute to the solution of social problems through activist community involvement. The seminar may include field trips.

**HUM 328. Critical Thinking and Logic. 3 Units.**

This course helps students develop the tools to think logically, evaluate arguments, and make educated decisions on their own in a wide range of real life situations. Topics include understanding claims, recognizing ambiguity, evaluating explanations, recognizing logical fallacies, understanding inductive and deductive arguments, evaluating the logical portion of moral arguments, distinguishing science from pseudo science, and understanding why people persist in illogical thoughts and beliefs.

**HUM 328A. The Art of Humor. 3-4 Unit.**

This course focuses on the development of students' creative writing skills in the context of humor writing. We will apply several literary and psychological theories to a wide range of cross-disciplinary models of humor writing (e.g., fiction, non-fiction, poetry, playwriting, television writing and stand-up comedy) in order to develop students' own creative work. Close readings of comedic texts will support a rich understanding of the psychological, socio-cultural, and literary mechanisms by which humor operates. The course will also compare and contrast various kinds of humor, including satirical, parodic, slapstick, farcical, gallows, highbrow, lowbrow, and will involve discussion, writing exercises, group work, and relevant video. Students will be invited to identify and explore the rich territories for humor inside and outside their lived experiences and to leverage these into their own creative writing.

**HUM 329. Ancient Heroines and Goddesses. 3-4 Unit.**

This course examines the roots of modern patriarchy through comparative archaeological, mythological, and literary reflections. The functions and characteristics of the ancient goddess are explored as well. Students examine ancient archeological evidence (figurines and pottery), then move to the earliest historical cultures, examining Near-Eastern myth (the goddesses of Egypt, Mesopotamia, and Syria.) Patriarchal Indo-European goddesses are presented as well.

**HUM 330. High and Popular Culture in the L.A. Latina(o) Communities. 3 Units.**

This seminar explores the Latina/o artistic and cultural scene in Los Angeles both theoretically and practically. It examines the representation of transculturation, biculturality, class, gender, politics, nationality, religion and immigration in both high and popular cultures. Media studied include art, theatre, performance art, murals, television, poetry, literature, music, dance, comics and public or religious festivities. Students travel to offsite locations as part of the seminar's requirements.

**HUM 331. Women in Film. 3-4 Unit.**

This course explores the condition of women as revealed in contemporary films. Students view and analyze films made by American and international film directors of both sexes, relating to a variety of aspects of the female and human experience. Students also gain insight into the different approaches that directors use in order to better understand women's lives.

**HUM 331A. Symbols, Patterns, and the Cosmic Whole. 3-4 Unit.**

The natural world, humans, and the cosmos are constructed from patterns reflecting numbers, geometric shapes and relationships. Each image with its correlative numerical value is unique in its role in creating and maintaining the cosmic order. This course explores symbols and patterns and their relationship to each other as well as their individual expressions in nature, architecture, mythology, the arts and their role in guiding the life process itself. From unity and wholeness to transformation, stability, and completion, numerical symbols, geometric shapes, and patterns are explored in the cultures of the Ancient Near East (Sumerian, Babylonian), Egypt, Greece, Central and South America (Mayan, Aztec, Incan), the Far East (Japan, China, Thailand), and Medieval Europe. Designed to deepen an understanding of the natural world and human culture through an exploration of the numerical and geometric foundations of both human and natural design, this course develops the tools necessary for a life-affirming metaphysical, psychological, and sociological relationship to one's self, others, and the world.

**HUM 332. Hollywood and the Black Independent Film Movement: a Search for Identity. 3 Units.**

**HUM 333. Voices and Visions of Democracy. 3-4 Unit.**

Meet Alexis de Tocqueville, a Frenchman who spent 9 months in the United States in 1831-32, and let him tell you what he understood about democracy in America. Begin to evaluate the U.S.A. as you understand and experience it considering his prophetic insights. This course takes you to the heart of essential, founding documents, speeches and poems that map out the democratic adventure and its ideal goals. Aside from de Tocqueville, this class will also examine the works of Rousseau, Thomas Jefferson, Frederick Douglass, Elizabeth Cady Stanton, Susan B. Anthony, Booker T. Washington, and Martin Luther King. In the area of poetry, the works of Phyllis Wheatly, Walt Whitman, Emily Dickinson, Langston Hughes, Gwendolyn Brooks, Phillip Levine, Charles Bukowski, and Ani de Franco will be discussed.

**HUM 333A. Voices and Visions: American Indians, Europeans and African Experience of New World Democracy. 3-4 Unit.**

American Indians lived and still live under various forms of government, including egalitarian ones, led by men and women elders. This course focuses on the roots of American Democracy. It enlists eyewitness accounts of the violence attendant on the "birth" of the nation and presents autobiographical pamphlets and great speeches in which the highest human ideals triumph over corrupting tyranny. For part of the journey, students enlist as a guide a young Frenchman, Alexis de Tocqueville, who spent only nine months in the United States, in 1831-32.

**HUM 333B. Voices and Visions of Democracy. 3-4 Unit.**

This class introduces students to essential texts that mark issues and stages in the evolution of American democracy and shed light on ongoing political and ideological struggles in local and transnational spheres. The colonial conquest of the "new world," as Europeans understood it, had various motives and many consequences. The best and the worst come to light as students explore three enduring struggles for freedom on American soil, particularly from an oratorical perspective. One struggle is that of Africans enslaved and brought to the United States, and their often mixed-race children, as seen in the texts of Phillis Wheatly, Sojourner Truth and Frederick Douglass. The Declaration of Independence of 1776 and speeches by Abraham Lincoln frame the poems and slave-narratives and shed light on the founding flaws, from which the United States is still recovering. From this perspective, too, students review aspects of American Indian history, myths and poems framed by the eye-witness account of genocide by Bartolome de Las Casas, A Short Account of the Destruction of the Indies (1552). Shakespeare's The Tempest (viewed as a film) and Book IV of Gulliver's Travels provide appraisals Old World assumptions about class, race, and gender in the seventeenth and eighteenth centuries. A third focus of the class is the women's suffrage movement in the United States, pioneered by Elizabeth Cady Stanton and Susan B. Anthony, lasting till 1920. These three strands interweave as the class takes stock of the Civil Rights Movement's legacy in other liberation struggles that are ongoing. Students evaluate the power of the spoken as well as the written word in creating uniquely "American" values and responsibilities.

**HUM 334. Building Bridges with the African- American Communities of Los Angeles. 3-4 Unit.**

This class explores the diverse African-American communities of Los Angeles, from a theoretical and practical perspective. It aims at gaining awareness, exposure, and understanding relative to this group. Students investigate historical and cultural underpinnings as well as contemporary issues impacting African- American relationships. Other issues that are addressed are racism, sexism, education, religion, leadership, and political activism. This course requires students to leave campus and attend an array of activities during the course.

**HUM 335. History of Philosophy: the Politics of Beauty From Plato to the Present. 3 Units.****HUM 336. Buddhism and Modern Systems of Thought. 3 Units.**

This course explores some of the challenges posted for Buddhism as it becomes integrated with life in the West, with specific focus on General System's theory pertinent to psychological study, and ecology and feminism as they interface with and enrich the traditional wisdom teaching.

**HUM 336A. Religious Worldviews: How Religion Constructs Our World. 3-4 Unit.****HUM 337. Community and the Individual: Alienation and Connection. 3-4 Unit.**

The triumph of the industrial economy is the fall of community. But the fall of community reveals how precious and how necessary community is. For, when community falls, so must fall all the things that only community life can engender and protect: the care of the old, the care and education of children, family life, neighborly work, the handing down of memory, the care of the earth, respect for nature and the lives of wild creatures. This class examines the breakdown of community, its causes, its aftermath, and its future. It assists students in understanding the social context in which alienation, loneliness, depression, and other contemporary maladies arise.

**HUM 337A. Contemporary Issues in the Asian American Community. 3-4 Unit.**

Asian Americans are one of the fastest growing populations in the United States today. Although they represent only five percent of the American population, Asian immigrants and their American-born children have informed every aspect of the United States' development as a nation. Questions of citizenship, labor, civil rights, immigration, identity politics, education, political participation, activism and the ongoing struggle for acceptance are all unique facets of the Asian American experience that we will explore as a class. What is the current state of Asian America? How has Asian American diversity influenced inter-ethnic coalition building? What is the model minority myth and how has it shaped the educational experiences of Asian American youth? What unique challenges do Asian American women face in the workplace and in their own homes? What kinds of relationships do Asian Americans cultivate with their ancestral homelands and with other parts of the world? These are but some of the questions that will frame the goals of this course. As with most Antioch courses, "Contemporary Issues in the Asian American Community" encourages students to utilize interdisciplinary methods to identify and engage in the social, cultural and political landscape of the city.

**HUM 338. Picasso: Life and Work. 3-4 Unit.**

This course studies Picasso as an original artist and Picasso, the person, in relation to his constructivism. Contributions to Cubism are emphasized. In addition, the work of other artists are compared and contrasted such as Rodin, Matisse, Rembrandt, and Michelangelo.

**HUM 339. African-American Playwrights in Review: Lifting the Veil. 3-4 Unit.**

This class explores the contribution of African-American playwrights to American theatre. Students will focus on the most important works in the canon of African-American dramatic literature and the historical emergence of the famed Negro Ensemble Company repertoire. Guest lecturers from the Los Angeles and New York Theatre visit the class and some field excursions to local theatre productions are planned.

**HUM 340. The Earth's Moon in Culture, Literature, Mythology and Science. 3 Units.**

This seminar examines the powerful influence our Moon has had on the Earth's literatures, mythologies, and cultures, as well as our personal cycles and relationships with the Moon. Readings, discussions, and ongoing observations of the Moon are enhanced by a trip to NASA's Jet Propulsion Laboratory and a "star party" where students observe the Moon and the heavens.

**HUM 340A. Owning Your Work: Editing, Revising, and Preparing for Publication: a Follow-On to the Earth's Moon. 3 Units.****HUM 340B. Caramba! Latin American Short Fiction. 3-4 Unit.**

Our sense of personal and community identity is shaped and layered by various forces - family, culture (history), place and time as well as the exciting discovery of other cultures, times and places. This course welcomes you to a manner of storytelling developed in nations with currently (or once) large populations of mainly Native Americans, descendants of Africans, and of Spanish/Portuguese European colonizers. Classic films such as *Los Olvidados* (Mexico: Luis Bunuel, 1950); *Black Orpheus* (Brazil: Marcel Camus, 1959); clips from *Erendira*, (Colombia: Ruy Guerra, 1983), from *Kiss of the Spider Woman* (USA: Hector Babenco, 1985) and from *Like Water for Chocolate* (Mexico: Alfonso Arau, 1992) will bring visual immediacy to our explorations. Reading the best stories of authors like J.M. Machado de Assis, Jorge Luis Borges, Alejo Carpentier, Gabriel Garcia Marquez, Manuel Puig, Isabel Allende, Jose Maria Arguedas, Juan Rulfo, Julio Cortazar and Clarice Lispector, we open ourselves to magic and fantastical realities. The "marvelous" fusion of the Pre-Columbian past, the Spanish or Portuguese colonial era and the post-colonial present we encounter is also present in so-called "Hispanic" cultures in Los Angeles, and part of "American culture" as we redefine it. Selected songs (Atahualpa Yupanqui, Violeta Parra, Victor Jara) a mode of popular expression that has played an enormous role in political struggles in Latin America-will also help ground the class texts.

**HUM 341. Images of Women. 3-4 Unit.**

This course examines the changing representations of women in the United States in the 20th Century, with special emphasis on contemporary images of women. The social construction of women's identity in popular culture, including fashion, advertising, film, literature, television and other media, is the focus of the course. Students examine primary material in the light of the historical changes experienced by women in this century.

**HUM 342. Feminist Theory: the Reconstruction of Reality. 3 Units.**

This course looks at photographers from the 1920's in Paris who photographed the underground "scene" of cross-dressing women to contemporary images of female masculinities and androgyny. Students are encouraged to explore and discuss these issues in a creative atmosphere. The goal of the class is to engage students with a large breadth of images as well as text ranging from psychoanalysis, cultural and gender theory as well as essays that specifically address photography.

**HUM 342A. Women Cross-Dressers and Other Outlaws In Photography. 3-4 Unit.****HUM 343. Change and Conflict in 20th Century Capitalism. 3 Units.**

This course examines some of the most significant movements and events of capitalism's last one hundred years. Within a theoretical orientation, numerous case studies such as World War I, the Cuban Revolution, Allende's Chile, and the "New World Order" elucidate the fundamental interconnectedness of theoretical and empirical questions. Course objectives use are to heighten each student's political awareness of recent history and contemporary events and to sharpen her/his analytical skills.

**HUM 343A. Public Selves/Private Selves: Citizens To Consumers. 3-4 Unit.****HUM 344. Contemporary Native American Issues. 1 Unit.****HUM 345. Latin America in the Wake of Eastern Europe. 1 Unit.****HUM 345B. International Psychology, Globalization and Culture: Latin America. 3-4 Unit.****HUM 346. Homosexualities: Culture, History, and the Current Moment. 1 Unit.****HUM 347. At the Hour of Our Death. 1 Unit.**

This all-day workshop focuses on advance directives for medical care, the patient determination act, and the ethics of euthanasia and assisted suicide. Participants examine these current controversial topics from many perspectives and learn the practical and legal issues involved.

**HUM 347A. Word and Image: Treasure of Italian Literature. 3-4 Unit.**

Italian literature is a tight-knit braid in which the founders of the tradition deeply influence future authors. Steeped in Mediterranean culture (Pagan, Jewish, Christian and Islamic), medieval Italian literature reinvented the past to fit new social and political conditions. Petty wars, trans-national crusades, the Bubonic plague, foreign occupation - these and other catastrophes spurred writers to protest. Francis of Assisi founded an order based on peace and love for all creatures - and wrote the first real poem in Italian. Dante's ethical hike through Hell exposed the vices that bring suffering to individuals, communities and the world as a whole. Boccaccio, directly in contact with Muslims and Jews in Naples, reacted to religious intolerance and fear of sexuality by writing entertaining and transgressive stories that send up the folly of people from all walks of life, but also celebrated heroic human ingenuity and diversity. Machiavelli focused new insights on the natural drives to power and pleasure in his comedy *The Mandragola*. Manzoni's colossal historical novel, *The Betrothed*, set in the 17th century, has the moral seriousness of Dante, the shrewdness of Machiavelli, the story-telling magic of the *Decameron*. This tradition continues in Primo Levi. His *Survival at Auschwitz* owes much to Dante and Manzoni's works, which helped him write his account of the hell of a Nazi concentration camp and scrutinize the choices people make in lethal situations of unimaginable brutality. Students become familiar with essential aspects of Italian culture and discuss how literature can delight, enlighten and empower us to understand abuses of power, the aspiration to justice and happiness, and other aspects of the human condition. This course includes a field trip to the Norton Simon Museum.



**HUM 348. Issues in Lesbian and Gay Studies. 3-4 Unit.**

This course investigates sexual orientation and studies the historical definitions and cultural roles of gay men and lesbians, mainly in the Western tradition. The course surveys contributions from the social sciences and the humanities, focusing on topics of gender roles, identity development, religion and spirituality, gay and lesbian cultures, marginalization and oppression, societal reactions to homosexuality, and parallels between gay and lesbian activism and other "liberation movements."

**HUM 348A. Gay & Lesbian History: a Personal Journey Through Narratives. 3-4 Unit.****HUM 348B. Gay & Lesbian History Through Documentary Film. 3-4 Unit.**

This course explores the past 100 years of gay and lesbian history, powerfully evoked through numerous award-winning documentary films and one classic historical text. Each class includes the screening of a full-length film, followed by deconstructive conversations exploring the cultural, political, and psychological impact on gay and lesbian individual and community identity in America. This interdisciplinary on-line humanities course explores the diverse array of American utopian communities that emerged during the 19th century. Exemplary communities include: the Shakers, the Harmony Society, the Zoarists, New Harmony, Yellow Springs communities, Brook Farm, Fruit lands, the Amana Society, the Oneida community, the Icarians, and Modern Times. These communities are placed in their historical, sociological, and economic context, and the variety of impulses that conditioned the rise of utopian communities is examined.

**HUM 349. The Beginning of Today: Early Modern Political Thought. 3-4 Unit.**

The modern era began with intense religious wars and brilliant political thought, and culminated not only in the continuing triumph of today's liberal political culture but also in the European imperialism which set up today's revolutionary global economy. This course focuses on this "early modern" era which saw the development of our contemporary political judgements involving the ethical good and bad and institutional right and wrong (individual rights, the constitutional state, the rule of law, and utilitarianism) which guide collective action.

**HUM 350. Prior Learning: Humanities. 0 Units.****HUM 351. Independent Study. 1-5 Unit.**

Our sense of cultural identity is in flux and under construction, subject to the play of history and difference. Through documentaries, videos and readings of American Indian myths, stories from the Latin American Boom, and vernacular African- American tales, students uncover layered histories of American destinies and their possible role in defining a more inclusive sense of "American" culture. Students analyze how stories and counter-stories teach and delight; how gender is constructed through cautionary or celebratory tales and how diverse spiritual and erotic values are encoded. Students locate, in stories, the struggle against inhuman violence motivated by greed and fear. Students explore the American Indian presence in Los Angeles, in a powwow, museum visit and guest interview.

**HUM 352. The Revolution of Modernity. 3-4 Unit.**

The idea of modernity does not only refer to a distinct set of political institutions such as the constitutional democratic nation-state and the capitalist-industrial free-market but also involves an ongoing repudiation of the past as the chains of historical tradition. In this course students study the key texts that underlie the political philosophy of modernity. These texts are viewed both as historical documents and as driving forces behind the revolutionary foundation that drives politics today.

**HUM 353. Internship. 1-5 Unit.****HUM 354. 19th Century American Utopian Communities. 3-4 Unit.**

This interdisciplinary on-line humanities course explores the diverse array of American utopian communities that emerged during the 19th century. Exemplary communities include: the Shakers, the Harmony Society, the Zoarists, New Harmony, Yellow Springs communities, Brook Farm, Fruit Lands, the Amana Society, the Oneida community, the Icarians, and Modern Times. These communities are placed in their historical, sociological, and economic context, and the variety of impulses that conditioned the rise of utopian communities is examined.

**HUM 354W. 19th Century American Utopian Communities. 3-4 Unit.****HUM 355. Philosophy of Love and Sexuality. 3 Units.**

Learning new ways of thinking about our emotions through two of the more pervasive, enchanting, and problematic emotional experiences-love and sexuality-is the focus of this course. Students learn how to articulate their thinking about, particularly how one identifies something as love or as sexuality, and the larger meanings of these experiences have in life.

**HUM 356. Social Ethics. 3 Units.**

This course provides a foundation in traditional approaches to ethical decision-making and polity analysis for contemporary social issues. Particular attention focuses on developing alternative approaches to social and ethical issues. Students consider, in particular, the contributions of feminists, persons of color, the underclass, and gays and lesbians to re-visioning the social and ethical tasks before us.

**HUM 356A. Social Ethics (Online). 3-4 Unit.****HUM 357. A Discourse on Human Rights: the Enlightenment to the Present. 3-4 Unit.**

Arguments for or against intervention across the globe are often grounded in contentious claims about human rights. Often, those who support it demand universal respect for individuals but disagree about which rights comprise that respect. Just as often, those who resist it make accusations of western imperialism and infringement on national sovereignty. In order to contribute to development of informed opinion on these controversial issues, this class explores the theoretical foundations of human rights, as well as their emergence and change over time in the international arena. Among the questions to be raised: on what are rights based; what are their content; are they only individual or do they apply to groups; which, if any, are universal and how does this affect national sovereignty and self-determination.

**HUM 358. Philosophy of Alternative Communities. 3-4 Unit.**

This course explores the diverse array of alternative communities- associations, utopias, communes, and intentional groups- in the United States from 1680 to the present. These communities are placed in their historical and sociological context, and the variety of impulses that conditioned the rise of alternative communities will be examined. The issue of the future of alternative communities is also examined.

**HUM 359. Pursuing Emancipation: Theories of Foucault and Habermas. 3 Units.****HUM 359A. Latino(a) Experiences and Representations in Nuestra Senora de Los Angeles. 3-4 Unit.****HUM 360. The Philosophy of Money. 3-4 Unit.**

This course examines the politics and pleasures of cinema, both traditional and experimental, both the products of Hollywood and "foreign" cinema. Through lecture, viewings and dialogue, students examine film as a socio-political apparatus, and the ways in which it not merely reflects but constructs and at times limits our identities. Using a historical approach, the class focuses on representations of "otherness" in the mainstream Hollywood vernacular, specifically through the lens of race, gender and sexual identity. Specific attention is given not only to the coercive nature of these images, but also to the ways in which politics interacts with desire in cinema, ideology inevitably unravels and undermines itself, giving way to something resembling pleasure. Finally, the class examines instances of global cinema with excerpts from radical attempts to create new modes of cinema and new forms of seeing.

**HUM 360A. Seeing Films Politically: Ideology and The Construction of the Self in Films. 3-4 Unit.**

This course examines the concept of ideology and the ways in which film helps to construct us as particular "postmodern" persons perfectly situated to reproduce late capitalism. Typical, contemporary, postmodern films will be contrasted with more radical films in order to compare ideological investments, and the kind of subjectivities suggested in the different works.

**HUM 361. Philosophy of Marriage and Family. 3 Units.**

This course is designed to help students become acquainted with philosophical thinking about and awareness of their own concepts of marriage and family, and learn to critically analyze and articulate these concepts.

**HUM 362. Cultural Studies in the Western Imagination: A Musical Approach. 3-4 Unit.**

This course explores Western culture's changing conception of such categories as race, gender, class, spirituality, the exotic, and the environment. The goal is to gain insight into how these dynamics are affected by and reflected in a range of musical practices. Students are introduced to the fundamentals of music and how to relate musical detail to history and cultural categories. No previous musical experience or coursework is necessary. Ultimately, the aim is to think critically about musical texts, and develop the ability to translate the results of that analytical process into clearly written prose and speech. Students also draw upon relevant texts in film and literature to examine our Western cultural values.

**HUM 363. Philosophy of Human Emotions. 3 Units.**

Radically different ways of thinking about emotions such as anger, pride, fear, guilt, shame, jealousy, resentment, hate, and love are presented in this class. Students learn how emotions may be rational rather than the commonly held notion of irrational emotions, and how to analyze philosophically the experience of different emotions.

**HUM 363A. Performing Sex and Race in Popular Culture. 3-4 Unit.****HUM 363B. Watching Black on Network Television: From Amos & Andy to Oprah. 3-4 Unit.**

Against a background of black Americans' struggle for social justice and the many changes experienced in American social, political and cultural landscape spanning from the 1950s to the 1990s, this course traces a vivid history of African Americans on network television. The course fosters a critical reading of the early and blatant stereotypes of the postwar era to the more subtle images of black folk witnessed throughout the 1990s. With a critical eye on the issue of race and its role in shaping audience perceptions and attitudes, students also examine a diverse set of weekly series, TV movies, and miniseries including an array of television characters and controversial black images including Kingfish & Sapphire to Julia, Dr. Huxtable and television host, Oprah. Class meetings consist of readings, short lectures, media presentations and a guest panel of television artists.

**HUM 364. Philosophy of Death and Dying. 3 Units.**

This course focuses on concepts of death and dying, connections to our concept of life, and ethical issues, particularly new predicaments resulting from modern medical practices.

**HUM 365. Ethics in Counseling and Psychotherapy. 3-4 Unit.**

This course explores fundamental ethical theories and applies them to an understanding of professional ethics in counseling. A variety of Western views are addressed including deontological, utilitarian, virtue ethics, and egoistic theories. The class includes several cross-cultural theories such as Chinese, Indian, Islamic and Buddhist. Students scrutinize basic ethical dilemmas encountered in the work of being a psychologist, as well as engaging in the debate about what is moral, how we make choices about right and wrong, and the responsibilities counselors shoulder in giving advice and in their influence over another person's life.

**HUM 366. Structures of Time in the Twentieth Century. 3-4 Unit.****HUM 367. Humanism and the Renaissance. 3 Units.****HUM 368. History of Women: the Religious Influence. 3 Units.**

For most of Western History, the central concerns of human existence (e.g. life, death, birth, work, etc.) were addressed from a religious perspective. This course investigates how religious conceptions have shaped definitions of woman and their ascribed societal roles. Understanding the historical construction of these roles is the first step toward their deconstruction.



**HUM 368A. Engendering Politics. 3-4 Unit.**

At the heart of the course lie the debates about how much and in what ways sex and gender construct thinking about justice and some of the more controversial political issues of today's world. Students approach the question from a variety of women's perspectives and focus on specific issues, such as violence against women, sexual discrimination, race and class, abortion, and marriage and family. Along the way students consider how sex and gender construct our ideas about equality and difference, freedom and obligation, and human rights.

**HUM 369. Nietzsche: the First Post-Modernist. 3 Units.****HUM 369A. Nietzsche's "Thus Spoke Zarathustra": The Challenge to Self. 3-4 Unit.****HUM 370. Poetry and the City: New York and Los Angeles. 3-4 Unit.****HUM 370A. Heart of the City: Poetry of New York And Los Angeles. 3-4 Unit.**

Through documentaries, poetry readings on video, talks and discussion, this course follows the growth of New York and Los Angeles in reality, and myth. Ports of immigration, N.Y. and L.A., are powerful hubs of activity. Students read essays and poetry written about these mega-cities. The course focuses on landscapes and neighborhoods, economic engines, power groups, social diversity, forgotten or erased aspects of the past, dreams, catastrophes, struggles for justice and joy. Students analyze how a poem builds and look at questions of craft. Students write poems in class and interview members of our communities about the role of poetry in their lives. A spoken word/poet visits the class.

**HUM 371. The Politics of Psychology. 3-4 Unit.**

This course investigates the social, economic, and political contexts of the contemporary practice of psychology. Approaching the subject from a variety of disciplinary perspectives raises substantive questions concerning the role of psychologists in the politics of psychology. This course intends to broaden the horizons of understanding of the discipline's history, present day social practices, and future potential. \*This is a highly recommended gateway course for all Psychology Concentration students.

**HUM 371C. Politics of Psychology. 4 Units.****HUM 372. The Arts of Los Angeles. 3-4 Unit.**

In this course students are exposed, through assigned reading, to the history of Los Angeles' cultural scene, with a particular emphasis on community art by people who have been historically marginalized. They get hands-on experience of what is on offer in the Los Angeles of today. Students examine what makes something art, as well as who gets to define it, and compare some of the city's established downtown cultural institutions to Los Angeles' grassroots cultural organizations. Students explore community-based arts organizations throughout Los Angeles that bring the arts to traditionally underserved communities.

**HUM 374. Edge Conditions: Women of Greek Antiquity. 3-4 Unit.**

This course explores the truths that Greek poets and playwrights spoke to power in an attempt to save Athens from spiraling out of control in an unending war. By reading texts which have not faded over time, the course considers the unique and vulnerable place that humans negotiate, between gods and beasts. Students write a paper, participate in spontaneous creative exercises, and respond to a film version of a play. The course includes a field trip to the theater if a production of an ancient play is running at the time of the course.

**HUM 375. Critical Thinking About Contemporary Issues. 3-4 Unit.**

In this course students will explore and respond to challenging ideas in Southern Africa, such as those of migrant labor and its sociological consequences, double imperialism, the problem of creating ethnic balance in a multi-cultural society, the interaction between religion and politics, and others, comparing them to similar situations in the U.S. Topics will include the peoples of Southern Africa and their environment; Bantu-Boer conflicts and the British Imperial factor, apartheid in Southern African politics; South Africa and its neighbors; and future prospects.

**HUM 378. Evolution of Women's Moral Voice. 3 Units.**

The emergence of a public moral voice for women, a phenomenon of the 19th century, is the point of departure for this course. Students examine how the cultural, political, and intellectual movements of this era, while prescribing a privatized existence for women as moral authorities and to legitimize the articulation of a public moral voice.

**HUM 379A. Alternative Religious Movements. 3-4 Unit.**

This interdisciplinary humanities course explores a diverse array of alternative religious movements in the United States from 1950 to the present. Examples of groups that may be considered include: Baha'i, Vedanta Society, Unification Church, Eckankar, Scientology, Branch Davidians, Transcendental Meditation, and Self-realization Fellowship. These groups are placed in their historical and sociological contexts, and the variety of impulses that conditioned the rise of these movements is examined. Each group is also examined critically in terms of its major philosophical/religious tenets. The issue of the future of alternative religious movements is examined as well. Representatives of selected groups are invited to class sessions, and some visits to selected groups are arranged.

**HUM 380. Israel & Palestine: History, Literature & Media. 3-4 Unit.**

This course will explore the experiences of women in our society from a feminist perspective. Using this perspective we will critique sexism and patriarchy in our society, and look at the contributions of women to a variety of disciplines- literature, history, psychology, sociology.

**HUM 381. Myth and Magic: Latin American / Indian Stories, Narratives, and Counter-Narratives. 3-4 Unit.**

Our sense of cultural identity is in flux and under construction, subject to the play of history and difference. Through documentaries, videos and readings of American Indian myths, stories from the Latin American Boom, and vernacular African-American tales, students uncover layered histories of American destinies and their possible role in defining a more inclusive sense of "American" culture. Students analyze how stories and counter-stories teach and delight; how gender is constructed through cautionary or celebratory tales and how diverse spiritual and erotic values are encoded. Students locate, in stories, the struggle against inhuman (but all too human) violence motivated by greed and fear. Students explore the American Indian presence in Los Angeles, in a powwow, museum visit and guest interview.

**HUM 383W. Visions of Human Purpose in Literature: Love, Power and Resistance. 3-4 Unit.**

Using the novel as our catalyst students critically consider the question of a purposeful life. The novel's unique relation to modernity offers an opportunity to investigate provocative examples of the individual's relation to structures of power, the possibilities of resistance, and the potential for love.

**HUM 384. Exploring Islamic Diversity. 3-4 Unit.**

What is Islam? Who are Muslims? Where do Muslims live? How do we see Muslims in the West? Some of these questions will frame the investigation of Islamic Diversity. Students analyze the affects of European colonialism on Muslim countries, and how memory functions in Islamic narratives and Literature. While focused on what people in the West call the "religion" of Islam, the class ranges far beyond the narrower definitions of culture to examine the ideas and manifestations of Islam in both literary and contemporary examples. The course is closely focused on the literary and sacred texts of Islam and on specific examples of the interpretations and applications of these textual bases of modern beliefs and practices. Students learn to deconstruct many of the stereotypes of Muslims today especially in the media and explore the diversity and cultures in the Muslims world. The texts have been chosen to provide an overview of Early Islamic history, its inception, post-colonial narratives, and Literature.

**HUM 385. Life Story Writing. 1 Unit.****HUM 385A. Psychology of Love As the Path to Wholeness. 3-4 Unit.**

This course examines the concept of love in its myriad expressions, analyzing each within a context of its role in maintaining psychological wholeness and health. Students gain an appreciation for and understanding of the concept of love in its various meanings and expressions as well as its value to a healthy psyche (consciously and sub/unconsciously) to both antiquity as well as contemporary society. Love is recognized as the force of creation and the energy by which life continues to exert itself in its many manifestations. Students discern the myriad experiences of love and their expressions within a personal experience of self and among/between others.

**HUM 386. Women in U.S. History. 1 Unit.****HUM 387. Philosophy of Aging. 3 Units.**

The "philosophy of" something asks the general question of meaning. In this class, students think philosophically about aging. Much of what aging has meant is inherited from culture; much of what aging can mean, however, is within an individual's power to determine. Ethical problems facing the elderly and others in their lives (ultimately society as a whole) are articulated, and the larger question of the kind of old age that is livable and desirable is critically examined.

**HUM 388. Dramatic Acts in Postmodern America. 3 Units.****HUM 388A. American Culture/Society Through Film. 3-4 Unit.**

This course explores, through the medium of film, a variety of social, cultural, and political themes within American society from the 1920's to the present. The goal of the course is to investigate a series of topics reflected in cinema, which influence popular consciousness through representation of images, values, ideals and myths. The topics are approached through Hollywood films, documentaries, film clips, texts, supplemental readings, and lectures. From such perspectives students can examine vital motifs and themes in American life: power and the issue of empowerment; gender and race relations; sexuality and romance; war and peace; crime and violence; class divisions; decline of the family, and so forth. This course emphasizes the dialectic between the larger cinematic enterprise and the social reality of American life, especially throughout the post-World War II years.

**HUM 389. Narratives From the Stage. 3 Units.**

A week-long foray into repertory theater as staged by the Oregon Shakespeare Festival in Ashland, Oregon, along guided writing projects and a follow-up colloquium at the Antioch Los Angeles campus. The course features and students attend live performances; read the plays and selected critical materials; participate in a guided tour of the production facilities; listen to relevant lectures by faculty and a Shakespearean actor; participate in pre- and post-production discussions, and write responsive essays. This team-taught course is in conjunction with SOC 376/SCI 374 Narratives from the Land.

**HUM 389A. Caribbean Cultures: Post-Colonial Paradise. 3-4 Unit.****HUM 390A. Philosophy for Children: Special Topics in Humanities. 1 Unit.****HUM 390AA. Post Emancipation and the Question of Reparations: Slavery and Denial. 1 Unit.****HUM 390AB. Modern China Through Theater and Film. 1 Unit.**

Who was the last emperor? Why did Madame Chiang become so popular in the US? What are the red guards? Why is Mao so infamous? This workshop provides an introduction to modern Chinese history (from the fall of the last dynasty to the present). To focus our discussions, we will be looking at 1-2 films as well as a few literary works.

**HUM 390AC. Globalization and Latin America. 1 Unit.**

This workshop explores the political, social and economic causes of globalization in Latin America, with a strong focus on immigration into this country as one of its consequences. Students gain a broad perspective on topics including colonialism, globalization, multiculturalism, construction of identities, women's issues, revolutions, and State terror. An emphasis is put on the politics of resistance to this seemingly pervasive globalizing trend: the Zapatista insurrection in Chiapas, Mexico, the America's Social World Forum, the G-23, and several grass-roots organizations from Argentina: HIJOS, los piqueteros, etc.

**HUM 390AD. Alienation, Psychotherapy and the Economic Order, Part 1. 1 Unit.**

This workshop focuses on the theme of alienation. For many of us, there is a sense that we are not truly ourselves in the most intimate aspects of our lives. Writing in the "1844 Manuscripts" Marx provides critical insights into the nature of this alienation from an economic, social, psychological and ideological perspective. Marx explains how alienation is rooted in capitalism and how it only increased with the accumulation of capitalist power. This is the morning section of the course. In the afternoon Arthur Miller's play "Death of a Salesman", in which the nature of alienation is made concrete in the lives of the Loman family, is discussed.

**HUM 390AE. Alienation, Psychotherapy and the Economic Order, Part 2. 2-3 Unit.****HUM 390AF. Roofless in Los Angeles. 1 Unit.**

In this course, students look at the experience of homelessness in Los Angeles. Students analyze the causes of homelessness, such as changes in welfare and mental health policies as well as the decrease in low-income housing. Through readings, videos, and group discussions, we deconstruct and challenge the notion of home, gender and family in order to gain a better understanding of the occurrence of homelessness. During the course of the day the class visits a homeless shelter and addresses specific issues around the increasing number of homeless women. All students must attend the shelter to receive credit.

**HUM 390AG. Swamp Writing: the Primordial Connection Creative Writing and Movement. 1-2 Unit.**

This is an experiential workshop designed to access fresh, innovative writing material by disrupting habitual patterns of movement in the body/mind. The class explores how, culturally and historically, we've come to view the body as a machine and how technology, speed and mechanization affect our creative writing process, our bodies and how we relate to others. Students investigate how breath, sound and fluid movement relieve stress and tension as well as counteract the debilitating repetitive linear motions that define the 21st century "body as machine" paradigm. No grade equivalent allowed.

**HUM 390AH. Genocide: Darfur, Armenia, and Bosnia. 1 Unit.**

This workshop focuses on historical, political, and religious questions of genocide. Students learn to analyze three recent and current examples of genocide: Armenia, Bosnia, and Darfur. By examining historical and cultural differences in each of these cases, students engage some probing questions about how knowledge and exposure to global genocide can transform our future. How is genocide different from war? How are ethnicity, race, and tribe defined? What types of political systems have permitted these type of atrocities? After genocide has been committed, how do the oppressors and victims reconcile? How are female victims impacted differently? Finally, the class explores how we can teach ourselves about genocide and the political landscape that serves as its backdrop, and what we can do about it? No grade equivalents allowed.

**HUM 390AJ. The Politics of Surrealism. 1 Unit.**

While many people are aware of the psychological aspects of surrealism, fewer realize the radical politics espoused in Surrealism. In this workshop students explore the politics that shaped and motivated the Surrealist Movement. We examine a variety of Surrealist texts from the creation of the Surrealist Movement through contemporary examples.

**HUM 390AK. Strategies of Resistance in History, Philosophy, and Humanities. 1 Unit.**

This seminar introduces various aspects of resistance and how they have manifested in human practice at various points in Modern history. The course takes an integrated approach, looking at literary, philosophical, and musical materials in historical contexts, to explore multiple concepts of resistance. The course also examines the contributions and social effects of these strategies and asks what the relationship is between ideas and action. Emphasis is on the ways in which different cultures and historical periods produce different interpretations of human values and, hence, resistance. This begs the question: Are the attempts of writers, musicians, thinkers, and activists to break with tradition always expressions of resistance?.

**HUM 390AM. Bldg Bridges: Revisiting "la Nueva Mestiza. 1 Unit.**

Drawing from the pathbreaking work of late Chicana cultural critic Gloria Anzaldúa, and her very timely contributions to the women's movement on the discourse of race, participants in this workshop are encouraged to exchange dialog on race relations and its intersections with issues of class, sexual preference, nationality and immigration status among women. If feminism is the policy, practice or advocacy of political, economic and social equality for women, what role do women of color, particularly "mestizas", have in the feminist movement at this stage of globalization? By means of poetry, art, images, music, and "testimonios," this workshop creates a space of reflection that encourages action in creating puentes/bridges among and across differences.

**HUM 390AN. Urban Zapatismo in Los Angeles. 1 Unit.**

This workshop focuses on the transnational networks of Zapatismo, particularly the local work that some Los Angeles-based collectives are doing, "committed to the belief that all people and all communities have the right to self-governance and self-determination, and that they possess within their own communities all the knowledge and power to make this a reality" (from the Eastside Cafe mission statement). The first part of the workshop takes place at AULA for discussion of the theoretical premises of this autonomous movement. The latter part of the day focuses on the observation of the work of these communities on-site. No grade equivalents allowed.

**HUM 390AP. Separate But Equal: Then and Now, 50 Years Beyond Brown vs. Board of Education. 1 Unit.**

In this workshop students critically examine the landmark 1954 Brown v. Board of Education court decision and its impact on the social perspectives of education, race and social justice. Additional focus includes the current state of school integration and an historical exploration of the African American struggle for educational equality. No grade equivalents allowed.

**HUM 390AQ. The African American Image in Contemporary Mass Media. 1 Unit.**

In this workshop students critically examine the historical and contemporary depiction and branding of African Americans in the mass media. Through films, television, plays, music videos, printed media, and a guest panel, the workshop offers an interdisciplinary analysis and critique of American popular culture, the creation of the black image, and its impact on the American psyche. No grade equivalents allowed.

**HUM 390AR. Israel/Palestine: Artistic, Poetic, and Political Expressions. 1 Unit.**

This course provides an overview of the ongoing political conflict between Israelis and Palestinians in present day Israel. This conflict has been the cornerstone of multiple political, religious, and global identity politics. This problem has multiple dimensions and layers of historical, theological, and political complexities that need to be addressed. This course will open up new dimensions of reading this conflict through art, poetry and architecture. Students learn to chronicle the conflict through three stages: a historical overview, a literary comparison of narratives from both perspectives, and finally a close look at the landscape of Jerusalem. The class is designed for a general understanding of this conflict but also new ways of thinking about political conflicts with critical and philosophical questions of identity, dispossession, and historical memory. No grade equivalents allowed.

**HUM 390AS. The New Latin American Social Movements: From Theory to Practice. 1 Unit.**

There is an expanding trend among "disenfranchised" communities throughout Latin America (and indeed, the Third World, including within the US), that are opting for autonomous, horizontal models of self-governance to practice an alternative approach to global capitalism. Starting with the successful example of the Zapatistas in Chiapas, Mexico, to the effective ways of surviving the economic debacle of Argentina proposed by several autonomous organizations like the Unemployed Workers' Movement (MTD Solano), the movement of recovered factories, etc., and the South Central Farmers in Los Angeles, the autonomy that these collectives are working towards is not only from the hand-outs of the welfare state, but also from traditional Leftist politics and methodologies. Challenging the clarion call of the "end of history and ideologies," these new social movements embark on a critical re-reading of Leftist ideologues and reinterpret notions of power, hegemony, and leadership. Betting on a praxis that opens trails, these movements don't follow blueprints for revolutionary action, but instead believe with the Zapatistas that the path is traced by walking (*caminando preguntamos*). This workshop examines the philosophical foundations of this post-Marxist political praxis. Recovering classical texts of famous iconoclasts like Antonio Gramsci and Michel Foucault, these shed light on more current debates on political power, its sustainability by social movements and their negotiations with the nation-state, as posited by John Holloway, Antonio Negri, Gustavo Esteva, and Arturo Escobar. No grade equivalents allowed.

**HUM 390AT. Bridging Borders: Gloria Anzaldua, Identity Politics and the Interconnection of Struggles. 1 Unit.****HUM 390AU. Women in Contemporary Politics. 1-2 Unit.****HUM 390AV. Mexican Pop Culture. 1 Unit.****HUM 390AW. The Mesh of Civilizations: Islamic Cultures and the West. 1 Unit.**

How do we come to know what we know about Islam? Where do the images come from? The course examines post-9/11 debates through fine art and popular imagery, travel writing and tourism, fiction, film and fashion. It questions the idea of an inevitable Clash of Civilizations between "Islam" and "The West", and from their long intertwined histories offers alternative interpretations beyond the rhetoric of fanaticism and war. It looks at western interventions from Napoleon in Egypt to the US in Iraq, and the images they've engendered. It examines the basic tenets of Islamic faith and the periodic emergence of fundamentalisms; also the variety of its religious beliefs, political forms and social practices, including the status of women. It includes the work of artists and writers of the Islamic world, and debate with a contemporary practitioner. Above all the course is concerned with intercultural communication as an issue of everyday experience and ethical practice. No grade equivalents allowed.

**HUM 390AX. Occupy the Internet: A Laboratory. 1 Unit.****HUM 390AZ. Queer Theory. 1 Unit.**

The recent radical reappropriation of the term "queer" has signified a move towards provocative and innovative theoretical and political ends. At the same time it constitutes a move away from the essentialism of gay and lesbian identity politics. This workshop charts some of the discourses related to the emergence of queer theory (homophile movements, the women's movement, gay liberation and lesbian feminism) and articulates some of the challenges queer theory presents in its call for new ways of conceptualizing and living out sex, gender, sexuality and identity. No grade equivalents allowed.

**HUM 390B. All Consuming Images: Special Topics in Humanities. 1 Unit.**

This workshop investigates the economic, political, social and cultural effects of mass-mediated images in our society and the majority of those images have been created to control consciousness, establish political power and sell commodities. Students focus particularly on television and advertising.

**HUM 390BA. Vive la Revolution Passione: Desire and Revolution in Paris 1968. 1-2 Unit.****HUM 390BB. Women & Islam. 1 Unit.****HUM 390BD. Black Mexico: Recovering Mexico's African Past. 1 Unit.**

This workshop traces the African heritage in Mexico, known as the "Third Root." Through an interdisciplinary approach that include the chronicles of the Conquest, the 18th century Casta Paintings, and live music, the students will explore Mexico's third root, and understand how the widely held concept of Mexico as a Mestizo nation (half Spanish and half Indian) excludes its African heritage. Students will learn how to identify in various texts the African presence in Mexico, focusing in three historical periods: the Spanish Conquest (1519-21), the Colony (1521-1810), and the Independence (1810-1821). Examination of the 18th century Casta Paintings will provide strong visual component of this class. Students will also analyze historical maps of the slave trade route from West Africa to Mexico and to the different geographical points in Mexico where slaves were assigned to work, according to the labor needed in the country's four main areas of production: the sugar mills, coffee plantations, mines, and haciendas. The workshop will explore the geographical areas of Mexico where the African heritage is visible (for example, in the physical traits of the people on the coasts), contrasted with those areas where this heritage is less visible but present in local language, food, and music. This workshop will end with a live music performance of a repertoire that stresses the Mexican African roots.

**HUM 390C. American Communal Alternatives: Special Topics in Humanities. 1 Unit.****HUM 390CC. Narrative Medicine: Teaching Empathy Through Literature & Performance. 1 Unit.****HUM 390D. Women's Spirituality: Special Topics in Humanities. 1 Unit.**

**HUM 390DA. Writing the Self Into the 21st Century: A Laboratory. 2 Units.**

The central concern of this two-day workshop is to investigate the following question: what does it mean to be alive in the 21st century? Naturally it takes a while for a century to get going; it seems that it's only as we enter this century's second decade that we can even begin to grapple with this matter. Within this central focus, other questions will be raised, such as what are the social and technological structures that define our daily existence? How does everyday life today differ from our daily routines in the 20th century? What do we despise about this century? What are uniquely 21st century pleasures, public and private? What are the pivotal events of the first decade? What role do ongoing concerns such as religion, love, identity, sex, creativity and spirituality play? And how do we relate to history and social justice? Some focus will also be given to the ambivalent role of writing and literature in our century. The framework for this seminar will be as much experiential as theoretical, and therefore highly participatory and dialogue based, including informal presentations on the 2nd day of the workshop. Prior to the workshop, participants will be emailed a number of questions that will require some forethought and some gathering of artifacts. Students will use the workshop's findings to write a personal/creative essay on this topic. Students are encouraged to find a form that meets the shape of this century.

**HUM 390E. Perspectives of Native Americans in Film: Spec Topics in Hum. 1 Unit.****HUM 390F. Issues in Postmodernism: Special Topics in Humanities. 1 Unit.**

This workshop examines post-modernism as an historical period, a worldview, an aesthetic, and an attitude toward politics, culture, art, and personal style. Through analysis of film, literature, music, and other artifacts of popular culture, and through reading works by contemporary North American and European social theorists and critics, students explore the dilemmas as well as the hopes of "the postmodern condition."

**HUM 390G. Arthur Miller and Social Reality: Special Topics in Humanities. 1 Unit.**

Theatre (and film) are often seen as separate from and even escapes from social life. This workshop, in contrast, explores one of the most important plays of the American Theatre "Death of a Salesman" and the way in which the play introduces the theme of alienation in capitalist society and demonstrates other aspects of our lives as they are experienced in the realities of our society.

**HUM 390H. Women Who Have Been Erased From History: Special Topics in Humanities. 1-2 Unit.**

This workshop examines how women and goddesses have been eradicated from historical archives and popular culture. Included in this study are Hapshepsut from Ancient Egypt; early Sumerian; Babylonian, and Mesopotamian goddesses; and women who perished during the witch craze of the 14th-17th centuries. Students consider how societies have erased these powerful women and goddesses by changing their gender, devaluing their power, aligning them with evil.

**HUM 390J. Buddhism: Values, Mindfulness, and Right Livelihood. 1 Unit.**

In this one-day workshop, students explore the challenge Buddhism addresses to Western notions of values, ethics and right livelihood. The initial emphasis is on comprehending the central philosophy: Is ethical conduct possible for beings suffering in samsara and, if relevant, on what grounds would it rest? How does Right Livelihood relate to larger questions of the nature of the social order? What is the role of mindfulness, critical reflection and meditation in daily life and how might it be cultivated?.

**HUM 390JP. Latin American Alternatives to Global Capitalism. 1 Unit.**

This workshop explores the political, social and economic causes of globalization in Latin America with a focus on colonialism and neo-liberalism. An emphasis is put on the politics of resistance to this seemingly pervasive globalizing trend, known as "globalization from below" or "grassroots globalization." The class focuses on multiple discursive interventions towards a notion of radical, plural democracy. No grade equivalents allowed.

**HUM 390K. The Radical Pedagogy of Paulo Freire: Special Topics in Humanities. 1 Unit.****HUM 390L. Self-Help Graphics: Community, Cultural Production and the Politics of Gentrification. 1 Unit.**

Founded in 1972 as an artists' collective in Boyle Heights, Self-Help Graphics has been an instrumental player in the community's cultural development, using art as a tool for social change and empowerment among young Chicana/o artists in the city. In a one-day workshop, students meet at a Self-Help Graphics where they learn its remarkable history from those who helped make it. Artists affiliated with Self-help Graphics speak about the organization's relationship to the Chicana/o Movement, to the death of journalist and activist Ruben Salazar, and to the formation of the country's first Dia De Los Muertos celebration. Students participate in a print-making workshop and learn about how Self-Help has been educating the city's youth in various forms of artistic production. The afternoon includes a tour of Boyle Heights area to consider the challenges it faces from forces committed to gentrification in Los Angeles. No grade equivalency allowed.

**HUM 390LA. Los Angeles Architecture. 1 Unit.**

In this multimedia workshop students learn to interrogate the local built environment through the combined use of a pre-class self-guided tour of the Los Angeles civic center area and in-class exposure to photographs, documentary footage, on-line resources, texts, lecture and discussion. Architecture offers a particularly apt corpus for cultural analysis as it embodies and freezes in time the functional and aesthetic intent of its builders and their ability to interpret and influence community values, beliefs and lifestyles. Students learn to scrutinize the bewildering shape and fate of Los Angeles architectural repertoires from colonial La Plaza church to the upcoming hyper-real corridor in Grand avenue in search of revealing connections between regional built statements and local culture. No grade equivalents allowed.

**HUM 390M. The U.S. Constitution and Classroom Issues. 1.00 Unit.**



**HUM 390MA. Intro to Psychogeography: Where Is Antioch?. 1 Unit.**

This one-day workshop investigates and excavates the social and psychic geography of AULA and its nearby environs, allowing students to come to a deeper relationship with and more poetic, more embodied understanding of precisely where we are. The French Situationists' concept of Psychogeography serves as theoretical framework. This model has been defined as "the study of the precise effects of geographical setting on the emotions and behaviors of individuals." One of the major premises of the Situationists was that post-industrial capitalism engendered a profound state of alienation from one's physical surroundings. The class examines the history of Situationism and its key theories, including concepts of psychogeography, drift, detournement and situations. Students also analyze their own perception of AULA's locatedness by undertaking a group wandering around the environs surrounding AULA, attempting to remap AULA, resituate it in its environs and reimagine it. Students record what they find using writing, drawing, tape recordings, photography, and above all, their imaginations. No grade equivalent allowed.

**HUM 390MN. Poetry & Dreaming. 1 Unit.**

This workshop investigates the aesthetic intersection between poetry and dreaming. We will explore the rich territory of ideas, people, places, and emotions living in our dreams, and consider how we can tap into that world to create art. We will examine how dreams can inform and affect our writing, inspiring surprising scenes, and providing us with a window into our subconscious. Students will learn how to "steal" from their dreams to create fresh, delightful, imaginative work. The day will be a mixture of lecture, reading classical and contemporary poetry based on dreams, analyzing poetry and its use of dreams, hearing the dreams of students, practicing the writing tips and methods offered in class, and finally molding our dreams into poems. Although geared for poets and writers, this workshop will also be of value to non-writers by showing how we can capture and utilize details and knowledge from our subconscious to use as inspiration no matter what our discipline.

**HUM 390N. Brothers' Voices: the Fire This Time ... A Perspective. 1 Unit.**

In this highly interactive workshop, students examine the sociocultural life experiences and political dynamic of African American males in contemporary American society. Specific emphasis includes the topics of religion, family, arts, history, culture, politics, and the exploration of perspectives relative to being a "Brother" in America.

**HUM 390P. Constructing the Public. 1 Unit.**

Public parks, public education, public opinions, public art, public broadcasting plus many more institutions and practices across the cultural spectrum seem to have in common some sort of notion of "public." In this workshop we analyze the construction of the public. We will consider the following questions: what is public? who is the public? how do we account for multiple publics? We address these questions through the application of theoretical approaches to actual institutions and practices that present themselves as "public."

**HUM 390Q. Too Much School, Too Little Education: Perspectives in the Education of Americans of African Descent. 1 Unit.**

In this workshop students critically examine the pedagogical, cultural, political, and socio-economic issues related to the "education" of African Americans. Students trace the historical beginnings of informal training during the period of "slavery" to the era of integration, the Black Independent School movement, and, finally, through the formal contemporary experiences in this nation's urban public schools.

**HUM 390R. Looking Backward: Exploration of a Utopian Vision. 1 Unit.**

This interdisciplinary humanities workshop uses methods and insights from history, sociology, literature, and philosophy to examine Edward Bellamy's classic work *Looking Backward*. First published in 1888, this utopian novel recounts the story of a Bostonian who awakens from a more than 100-year sleep to experience an almost perfect existence in the year 2000. Together we will examine this novel in its historical and sociological setting, and analyze and critique the utopian notions preferred.

**HUM 390S. Daughters of Africa: Singing Our Own Song. 1 Unit.**

In this highly interactive workshop student participants critically examine the topic of African American women and the multi-dimensions of "sisters" of North America. Topics cover diverse historical and contemporary perspectives relative to the role, image, and relationships with other Black women, their men, children, family, and the broader American society. Specific emphasis includes the impact of racism, sexism, religion, politics, economics, and the contemporary African Woman in America and the diaspora.

**HUM 390T. Queer Identities: a Multicultural View Of Sex and Gender. 1 Unit.**

This workshop visits the lives of extraordinary people who transcend conventional concepts of gender identity: from Joan of Arc to Rupaul, the galli and hijra, intersexes, two-spirit, transvestites and others. The lives of persons who explore sexual frontiers are also visited: fetishists, swingers, sadomasochists, MSMs, paraphiliacs. The workshop focuses on issues of hybrid beauty, leadership, and spiritual stewardship, offering students an opportunity to critically consider assumed understandings of sex and gender.

**HUM 390U. Contemporary Crises: Israel and Palestine. 1 Unit.**

This class examines the period from 1887 to 1948, the year of founding of the state of Israel, and asks students to consider the following questions: How did the current division of land come about? What was the effect of the Holocaust on the transformation of Palestine? What relationship developed over time between the United States and Israel? Most crucially, what was the fate of the Palestinians? The class suggests that during this crucial period the stage was set for everything that has since followed in this most tortured part of the world. Therefore, the course assists students in developing their understanding of the current crisis.

**HUM 390V. Peace: an Evolving Idea. 1 Unit.****HUM 390W. Jewish and Islamic: Literature, Exile, Identity and Changes. 1 Unit.**

This workshop is designed to take a brief journey through Jewish and Islamic literature so as to see similarities within the religious and secular writings. The course begins with a theological and literary view of these two traditions, followed by examination of Egyptian, Israeli and Palestinian works. Students read poetry, literature, and Scriptures from both the Jewish and Islamic traditions, exploring basic concepts and deconstructing stereotypes. No grade equivalents allowed.

**HUM 390X. Race, Resistance, Reparations: Perspective in the Struggle for Freedom And Justice--By and for Black Folk. 1 Unit.****HUM 390Y. Africa: Leadership, Land, and Pan Africanism. 1 Unit.**

This workshop examines African reconstruction and development in the post-colonial era from the vantage point of independent news gatherers and scholars, which often sharply contrasts with Western mainstream media reporting. Beginning with the era of decolonization and up to the present, the focus is on several of the continent's countries and leaders that have headlined news recently: Liberia, Zimbabwe, and the Democratic Republic of Congo. Throughout this workshop, an emphasis is placed on developing a framework for understanding the role of the African Union, Pan Africanism, Western interests, destabilization and the issue of land redistribution.

**HUM 390Z. Journeying Through Islam: Empires, Modern Identities and Contemporary Challenges. 1 Unit.**

This class is designed to introduce students to various histories and differences within Islam. Students look at specific countries and their evolving changes, and the impact of colonization. In addition, the students focus on important challenges that the Islamic world has faced such as: colonization, women, and extremism. This short journey exemplifies some of the most important contemporary topics in the Islamic world today. Through this course we reconstruct certain narratives of the Muslim world as well as students' own perceptions of Muslims. This crucial study introduces a critical way of seeing cultures that are "other" and "unfamiliar" to us in the United States. Students read Muslim culture as a diverse tradition and analyze the many tumultuous events that have changed the many faces of Islam.

**HUM 392. Moral Psychology in the Dramatic Film. 3-4 Unit.**

This course analyzes several dramatic films in class with the application of the theories of moral psychology of John Rawls, Lawrence Kohlberg, and Jean Piaget. Through class analyses and discussions, students will learn to apply these developmental and social contract theories. Films studied may include *The Hunchback of Notre Dame*, *Mutiny on the Bounty*, *Babette's Feast*, *The Diaries of Adam and Eve*, *Born on The Fourth of July*, *Crimes and Misdemeanors*, and *Casablanca*.

**HUM 392A. Moral Issues in Contemporary Films. 3-4 Unit.****HUM 392AA. Madness in American History and Film. 3 Units.**

This course will explore the history and cinematic representation of madness in America, inviting the students' critical analysis of the ethical, psychological and political effects in the treatment of insanity from 1750 to the present. An interactive and collaborative class format will be utilized, with discussion of weekly readings and film presentations. Topics to be explored include European influences, ethical dilemmas, the emergence of asylums, treatment pioneers, humane/inhumane practices, scientific and political imperatives, creation of the DSM, and interpersonal challenges within the individual, the family and the culture at large.

**HUM 393. Exploring Modernism & Post-Modernism. 3-4 Unit.**

This course examines the intersections between modernism and post-modernism as historical periods, worldviews, aesthetic statements, and attitudes toward politics, culture, art, and personal style. Through analysis of architecture, film, literature, music, and other artifacts of popular culture, and through works by contemporary North American and European social theorists and critics, students explore the dilemmas as well as the hopes of "the postmodern condition."

**HUM 393A. Performing Sex and Race in Popular Culture. 3-4 Unit.**

This course examines the constructs of sex and race in popular culture. From the Clarence Thomas/Anita Hill hearings to a theatrical reenactment of the 1992 Los Angeles riots, from Chinese restaurants to kung fu rap, from Ricky Martin's hips to Selena's murder, we will generate a working definition of performance. We will also consider how a focus on performance elucidates questions of gender, ethnicity and class. We will ask not only, "what is being performed," but also "who is the intended audience?" Whose money makes the performance possible? How will the performance be received and why, and what mediation informs its popularity? What tactics of intervention do various performances allow in dialogues about sexual, racial, and national identities?

**HUM 394. Gender and Justice: Women and Social Policy. 3 Units.**

This course examines the implications of decades of male-dominated policy formation on women's social reality, considering how a feminist perspective brings new insights to the question, "What is a just society?"

**HUM 394A. Western Constructions of the Primitive. 4 Units.**

This interdisciplinary course critically investigates the various ways the West has constructed otherness through the prism of the primitive. Drawing from classical literature, anthropology, travel narratives, ethnography, art history, psychology, philosophy and popular culture-from Homer to Freud by way of Tarzan-students wrestle with questions of the primitive, civilization, otherness, identity, self and representation, in an effort to better understand practices of marginalization and aggrandizement.

**HUM 395. Social Issues in Cyberspace. 3 Units.****HUM 395A. Philosophical Foundations: Theories of Western Rights and Justice. 3-4 Unit.**

In an attempt to bring a critical perspective to assumed notions of rights and justice, this course examines several of the dominant philosophies which have given rise to the tradition of classical liberalism. Students examine ancient Greek conceptions of justice and natural right; early and medieval Christian political philosophy; the rise of natural law theory; and the crucial philosophical debates of the early modern period. Some of the philosophers studied include: Plato, Aristotle, Augustine, Aquinas, Machiavelli, Descartes, Hobbes, Locke, Rousseau, Hegel, and Marx.

**HUM 395B. Philosophical Foundations: Contemporary Theories of Rights and Justice. 3 Units.****HUM 396. A Survey of Buddhism: Hinayana, Mahayana, and Vajrayana. 3 Units.**



**HUM 397. Sartre: Life and Works. 3 Units.**

This seminar examines Jean-Paul Sartre's existentialism and its clinical applications through a study of his literary and philosophical works. Sartre's life is examined in an historical context. Students pursue in-depth research on topics of interest. Prior knowledge of existentialist philosophy, literature and/or psychology is beneficial but not required.

**HUM 398. Eco-Feminism: Reweaving the World. 1 Unit.**

Ecofeminism as a philosophical and political movement, examines women's oppression and the exploitation of nature. This workshop analyzes the Western philosophical origins of the ecocrisis and of women's subordination, introduces pre-patriarchal cultures that honored nature and the spiritual dimensions of reality, and looks at how definitions of the "feminine" affect the earth and the lives of people.

**HUM 398A. Inventing Illness: the Social Body. 3-4 Unit.****HUM 399. Philosophy of Clinical Psychology. 3 Units.****HUM 401. History of Performance Art. 3-4 Unit.**

Students explore the shifting phenomenon of performance art by examining its historical origins, as a reaction to and deconstruction of the economic and aesthetic constraints of such artistic disciplines as visual art and theater. The course explores different formal movements in performance, including body-based work, identity-based work, time-based work and storytelling. The focus is on performance as it has developed and mutated in Los Angeles, with guest class visits from innovative and leading local artists. Through reading, viewing taped performances, discussion and practical exploration, students familiarize themselves with the radical possibilities of this discipline through historical, societal, political, and economic perspectives.

**HUM 403. Black Image and Popular U.S. Culture. 3-4 Unit.**

In this course students critically examine the authentic, fictional and distorted image of black Americans created for mass consumption in mainstream popular American culture and entertainment. This course further examines significant distinctions between images presented by black Americans and those created by others that merely depict African Americans. Nearly three centuries of popular American culture, mass media, and American history are examined in order to grasp the full scope and impact the black image had and continues to have on the American psyche. In addition, through films, video, and guest speakers the course offers an interdisciplinary examination of what W.E.B DuBois refers to as "the bifurcation of the Negro image, that peculiar sensation of a double-consciousness, the sense of always looking at one's self through the eyes of others... one ever feels his or her twoness, an American, a Negro; two souls, two thoughts, two un-reconciled strivings" (Soul of Black Folks, 1903).

**HUM 404. Queer Theory. 4 Units.****HUM 405. Mesh of Civilizations: Islam & the West. 3 Units.**

The course is designed to provide an overview of the historical interweaving of 'western' and 'Islamic' cultures. The course focuses on the Mediterranean region, the emergence of the Islamic empires, the involvement of the European colonial powers and the United States. The core values of Judaism, Christianity and Islam, and its impact on the development of the European Renaissance is also explored. The course also traces the history, ideologies and arts of colonialism and resistance in the Islamic world, including that of women. The present globalized economic and cultural system is also highlighted.

**HUM 408. Pursuing Emancipation: Frankfurt School of Criticism and Social Theory. 3 Units.**

The Frankfurt School of critical social theory provides a multi-disciplinary and holistic approach to the question of emancipation from oppressive social structures. This course traces the relation of critical theory to (1) the successes and failures of the project of the enlightenment, (2) the critique of mass culture, and (3) the discipline of psychology. Students are made more aware of oppressive and coercive elements of society and the means of pursuing emancipation from them.

**HUM 409. Philosophical Foundations: Theories of Rights and Justice. 3 Units.**

This course begins with classical foundations of Western notions of rights and justice, and examines the current debate surrounding concepts of natural rights, human rights, equality, difference, and freedom. The goal of this course is to help students think more critically about the concepts most frequently evoked in ethical and political attempts at betterment of the human condition.

**HUM 410. Political Liberalism: the Justice of Social Institutions. 3 Units.**

This seminar examines political liberalism as a doctrine about the justice of basic institutions and as a basis for shared, fundamental ideas implicit in the public political culture. Constructivist conceptions of political justice, found in Kant's and Rawls' philosophies, are studied and contrasted with rational intuitionism, utilitarianism, Hume's psychological naturalism, and Leibniz's transcendentalism.

**HUM 411. Contemporary Theories of Rights and Justice. 3 Units.**

Beginning with classical foundations of Western notions of rights and justice, this course examines the current debate about natural rights, human rights, equality, difference, and freedom. Philosophers studied include Sterba, Nozick, Kant, Rawls, Dworkin, Sandel, MacIntyre, Okin, and Jaggard. This course helps students think critically about concepts evoked in ethical and political attempts at betterment of the human condition.

**HUM 412. Manufacturing the Self: Technology, Desire and the Body. 3-4 Unit.**

Technology has had enormous influence over our lives, making many things easier, complicating others, and opening up new areas for ethical discussion. Yet little attention has been paid to how technology has shaped us as human beings: communication, sex, warfare, medicine, etc. This course considers issues such as visibility, speed, and mechanization and reflects on how technological development has altered understanding of the self, desire, and even our own bodies. Theorists considered include: Barthes, Sontag, Horkheimer, Adorno, Virilio, Heidegger, Postman and Stone.

**HUM 415. Feminist Theories: Reconstructions of Realities. 3 Units.**

This course traces several types of feminist discourse, from feminist resistance within the tradition of democratic liberalism to Marxist, socialist, psychoanalytical, radical, and postmodern feminist critiques of that tradition.

**HUM 419. May Be Used for a Class. 4 Units.**

**HUM 421. Seeking the Good Life Through Philosophy , Psychology, and Experiences. 3-4 Unit.**

**HUM 427. The Social Construction of Sexuality, Gender, and the Body. 3 Units.**

**HUM 431. Mark Twain: Personal Philosophy and Moral Psychology. 3 Units.**

**HUM 448. Rawls: a Critical Review of a Theory. 3 Units.**

**HUM 451. Independent Study. 1-5 Unit.**

**HUM 453. Internship. 1-5 Unit.**

**HUM 454. The Turn to Culture: Cultural Studies Theory and Practice. 3-4 Unit.**

Culture has become an increasingly important concept for understanding ourselves and the world, as well as an important arena for pursuing just social change. This course provides a wide-ranging survey of the history of Cultural Studies (CS) while focusing on the theories that have most informed CS, the concepts and language most often employed, and examples of CS in practice. From the beginning, CS has been highly political in nature and focused on the potentials for resistance in oppositional subcultures, first, valorizing the potential of working class cultures, then, youth subcultures to resist capitalist domination. As it developed, CS was informed by feminism, critical race theory, gay and lesbian theory, queer theory, and postmodern theory. Today CS is now focused on examining the ways that cultural texts promote sexism, racism, homophobia, and other forms of oppression, or can be employed in resistance and struggle. The course provides students with tools for doing cultural critique and political analysis and cultural activism.

**HUM 455. Changing Face of Science: Philosophy of Science. 3-4 Unit.**

The interaction between philosophy and science is examined in this course. Of primary interest is the process of scientific inquiry and change. Social science students learn the philosophical and scientific underpinnings of their areas of study. Prominent philosophers of science such as Popper, Kuhn, and Capra are discussed. Their ideas are compared and contrasted and then applied to familiar topics.

**HUM 468. The Law and Human Rights. 3-4 Unit.**

This course uses the study of several landmark U.S. Supreme Court cases to study the relationship between law and such political philosophies as social contract and utilitarianism. Specific focus is placed on the rights of free speech and privacy.

**HUM 471. Mark Twain: Personal Philosophy and Moral Psychology. 3-4 Unit.**

This course studies Mark Twain as a social critic and moral educator and examines the personal philosophy that he brought to his writings. In context of Rawls' moral psychology, course topics include Twain's critiques of moral determinism, conventional religion, creationism, as well as the "moral sense" in human morality, adultery, hypocrisy, patriotism, superstition, religious intolerance and persecution.

**HUM 472. Mark Twain: Speeches, Wit and Dark Writings. 3-4 Unit.**

This course is a continuation of HUM 471/PSY 471 for students who appreciate Twain's social critiques and were introduced to Twain as a social critic and moral educator. Reading Twain's autobiography and "The Adventures of Huckleberry Finn" prior to this course will enrich the student's experience and enable them to benefit from this course if they have not taken HUM 471/ PSY 471. This course is for students to advance to Mark Twain's best, deepest writings and his strongest social critiques of society and fundamentalist religions.

**HUM 473. Psychedelics Revisioned: The Cultural Politics of Consciousness. 4 Units.**

This course investigates the social, cultural, economic, and political contexts of the contemporary status of psychedelics in the West. Charting a critically oriented path between fear and ignorance on one hand, and unbridled enthusiasm on the other, this course studies issues related to psychedelics from a variety of disciplinary perspectives (History, Anthropology, Cultural Studies, Psychology, Religion and Philosophy) raising substantive questions concerning the place of psychedelics specifically in contemporary America, also in the world more broadly. This course is designed to critically engage and broaden the horizons of understanding of the history, present day practices, and future potential of psychedelics.

**HUM 490. A Play on History: Marx in Soho. 1 Unit.**

**HUM 490A. Imagining the Primitive Other. 1 Unit.**

In this one day workshop students explore various models of constructions of the primitive other, followed by an opportunity to apply these models to a variety of popular films and documentaries. Students gain a greater understanding of the sundry means by which the Western world, broadly speaking, negotiates difference, civilization and the primitive, and self and other. No grade equivalents allowed.

**HUM 490B. Making Meaning: Language, Culture and Reality. 1 Unit.**

Language is the primary symbol system through which we communicate with one another and codify our experiences. In this workshop students examine language through its interrelation with culture and reality and understand communication as a process of meaning making which is bound to culture.

**HUM 490C. Cornell West: Positions and Praxis. 1 Unit.**

This workshop explores some of the fundamental tenets of philosopher, social critic and writer Cornell West.

**HUM 490D. Encountering Islam: From Napoleon in Egypt to the US in Iraq. 1 Unit.**

The aims of this workshop are to present the history of Orientalist imagery- meaning western views of the Islamic World- as a shared inheritance of misrepresentation between Muslims and non-Muslims, and one which relates to the representation of other non-European cultures in the US and elsewhere. This shared inheritance distorts the identity of both the creator and the object of misrepresentation. This principle provides a way of linking a key point about orientalism- that it reveals more about the society that produces it than the society it is meant to describe - to social relationships and practical politics. The course aims to contribute to the shared task of finding a way through and beyond orientalism and other power-laden forms of perception and representation.

**HUM 490G. Psychological Perspectives on War. 1 Unit.**

This workshop explores the psychological impact of the political and economic conditions that have characterized U.S. society since the tragic events of September 11, 2011. We examine the psychodynamic significance of individual and group responses in this country to the traumategenic environment characterized by the ongoing threat of future terrorist attacks and an increasingly militarized governmental discourse and policy. We critically evaluate how the current political culture constrains policy makers' and citizens' capacities to construct effective conflict resolution strategies capable of addressing the growing threats to our national and international well-being. Students explore their personal and political responses to the psychological environment as well.

**HUM 490H. Feminism and Existentialism: the Works of Simone de Beauvoir. 1 Unit.**

This workshop explores the life and works of one of the foremost existential philosophers and author of one of the most important feminist works of our time, *The Second Sex*. Students gain insight into the relationship between Beauvoir's values and her works of fiction and philosophy. The course juxtaposes the story of a life, the expression of that life through works of literature, and the philosophy that propelled the life and works of this remarkable and courageous woman. Students explore the influence of concepts in *The Second Sex* in shaping the Second Wave of Feminism in the U.S. and abroad. No grade equivalents allowed.

## Journalism

JOU 353. Internship. 1-5 Unit.

JOU 453. Internship. 1-5 Unit.

## Labor Studies

LBR 351. Independent Study. 1-5 Unit.

## Law

LAW 351. Independent Study - Law. 1-5 Unit.

LAW 451. Independent Study: Law. 1-5 Unit.

## Library Science

LBS 371A. (sb) Special Topics: Sex, Death, and Politics: Aids. 1 Unit.

LBS 371B. Aesthetics and Religion: Exploration in the Anthropology of. 1 Unit.

LBS 371D. (sb) the Fine Art of Understanding Fine Art. 1 Unit.

LBS 371E. Women of Color in the US: Struggles and Resistance. 1 Unit.

LBS 371H. Special Topics: Human Sexuality and Western Religious Thought. 1 Unit.

LBS 371K. (SB) Censorship and Civil Liberties. 1-2 Unit.

LBS 371N. (SB) Mexican American/Chicano Art: Cultural and Social Implications: Special Topics in Liberal Studies. 1 Unit.

LBS 371P. (SB) Law As an Instrument for Social Change. 1 Unit.

LBS 372C. (sb) Special Topics: Animal Ethics, Rights and Law. 1 Unit.

LBS 372D. (sb) Literature of the Oppressed. 1 Unit.

LBS 372F. (sb) Music, Memory, and Emotion: How Music Shapes Our Lives. 1 Unit.

## Linguistics

LIN 451. Independent Study: Linguistics. 1-5 Unit.

LIN 490C. Sense Since Structuralism. 1 Unit.

## Literature

LIT 151. Independent Study. 1-5 Unit.

LIT 250. Prior Learning: Literature. 0 Units.

LIT 251. Independent Study. 1-5 Unit.

**LIT 304. Transforming Literature into Film: Women Novelists and the Male Cinematic Gaze. 3-4 Unit.**

This course offers an exploration of 19th and 20th Century novels written by women and investigates how they translate into films directed by men. Viewing the films and reading the novels on which they are based, students examine the content, ideas, and meaning of each work of literature and how the film version embellishes or diminishes this meaning.

**LIT 310. Modern European Fiction. 3-4 Unit.**

The early twentieth century marks a time of crisis in Western culture. It was the advent of an era that historian Eric Hobsbawm has labeled "the age of extremes." World war laid waste to the empires and social order of the past along with previously unshakeable faith in reason and progress. And it was a time when fixed notions of the self and its place in the world, notions of reality itself, and long-established forms of art collapsed in a radical break with tradition that gave way to an utterly new form language in all of the arts. This course focuses on modernist innovations in the art of fiction by examining four pioneering texts - all of which can be read and reread without exhausting their depths - as seen in this rich and tumultuous historical context: *Death in Venice* (1911) by Thomas Mann, *A Portrait of the Artist as a Young Man* (1914) by James Joyce, *Swann's Way* (1913) by Marcel Proust, and *To the Lighthouse* (1927) by Virginia Woolf.

**LIT 311. Shakespeare's Italians: Soldiers, Wives, Servants, Merchants, and Lovers. 3-4 Unit.**

This class focuses on seven Shakespeare plays set in Italy or in which Italy figures in some prominent way: *Julius Caesar*, *Anthony and Cleopatra*, *Romeo and Juliet*, *Othello*, *The Merchant of Venice*, *Twelfth Night*, and *The Tempest*. Students read, view film clips or an entire play, and discuss the plays from a variety of critical perspectives. These include the political uses to which Shakespeare's "Italians" have been put in the past and the present. For each play, students examine aspects of craft, representations of power and control, as well as cautionary, subversive or liberating subtexts. Students are expected to read closely and to argue their ideas in writing, using judicious quotations in support of their claims. An acquaintance with Shakespeare's sources (such as Plutarch's *Lives*) and modern works that radically rewrite Shakespeare (such as Aime Cesaire's *Une Tempete / A Tempest*, and Arnold Wesker's *Shylock* and *Lady Othello*) expand the cultural horizon offered in this course.

**LIT 312. Literature of the Land. 3-4 Unit.**

Much of what has been labeled "nature writing" has enforced the notion that humans are somehow apart from rather than a part of the landscapes/ ecosystems that sustain them. We will look through the lens of this "nature/culture separation paradigm" as we examine what and how people have written about place. We will discuss the implications and effects of romanticized wilderness as we ask questions about what effects this might have on urban space. We will interrogate the emerging field of "urban nature writing" in order to determine whether or not we think it is carrying on this tradition or breaking away from it. We will survey the literature to see whose voices have been included and whose have been left out and in either case we will ask, "Why?" Finally, we will in all cases listen for the voice of the land.

**LIT 313. Literary Communities of Los Angeles. 4 Units.**

In this class, students will dive into the literary world of Los Angeles, exploring literary and cultural centers throughout the city, reading classic and contemporary L.A. poets and writers, and engaging with the L.A. literary community in person and through their own writing. As an experiential class, students will be introduced to literary centers and events throughout west and east L.A., write reviews, engage in classroom discussions, and read a creative piece in a public reading at Beyond Baroque Literary/Arts Center. In doing so, students will explore the relationship between community and creative work in Los Angeles while considering the validity of commonly held conceptions of the city as an alienated, sprawling, and superficial metropolis. This is a 4 unit class. The extra unit will be comprised of the individual visits to literary sites of the student's own choice, reviews written in response to these visits, online postings of these reviews and responding to other student's reviews on Sakai, and the reading, preparation and reflection required before site visits. See assignments for more information.

**LIT 315. Mapping the Urban Environment Through Personal Narrative. 3-4 Unit.**

What does it mean to be an Angeleno? Is who we are a function of where we live? How can we learn about a particular place -- and our role in it -- through creating our own real-life stories? In this course, students examine the literature and culture of their own specific neighborhoods while crafting essays and personal narratives that engage issues of individuality and community as well urban landscape and environment. Pop cultural images of Los Angeles tend to focus on binaries -- Skid Row and Watts vs. Melrose and Beverly Hills. But the "Greatest Los Angeles Area" consists of five counties and hundreds of culturally diverse cities, districts, and neighborhoods. Together the class creates an anthology of original personal narratives, mapping, and celebrating this diversity through careful attention to both language and place.

**LIT 316. Charles Dickens. 3-4 Unit.****LIT 319. Short Story Writing. 3-4 Unit.**

This on-line course explores the elements of short story writing and the creative process in order to become more conscious of how stories get born and developed. Through collaborative on-line feedback sessions with each other and the instructor, students hone their writing, developing a sense of audience and voice.

**LIT 320. Literature and Aging: the Ageless Self. 3 Units.**

This course probes the internal world of aging through poems, short fiction, and journal excerpts. Students view interpretations of aging as a socially constructed category, a "culturally imaginary," a biological necessity, and an evolutionary state of adaptation, creativity and becoming. Contemporary theories of the humanities and gerontology provide a framework for discussion of literature and aging.

**LIT 321. Critical Perspectives on Literature. 3-4 Unit.**

This course familiarizes students with traditional and contemporary critical approaches to reading and writing about literature, including the historical-biographical and moral-philosophical, Freudian and Jungian, feminist, sociological, genre, and cultural approaches. Students use literary terminology to analyze, discuss, and write about poetry, plays, short stories, and novels.

**LIT 321A. Literary Theory and Critique. 3-4 Unit.**

**LIT 322. Themes in African-American Literature. 3-4 Unit.**

In this course students critically examine various styles and genres found in contemporary African-American literature within an historical, social-political and cultural context. Specific course topics include the historical influences of the Harlem Renaissance, the Black Arts movement of the late 1960s and early 1970s, and artistic freedom and the African-American literary tradition.

**LIT 323. Women and Literature: Exploring Modern U.S. Women Writers. 3 Units.**

This course explores novels by U.S. women writers in relationship to the characters' struggles, hopes, conflicts, failures, and desires within the context of patriarchal society. Literary critique is subordinated to the psychosocial, political, and economic themes in the works.

**LIT 324. Thomas Mann: the Writer in His Time. 3 Units.**

Securely rooted in nineteenth-century realism, Thomas Mann's writing came to herald and embody the crisis of modern art while providing a brilliant prism through which to examine the political crosscurrents that have defined our age. This seminar explores the life, times, and significance of Mann, focusing on two essential texts: *Buddenbrooks* (1901), (for which Mann was awarded The Nobel Prize), and *The Magic Mountain* (1924).

**LIT 325. Contemporary Short Fiction. 3 Units.**

The short story continues to grow as a popular form, finding new outlets, new audiences, and serving as a way to introduce readers to a thriving multicultural and international literary scene. Along with reading a wide range of stories, students examine various approaches to composition present in contemporary narrative fiction.

**LIT 326. Contemporary Literature From the Global Community. 3 Units.**

This course explores various dimensions of the works of two critically acclaimed literary icons of Middle Eastern fiction - the Egyptian novelist Naguib Mahfouz and Turkish novelist Orhan Pamuk - both recipients of the Nobel Prize for Literature, in 1988 and 2006 respectively. Each has explored the historical, colonial, and post-colonial dimensions of his culture. Mahfouz delves into pre-Islamic stories that rest within the Egyptian psyche today as well as into the existential tales rooted in the soil of the 1960's. Pamuk's fiction is exemplary of the major inner conflicts of religion, love, identity, and politics in his native country Turkey with a focus on Islamic extremism and secularism. We will explore these two authors' writings in several ways - first by exploring the historical context in which their works are situated while also examining the literary forerunners that inspired their writing. We will also look at social themes that emerge in the works, while also developing our cultural understanding of Egypt, Turkey, and Islam. The goal in this class will be to make a comparative analysis of themes in our society and the Middle East, which will encourage the reading of global literature as a tool for understanding diverse cultures. Through fiction and memoir we will live with these two authors in their respective traditions and travel from what was once the cradle of civilization to the borders of Europe and the Middle East.

**LIT 327. Myth and History in Literature. 3 Units.**

During the period of 1926-1942, while fleeing Nazi persecution, Thomas Mann wrote one of his most charming tales, the Biblical tetralogy *Joseph and His Brothers*. The course explores Mann's literary representation of mythological and ancient traditions, the role of myth in modern literature, and the concurrent investigations of psychologist C.G. Jung.

**LIT 328. Moral Psychology in Literature. 3 Units.**

In this class the moral psychology theories of Rawls, Kohlberg, and others are used to discuss structure, plot, and motives in the short stories of Chekhov, Conrad, Faulkner, Hemingway, Joyce, Lawrence, Mann, and Sartre.

**LIT 329. Out of Isak Dinesen in Africa: the Untold Story. 1 Unit.****LIT 330. Literature of the Americas. 3 Units.****LIT 331. Literature by African-American Women Writers. 3 Units.**

In this course students examine various styles and genres found in African American women's literature within an historical, socio-political, and cultural context. Students also examine specific topics including the cultural influence of the Black Arts and Black Women's Consciousness Movements. Students have an opportunity to meet local authors as well as attend cultural events in the African arts community.

**LIT 332. Magical Realism Seminar. 3 Units.**

This course is an introduction to the exciting mode of story-telling known as Magical Realism. It focuses on the precursors, such as Franz Kafka, whose works inspired Jorge Luis Borges, Gabriel Garcia Marquez, Isabel Allende, Naguib Mahfouz and others. The seminar also focuses on the context in which Magical Realism develops especially in respect to Latin American history and culture. For the United States, Toni Morrison's *Beloved* is discussed as an example of magic realism. Dream logic, the impossible, and altered states are characteristics of this literary mode.

**LIT 333. Desire and Destiny: Literature of Greek Antiquity. 3-4 Unit.**

Take a seat in the amphitheater, stand in the democratic agora, walk with Socrates to a shady grove, lie on a bed crafted by Odysseus. This course explores the first great stories that have fueled literature (and film) ever since, beginning with the great Athenian plays. Greek plays are enormously enjoyable and easy to read. Garcia Marquez noted that he learned how to tell stories by reading the Greeks, especially Euripides. Who, if not the playwrights, spoke truth to power in 4th century Athens, a city where life was spiraling out of control in an unending war? Students read selections from epic poems such as *The Odyssey*, poems by Sappho, plays such as *Antigone*, *Medea*, and *Lysistrata*, - noting how women become essential bearers of truth as Athenian men are killed or enslaved because of war-mongering politicians - and selected passages from Plato's dialogues on the nature of love (*Symposium* and *Phaedrus*). Students consider the unique and vulnerable place that humans negotiate between gods and beasts. Some of the themes: family ties are stronger than death; power intoxicates; moral courage is transformative; men and women love and betray or are faithful; self-centered arrogance (*hubris*) leads to a fall; women can have more wisdom and courage than men; everyday life can be sweet.



**LIT 334. California Literature. 3 Units.**

Students become acquainted with the stories, novels and non-fiction works that define and distinguish Southern California. The characteristics of our regional milieu are vividly described in these narratives. These writings promise to evoke a greater emotional connection to our diverse and fascinating part of the world. Students write weekly annotations, and discuss and read seminal works include: *Play It As It Lays* by Joan Didion, *Fat City* by Leonard Gardner, *Day of the Locust* by Nathanael West, *What Makes Sammy Run* by Budd Schulberg, *Cannery Row* by John Steinbeck, and others.

**LIT 335. Environmental Landscapes: Literature and Science. 3-4 Unit.**

While conducting observations of the natural world as found in an urban landscape, students study an American literary tradition that runs back beyond Thoreau and forward through John Muir, Aldo Leopold, Annie Dillard, Edward Abbey, Terry Tempest Williams, and others. Using the Ballona Wetlands -- its social and natural history as well as its status as present day biotic community -- as a case study, students seek a greater understanding of our relationship to the natural world; some of the scientific methodologies employed in the investigation of the natural world; advocacy for the restoration, preservation and protection of the natural world. Through an examination of the literary tradition in nature writing, students acquire an understanding of the through-line from observation, to understanding, to authorship, to audience, to advocacy and back again.

**LIT 336. Lyric and Narrative, History and Imagination in Contemporary Literature. 3-4 Unit.**

This course explores the way many contemporary writers have begun to combine, juxtapose, or weave, historical events, memoir, personal experience, various kinds and degrees of poetic language (lyric), and imaginative turns, into new, inviting, sometimes puzzling genres of literature. Students observe how poems combine lyric and narrative (i.e. telling a story) to varying degrees, and then move to the use of lyric, poetic language and stylistics by novel writers in their works of fiction. The course also tackles metafiction, the historiographic novel, and the uses of history, to see how and why writers have developed this relatively new form.

**LIT 337. Harlem Renaissance in the Jazz Age: 1920-1938. 3-4 Unit.**

This course critically examines the Harlem Renaissance as a by-product of the first Great Migration of African Americans from the south to the north at the turn of the century. The Harlem Renaissance, like the Great Migration, came to symbolize "a people reborn" as they moved from plantation to urban settings. This course focuses on artists, social activists, intellectuals and political operatives of the Harlem Renaissance that include such luminaries as W.E.B. DuBois, Zora Neal Hurston, Duke Ellington, Marcus Garvey, Langston Hughes, Billie Holiday, and Alain Locke. This course introduces students to the history of the United States from the age of exploration to the end of the Civil War. The course explores several questions: What is "American history"? From whose vantage point is it typically told? What does it mean to write a "people's history"? Can history be "radical"? Although much of history consists of names, dates, places, and people we were once told to memorize by our elementary- and high-school teachers, this course focuses instead on how we make sense of that past and why history is written in the way that is. Among the major themes this course addresses is the question of "America" and "American" as identities, places, ideologies and social positions. Though we use these terms often what exactly do we mean by them? What does it mean, for example, to call oneself an American? How does that concept change according to positions of class, race, gender, or sexuality? Can someone from Bolivia call herself an American? Does it mean the same thing to North Americans? If someone tells you while you are travelling abroad that he or she appreciates American culture, is he or she referring to a Jackson Pollack painting, Yosemite National Park, Donald Trump, The Metropolitan Museum of Art, or a hamburger? In this course we will grapple with some of these issues. We will draw upon our own personal experiences to each come up with our own unique definition of American culture. For some this may be as simple as identifying with the neighborhood one grew up in. For others, however, the idea of being American or of American culture may not be bounded by space or time.

**LIT 338. Based on a True Story: Where Memory And Make Believe Meet. 3-4 Unit.**

We've all seen that simple line, in movies, on book jackets, even on album covers: Based on a True Story. But what does "based on a true story" really mean? By reading a number of short fiction and nonfiction narratives, students examine elements of story as well as works that do not seem- at least at first glance- driven by narrative. Students discover the ways in which memory informs story as well as the role of imagination, both in essays and fictional works. Throughout the course, students engage these issues both as critics and as creators. Students write reader responses and analyses as well as their own original narratives.

**LIT 339. Queer Literature-A Brief Survey Fiction, Poetry, Drama, Memoir and Film. 3-4 Unit.**

This is a multi-genre literature course focusing on work by queer writers from Radclyffe Hall to Tony Kushner. How does being "in the life" inform the works of these authors? Are there consistent themes, concerns, symbols, metaphors inherent in gay and lesbian work? What impact does homophobia have, and how has the literature changed over the 20th century? Is there a marked difference between literature pre-Stonewall, and post-Stonewall? Students examine the role of humor in gay and lesbian writing, as well as issues such as AIDS, class, race, trans-gendered identity, bisexuality.

**LIT 340. Latin American Literature. 3-4 Unit.**

This course surveys twentieth-century Latin American literature. The poetry section begins with Dario and modernismo (1888-1910), postmodernismo (1910-1918) and vanguardismo (1918-1938), Neruda, Vallejo, Huidobro, Mistral, and Paz, among others, and concludes with post-vanguardismo, Afro-Caribbean and other post-war poetic currents. Prose fiction begins with realismo or criollismo (1880s-1930s), but focuses on the post-1940s, when Latin American prose begins to enjoy international renown: Borges, Carpentier and Asturias, precursors to the "boom," then Fuentes, Sabato, Vargas Llosa, Donoso, Cortazar, and Garcia Marquez, whose works popularized "magic realism." The course also concludes with contemporary writers, such as Cabrera Infante, Allende, and Puig.



**LIT 340B. Caramba! Latin American Short Fiction. 3-4 Unit.**

Our sense of personal and community identity is shaped and layered by various forces - family, culture (history), place and time as well as the exciting discovery of other cultures, times and places. This course welcomes you to a manner of storytelling developed in nations with currently (or once) large populations of mainly Native Americans, descendants of Africans, and of Spanish/Portuguese European colonizers. Classic films such as *Los Olvidados* (Mexico: Luis Bunuel, 1950); *Black Orpheus* (Brazil: Marcel Camus, 1959); clips from *Erendira*, (Colombia: Ruy Guerra, 1983), from *Kiss of the Spider Woman* (USA: Hector Babenco, 1985) and from *Like Water for Chocolate* (Mexico: Alfonso Arau, 1992) will bring visual immediacy to our explorations. Reading the best stories of authors like J.M. Machado de Assis, Jorge Luis Borges, Alejo Carpentier, Gabriel Garcia Marquez, Manuel Puig, Isabel Allende, Jose Maria Arguedas, Juan Rulfo, Julio Cortazar and Clarice Lispector, we open ourselves to magic and fantastical realities. The "marvelous" fusion of the Pre-Columbian past, the Spanish or Portuguese colonial era and the post-colonial present we encounter is also present in so-called "Hispanic" cultures in Los Angeles, and part of "American culture" as we redefine it. Selected songs (Atahualpa Yupanqui, Violeta Parra, Victor Jara) a mode of popular expression that has played an enormous role in political struggles in Latin America will also help ground the class texts.

**LIT 341. Working Out the Body: a Bibliotherapy Approach. 1 Unit.**

Bibliotherapy uses literature as a means for better understanding our own personal lives and experiences. This workshop explores our bodies as cultural constructs, investigating how social and political forces shape our anatomy and biology. Using the novella, *The Ballad of the Sad Cafe* by Carson McCullers, students focus on how our bodies learn and experience the appropriate behaviors of our race, class and gender. No grade equivalents allowed.

**LIT 342. History of the American Novel. 3-4 Unit.****LIT 343. Contemporary American Theater. 3-4 Unit.****LIT 347. Dostoevsky: a Psycho-Social Exploration of Great Short Works. 3-4 Unit.**

This class explores sadomasochism, isolation, obsession, the divided self, and freedom and responsibility, as revealed through the struggles of Dostoevsky's characters as they endeavor to give meaning to their lives in the social context of 19th century Russia.

**LIT 347A. Word and Image: Treasure of Italian Literature. 3-4 Unit.**

Italian literature is a tight-knit braid in which the founders of the tradition deeply influence future authors. Steeped in Mediterranean culture (Pagan, Jewish, Christian and Islamic), medieval Italian literature reinvented the past to fit new social and political conditions. Petty wars, trans-national crusades, the Bubonic plague, foreign occupation - these and other catastrophes spurred writers to protest. Francis of Assisi founded an order based on peace and love for all creatures - and wrote the first real poem in Italian. Dante's ethical hike through Hell exposed the vices that bring suffering to individuals, communities and the world as a whole. Boccaccio, directly in contact with Muslims and Jews in Naples, reacted to religious intolerance and fear of sexuality by writing entertaining and transgressive stories that send up the folly of people from all walks of life, but also celebrated heroic human ingenuity and diversity. Machiavelli focused new insights on the natural drives to power and pleasure in his comedy *The Mandragola*. Manzoni's colossal historical novel, *The Betrothed*, set in the 17th century, has the moral seriousness of Dante, the shrewdness of Machiavelli, the story-telling magic of the *Decameron*. This tradition continues in Primo Levi. His *Survival at Auschwitz* owes much to Dante and Manzoni's works, which helped him write his account of the hell of a Nazi concentration camp and scrutinize the choices people make in lethal situations of unimaginable brutality. Students become familiar with essential aspects of Italian culture and discuss how literature can delight, enlighten and empower us to understand abuses of power, the aspiration to justice and happiness, and other aspects of the human condition. This course includes a field trip to the Norton Simon Museum.

**LIT 348. Moral Psychology in Literature. 3 Units.**

This seminar examines four of the major works of Michael Ondaatje: *The English Patient*, *In the Skin of a Lion*, *Coming Through Slaughter*, and *Running in the Family*. Students explore Ondaatje's complex stylistic strategies and poetics that weave together themes of postcoloniality, class politics, and identity, with his visions of the human heart and the erotics of language.

**LIT 348A. The Novels and Poetry of Michael Ondaatje. 3 Units.****LIT 350. Prior Learning: Literature. 0 Units.****LIT 351. Independent Study. 1-5 Unit.**

Our sense of cultural identity is in flux and under construction, subject to the play of history and difference. Through documentaries, videos and readings of American Indian myths, stories from the Latin American Boom, and vernacular African-American tales, students uncover layered histories of American destinies and their possible role in defining a more inclusive sense of "American" culture. Students analyze how stories and counter-stories teach and delight; how gender is constructed through cautionary or celebratory tales and how diverse spiritual and erotic values are encoded. Students locate, in stories, the struggle against inhuman violence motivated by greed and fear. Students explore the American Indian presence in Los Angeles, in a powwow, museum visit and guest interview.

**LIT 352. Detective Fiction: the Simple Art of Murder - a Literature Survey. 3 Units.****LIT 353. Internship. 1-5 Unit.****LIT 354. Contemporary Fiction From the Global Perspective. 3 Units.****LIT 355. Trauma Memoir. 3-4 Unit.**

In this course, students read contemporary memoirs (and portions of memoirs) that capture early childhood experience, particularly childhood trauma, often at the hands of family and society. Each work depicts a self defined in the context of trauma, and fortified by the turning of a traumatic experience into literature. The course also includes readings in literary criticism and psychological theory that illuminate the workings of memoir, and illustrate how memoirs may serve both artistic and psychological missions. The course considers how these missions correspond, and conflict, and how various works reconcile them. Students have the option to explore their own memories, and write their own pieces of memoir.

**LIT 356. American Literature I: Culture and Character. 3 Units.**

The purpose of this course is to analyze American culture through the works of American novelists. The course investigates "American character" as that concept has changed historically. Students read four to six novels, selected from a list of 19th and 20th century works, and present critical reviews in class.

**LIT 357. The American Voice. 3-4 Unit.**

This online literature course will explore the American voice through poetry. We will listen to the voices of American poets beginning with Walt Whitman and traveling through American poetic movements to contemporary hypertext poetry. Using the tools of the World Wide Web students discover a variety of voices and become part of the ongoing discussion of what the American poetic voice is or can be and how it impacts the understanding of our experience and the world's experience of us.

**LIT 358. Voices of Our Time: New England Transcendentalists. 3 Units.****LIT 359. Dostoevsky: the Divided Soul. 3 Units.****LIT 360. Women's Literature: an Intl Perspective. 3 Units.****LIT 361. The Modern Novel, 1913-1929: Forays Into the Frontier of Western Consciousness. 3 Units.****LIT 362. Shakespeare: the Elizabethan Temper and Times. 1 Unit.**

The workshop brings to life the religious, moral, political, and social values, of Elizabethan England as reflected in several sonnets and plays of Shakespeare. The workshop centers on how the texts reveal significant images of the Elizabethan temper and times and how, in the face of history, those issues are reflected in the world in which we live.

**LIT 363. Visions of Human Purpose in Literature: Love, Power and Resistance. 3-4 Unit.**

Using the novel as our catalyst students critically consider the question of a purposeful life. The novel's unique relation to modernity offers an opportunity to investigate provocative examples of the individual's relation to structures of power, the possibilities of resistance, and the potential for love.

**LIT 363A. Exploring Love in Literature. 3-4 Unit.****LIT 364. Varieties of Short Fiction. 3-4 Unit.**

The aim of this course is for students to analyze a variety of classical and contemporary short fiction. The course engages all the elements that give a fiction a chance at success - obsession, seduction, evoking of the senses, the removal of filters, scene and summary, theatre of the mind, et cetera. This course examines the elements of fiction - plot, character, setting, point of view, theme, effective dialogue, meaningful description and telling detail, narrative voice, pacing, symbol, etc. - in an effort to determine the part each element plays in creating the overall effect of the short story. Students learn to recognize and use the terminology of fiction and, by reading, discussing, and analyzing several dozen stories by a diverse selection of writers, achieve a thorough understanding of the process and value of writing short fiction, as well as develop skills with which to analyze the form.

**LIT 365. Writing As Resistance. 3-4 Unit.**

This course considers writing as a radical, subversive act of cultural resistance against authority and oppression in its innumerable forms of guises. Through reading, lecture, dialogue and creative writing investigations, students become familiar with both literary and conceptual models of resistance offered by a diverse selection of writers and thinkers, including Kathy Acker, Reinaldo Arenas, Helene Cixous and Nawal El Saadawi. Particular attention is given to the connection between radical politics and radical aesthetics, the literature of sexual and social transgression, and not just the writer's text, but the writer's body as the tool of rebellion. Using Gloria Anzaldúa's concept of auto-teoria-historia, students reflect on their own lives to create their own models and stories of resistance.

**LIT 365A. Writing & Social Resistance. 3 Units.****LIT 366. Future Parables and Alien Arks: the Fiction of Octavia Butler. 3-4 Unit.**

This course provides students with an introduction to the novels and short fiction of Octavia E. Butler, recipient of a McArthur Foundation Genius Award. The course concentrates on examining Butler's role in not only the genre of science fiction, but also in the arenas of women's literature, African American literature, and California literature. Students investigate literary criticism of this author's unique work which spans many genres and discuss why Butler is one of the foremost science fiction writers today. Students also learn more about the genre of science fiction and the reasons why Butler chooses to set her stories in this particular fictional context.

**LIT 367. On the Edge of Forever: Science Fiction and Social Change. 3-4 Unit.**

This course familiarizes students with the branch of science fiction that relates to the social sciences rather than the hard sciences. Gender and social issues in the science fiction of the second half of the 20th Century is examined in the form of short stories, novels, poetry, and criticism. Students become acquainted with the "New Wave" of science fiction in the 1960's and 1970's and its impact on the social change of the era. Feminism, gay issues, the environment, and other sociopolitical aspects of science fiction will be discussed and examined.

**LIT 369. Reading the Novel. 3-4 Unit.**

This course provides students with an introduction to the novel as a literary form, through reading, discussing and writing about several modern/postmodern novels. Topics may include: what distinguishes the novel as a distinct literary form, the history of the novel, particular historic or stylistic movements in the novel, comparative studies of the novel, the development of the novel, experimental forms of the novel, realism vs. non-realism in the novel, narrative strategies employed within the novel, etc.

**LIT 370. Poetry and the City: New York and Los Angeles. 3-4 Unit.**

**LIT 370A. Heart of the City: Poetry of New York And Los Angeles. 3-4 Unit.**

Through documentaries, poetry readings on video, talks and discussion, this course follows the growth of New York and Los Angeles in reality, and myth. Ports of immigration, N.Y. and L.A., are powerful hubs of activity. Students read essays and poetry written about these mega-cities. The course focuses on landscapes and neighborhoods, economic engines, power groups, social diversity, forgotten or erased aspects of the past, dreams, catastrophes, struggles for justice and joy. Students analyze how a poem builds and look at questions of craft. Students write poems in class and interview members of our communities about the role of poetry in their lives. A spoken word/poet visits the class.

**LIT 371. From Book to Screen: Strategies for Moving from Written to Visual Texts. 3-4 Unit.**

This course examines the ways in which short stories, novels, novellas, and autobiography are adapted into films, with special attention to the treatment of the various elements of theme, characters, plot, and setting. Diversity will be built into the class with analysis of gender, class, and race/ethnicity in literature and films as well as looking at such diverse film genres as horror, detective, and Western.

**LIT 371A. The Imagination At Work: Literature and Labor. 3-4 Unit.**

The purpose of this course is to illuminate and transform our understanding of what it means to work. Students examine literary and cinematic representations of labor, as well as our own personal work stories. The focus is on the every-day experience and struggles of "the working class", the entanglement of work and race, and the power dynamics of the workplace. Questions are raised about the poetics of the working class, the role of the imagination in working-class literature and the ideology of work as a central marker of self. Through in-class dialogue and research- experiments students gain deeper insight into the complex social relations and human emotions at play in the working world. Through personal essays, students use what they have learned to reflect deeply on their own working lives, past, present, and future.

**LIT 371B. Discovering Psychology Through Literature and Film. 3-4 Unit.****LIT 371Z. (SB) Beyond Good and Evil: Special Topics in Liberal Studies. 1 Unit.****LIT 372. Journeys in Creative Nonfiction. 3-4 Unit.**

This course focuses on exploring the genre of creative non-fiction and examining many of its forms including literary reportage, memoir, biography, travel writing, magazine writing, and the essay. Students read short and longer works by varied authors including Truman Capote (his classic, *In Cold Blood*, is considered to be a pioneering work of creative non-fiction), Joan Didion, David Sedaris, James Ellroy, Greil Marcus, Norman Mailer, and Art Spiegelman. The class explores patterns and trends in the development of the form as a literary genre, and the vanishing distinction between fiction and non-fiction. The class also examines how the elements of fiction - narrative, character development, scene setting, dialogue, poetic language, point of view, structure, etc. - are utilized in creative nonfiction.

**LIT 373. Themes in African Literature. 3 Units.****LIT 374. Edge Conditions: Women of Greek Antiquity. 3-4 Unit.**

This course explores the truths that Greek poets and playwrights spoke to power in an attempt to save Athens from spiraling out of control in an unending war. By reading texts which have not faded over time, the course considers the unique and vulnerable place that humans negotiate, between gods and beasts. Students write a paper, participate in spontaneous creative exercises, and respond to a film version of a play. The course includes a field trip to the theater if a production of an ancient play is running at the time of the course.

**LIT 375. Women in Literature. 1 Unit.****LIT 376. Representations of Adolescence in Literature. 3-4 Unit.**

This class will engage students in a focused study of literary representations of adolescence. Though we may think of adolescence as a set developmental phase, delineating it is also a relatively modern luxury. Members of past generations and people of less privileged societies often go directly from childhood into the responsibilities of adult life. Adolescence, as we know it, is a socially constructed idea. Notions of its purpose and meaning shift with the times. Through reading, lecture, discussion, and close analysis of four novels (and some poems), we will reflect on how adult writers strive to capture the challenges, conflicts, and unique experiences of American adolescents. We will also consider how these works reflect ideas about adolescence as a social construction. In the four major works considered, we'll look at American adolescence from the post-war period through the 1970s and 1980s up to the present.

**LIT 378. Visualizing Shakespeare's Racial Bodies. 3-4 Unit.**

In this class students investigate the idea of race as it is constructed in Shakespearean theatre both in the English renaissance and today. The four Shakespearean texts examined are those that most explicitly deal with the question of the racial other: *Anthony and Cleopatra*, *The Merchant of Venice*, *Othello*, and *Titus Andronicus*. A number of topics focus the analysis: How does the body and its mediation produce meaning in Shakespearean theatre? What is the relationship among text, image, audience and performer and how do these relationships inform our understanding of race, specifically, and otherness, more generally? How is canon formation and box office success linked to questions of race? No background in Shakespeare is required.

**LIT 379. European Poetry & Translation. 3-4 Unit.****LIT 381. Myth and Magic: Latin American / Indian Stories, Narratives, and Counter-Narratives. 3-4 Unit.**

Our sense of cultural identity is in flux and under construction, subject to the play of history and difference. Through documentaries, videos and readings of American Indian myths, stories from the Latin American Boom, and vernacular African-American tales, students uncover layered histories of American destinies and their possible role in defining a more inclusive sense of "American" culture. Students analyze how stories and counter-stories teach and delight; how gender is constructed through cautionary or celebratory tales and how diverse spiritual and erotic values are encoded. Students locate, in stories, the struggle against inhuman (but all too human) violence motivated by greed and fear. Students explore the American Indian presence in Los Angeles, in a powwow, museum visit and guest interview.

**LIT 382. Politics in Literature: the Artist As Activist. 3 Units.**

This course explores literary styles of authors who have explicit political points of view. Activism as an implicit or explicit theme in the works of Gloria Anzaldúa, Adrienne Rich, J.M. Coetzee and Bharati, Mukherjee is explored.

**LIT 383. Psychology of Women Through Literature and Film. 3-4 Unit.**

This course explores, through literature and film, a variety of the emotional and psychological experiences of women. Insights from works on the psychology of women by Jean Baker Miller and Phyllis Chesler are brought to discussion of short novels, short stories, and films. Through literature and films students examine the relationship between patriarchal culture and differing psychological definitions of women and men's emotional life.

**LIT 384. L.A. Literature: Creativity and the City of Angels. 3-4 Unit.****LIT 385. Explorations in Literature: Reading Poetry. 3-4 Unit.**

This course is an examination of reading poetry, with emphasis on how poets use the imagination to renovate the world, lessen its violence, and make it habitable. Students explore the evolving roles of poetry and the poet in the United States. Discussions focus on the transformative power of poetry as students consider poems about war, urban violence, madness, race and ethnicity, gender, the AIDS epidemic, the body, and the soul.

**LIT 385A. Reading Poetry: the American Experience From the Puritans to the Present. 3-4 Unit.**

How did Robert Frost model even some of his simplest poems after Greek and Roman Poetry? Why did William Carlos Williams think that literally and figuratively, "so much depends upon a red wheelbarrow?" What makes "The Red Wheelbarrow" a poem in the first place? Why are some twentieth century and contemporary poems so hard to understand? This course offers an historical overview of American poetry and poets from the Puritans, Anne Bradstreet, Ralph Waldo Emerson, Walt Whitman, Emily Dickinson through the moderns, Ezra Pound, T.S. Eliot, Edna St. Vincent Millay, Wallace Stevens; the late moderns, Robert Lowell, Elizabeth Bishop, John Berryman, and Sylvia Plath, in addition to the rich mixture of genres and voices that make up the last forty years or so of our history. Students will also learn interpretative strategies, vocabulary, terminology and history to equip them for making sense of American poetry. The course also traces the thematic cross currents that typically run through American poetry: the world of work; Mysticism, Neo-Paganism, Buddhism and Christianity; Gay and Lesbian voices; immigration and cultural identity, feminist concerns; the uses of art, philosophy and theory; how American poets have responded to war, etc.

**LIT 387. Issues in Literary Theory. 3-4 Unit.**

Traditionally there has been an assumption that "literature" and "theory" are two different, perhaps even irreconcilable modes of writing. The goal of this course is to examine, test and question this distinction, and to expose students to the pleasures of theory. Students read 19th century classic literary texts from the canon, alongside radical theoretical interpretations that seek to disrupt the notion of a stable or true meaning. The focus is on deconstruction, feminist, psychoanalytic, queer and multicultural theories, as well as theoretical writings that blur the lines between creative and theoretical forms. Students are asked to apply the theoretical insights they have gained to a work of literature. Particular attention is paid to the notion of theory as a useful tool that can bring the diverse experience and historical struggle that has been hidden within literature to the surface.

**LIT 390A. 20th Century Latin American and Chicano Literature: Special Topics in Literature. 1 Unit.**

This workshop explores key Latin American writers who, since the early 1900s, rejected Eurocentrism and discovered new inspiration in the mestizaje (both Indian and Spanish heritage) and moved away from elite European models of literature. The workshop includes a reading by Chicano writers who share a common lineage with their Latin American predecessors.

**LIT 390B. Retelling the Myths of Romantic Love: Special Topics in Literature. 1 Unit.**

This workshop explores the gender conditioning role models presented through fairy tale heroes and heroines. Students become aware of both overt and subliminal gender-based messages inherent in fairytales and expressed through the characters' language, action, and behavior. Students discover how this process impacts adult lives and the ability to engage in meaningful relationships. No grade equivalents allowed.

**LIT 390C. Fictional Characters and Literary Themes: a Psychological Examination. 1-2 Unit.****LIT 390D. Who Does the Work? an Introduction to American Working Class Literature. 1-2 Unit.****LIT 390E. Emotions and the World of Aging Through the Literary Lens. 1 Unit.****LIT 390F. The Disquieting Muses: Sylvia Plath Workshop. 1 Unit.**

Sylvia Plath remains one of poetry's most alluring, tragic, and complex voices. Plath mysteriously managed to uphold the misogynistic standards that engulfed her, acting out oppression in the guise of self-hatred. Still, her vision gave way to the next generation of women writers, and she encouraged by her example the floodgates of possibility so many writers call on today. In this workshop students immerse themselves in the life and work of Sylvia Plath, gain experience by analyzing poems, and complete a critical paper.

**LIT 390G. The Art of Losing: Elizabeth Bishop Workshop. 1 Unit.**

Elizabeth Bishop's displacement (both psychological and geographical) was firmly locked in the psychic grid of the ether and greatly influenced her work. As a writer of prose, poetry, and letters her work was an attempt to name the world and thereby name herself. She traveled extensively as if the inner and the outer journey refused separation. We will explore the stylistic earmarks of her early and later work as well as discuss the relationship between the losses she experienced and her great and unassailable genius.

**LIT 390H. The Psychology of Aging Viewed Through The Literary Lens. 1 Unit.**

This workshop explores, through literature, the psychology of the aging and how people experience growing old in a culture focused on youth, fearful of the elderly, and in denial of the inevitable aging process inherent in each of us. Through the lens of poetry and literature from several cultures, students explore the emotional responses of the aging to cultures that render them worthless and invisible and that have created rigid stereotypical notions of what it is like to grow old. Students learn to envision new ways for society and individuals to feel and think about the aging. No grade equivalents allowed.

**LIT 390J. From a Child's Eyes: the Authentic Voice Of Children in Contemporary Literature. 1 Unit.**

This one-day Saturday workshop takes a brief look at writers as witnesses of childhood. Students explore techniques writers use to evoke the child in their work and develop a critical perspective on the successful use of these techniques. This workshop also considers why authentic portrayals of childhood may be important for a given work.

**LIT 390K. Transforming the Everyday: a Poetry Workshop. 1 Unit.**

Using exercises and examples to stimulate the imagination, this workshop focuses on writing. Students explore how we transform the ordinary elements of what's around us (i.e., our own thoughts and feelings, the external world) into linguistically alive and exciting to read poetry. The day is divided into three sections: reading and discussing examples of contemporary poetry, writing and work-shopping what we've written.

**LIT 390L. Blackness & Identity in Nonfiction. 1 Unit.**

This workshop explores how race, specifically negative concepts of blackness engrained in American history and culture, has shaped the work of nonfiction writers who struggle with the fundamental concept of self and establishing the validity of their own stories and experience. Through film, readings, discussion and writing exercises, students will analyze how racial oppression-slavery, Jim Crow, etc.-was at its core a negation of a valid black self and authoritative black voice. Students will also examine the fluidity between social and individual black reality, and how this fluidity has been consistently reflected and addressed in works from Frederick Douglass to Maya Angelou to Henry Louis Gates, Jr.

**LIT 390M. How to Write Effectively About Music Performance in Fiction and Nonfiction. 1 Unit.**

Music, by its very nature, is an abstract form that evokes an emotional response in a listener that can rarely be analyzed, explained or even described in words. In this one-day workshop students examine what it takes for a writer to create effective passages about musical performance and/or musicians in fiction and nonfiction.

**LIT 390N. The Little We Get Free: Elizabeth Bishop Workshop. 1 Unit.**

Elizabeth Bishop is now considered one of the most important poets of the twentieth century. Known chiefly for her astonishingly acute eye for image and figure, Bishop also holds a significant position as a woman and lesbian writer-one who remained on the outside of the literary world for most of her life. Students examine her as a poet on the margins, and one who both resisted and engaged in autobiographical or "confessional" writing. Students also look closely at her themes of travel, family, love, and loss. Analyzing her use of description, metaphor, image, and formal technique helps students grow as writers.

**LIT 390P. An Introduction to Homer and the Iliad. 1 Unit.**

The Iliad is one of the most important works of Western Literature. Although this epic poem is timeless, sometimes people find Homer tough going - a remote, distant culture; characters that are hard to penetrate, whose motives and values are very different from our own; a language and writing style that is not always inviting. Students briefly examine Homer's impact on Western art and literature. The course also explores some of the ongoing academic questions regarding Homer: Was there an historical Homer or one writer of the epics? How do the metaphors work? What is the narrative and dramatic structure? No grade equivalents allowed.

**LIT 390Q. Making Nothing Happen: Politics and Poetry. 1 Unit.****LIT 390R. Fiction of Memory: Memoirs, Novels, and The Writing Life. 1-2 Unit.**

This workshop examines the blurry distinction between memoir and fiction. As memoirs have become a deeply popular form of reading culture, the popularity of the novel continues to wane; however, do the two really do differ so very deeply? Many readers seem invested in the "honesty" of the memoirist, and conversely, the ability of the fiction writer to "make it all up." What is the ethical responsibility of the memoirist? By the same token, how much of what we consider to be fiction is actually fiction - in other words, not true? Working to understand the fine distinctions between fiction and non-fiction, students hone analytical and interpretive skills. Texts include Lauren Slater's book, *Lying: A Metaphorical Memoir*, in which she set out to write a fictionalized memoir and examples of romances a la Clef - novels purported to be thoroughly autobiographical. Students learn about the tradition of memoir, attempting to determine what is at stake in the debate over fact versus fiction. In addition, students workshop their own personal essays, whether true-to-life or true-to-imagination. No grade equivalents allowed.

**LIT 390S. American Feminist Movement. 1-2 Unit.****LIT 390T. A Million Little Lies: Dishonesty & Deception in Creative Nonfiction. 1 Unit.****LIT 390U. Women Poets & Erotica. 1 Unit.****LIT 401. Representations of Children in Literature - Through a Child's Eyes. 3-4 Unit.**

Through review and analysis of poetry, memoir, and fiction written from a child's point of view, students reflect on the experiences of children, social and environmental justice issues related to children, and some aspects of psychological and social child development from the pre-verbal stage through adolescence. Selected literature illustrates how children perceive the world at different ages, how they make meaning from life experiences, and how they relate to themselves and others in different situations and cultures.

**LIT 402. European Crisis in the Novels of Thomas Mann. 3-4 Unit.****LIT 403. Franz Kafka & the Kafkaesque. 3-4 Unit.****LIT 404. Writing About Trauma Literary Art From Adversity. 3-4 Unit.****LIT 437. Special Topics in Contemporary Literature. 3-4 Unit.****LIT 451. Independent Study. 1-5 Unit.****LIT 490H. Feminism and Existentialism: the Works of Simone de Beauvoir. 1 Unit.**



# Management

**MGT 251. Independent Study. 1-5 Unit.**

**MGT 350. Prior Learning: Management. 0 Units.**

**MGT 351. Independent Study. 1-5 Unit.**

**MGT 353. Internship. 1-5 Unit.**

**MGT 379. (sb) Preventing Workplace Sexual Harassment. 1 Unit.**

**MGT 379A. (sb) Leadership in Business: Special Topics in Management. 1 Unit.**

**MGT 379H. (sb) Time Management Communication: Special Topics in Management. 1 Unit.**

**MGT 379N. (SB) Decision Making. 1 Unit.**

**MGT 379P. (sb) Motivation: Special Topics in Management. 1 Unit.**

**MGT 379W. (sb) Sociology of Work: Special Topics in Management. 1 Unit.**

**MGT 379Y. (sb) Universal Human Values and Leadership Development: Special Topics in Management. 1 Unit.**

**MGT 380B. (sb) Workplace Stress: Sources, Symptoms, and Solutions: Special Topics in Management. 1 Unit.**

**MGT 380F. (SB) Time Management/Crisis Management. 1 Unit.**

**MGT 380H. (SB) Integrating Environmental Values Into Business Organizations. 1 Unit.**

**MGT 380I. (SB) Awakening the Corporate Soul. 1 Unit.**

**MGT 380J. (SB) Environmental Marketing. 1 Unit.**

**MGT 380L. (SB) Managing the White Space--A Logical and Non-Linear Approach to Managing Work Activity: Special Topics In Management. 1 Unit.**

**MGT 380N. Corporate Crime: From Trustbusters to Enron. 1 Unit.**

**MGT 380P. (SB) Behavioral Interviewing-- Strategies for Person/Organization Fit: Special Topics in Management. 1 Unit.**

**MGT 380S. (SB) Culturally Sensitive Business Practice. 1 Unit.**

**MGT 380V. Designing and Managing Effective Teams. 1 Unit.**

**MGT 380X. (sb) Coaching and Mentoring. 1 Unit.**

**MGT 390A. Spirituality in the Workplace: Special Topics in Management. 1 Unit.**

This workshop examines spirituality in the workplace. Topics include ways that people blend their spiritual lives with their work lives, the ethics of integrating spirituality with work, spiritual approaches to leadership, and right livelihood.

**MGT 390B. Entrepreneurship: Special Topics in Management. 1 Unit.**

**MGT 390C. Managing Non-Profit Organizations: Special Topics in Management. 1 Unit.**

Nonprofit organizations have been and continue to be an important segment of American Society. These organizations provide a variety of services to others in an increasingly uncertain and competitive environment. In this workshop, we focus on four areas critical to most nonprofit organizations. They are: building a strong board of directors, designing and managing fund raising, recruiting and developing volunteers and employees, and evaluating programs. The workshop focuses on practical application of concepts presented in the required readings through lecture, discussion, and guest speakers.

**MGT 390N. Organizational Change: Special Topics in Management. 1 Unit.**

**MGT 451. Independent Study. 1-5 Unit.**

**MGT 453. Internship. 1 Unit.**

**MGT 501A. Foundations of Business Practice I. 4 Units.**

This is one of two courses that expose students to the major areas of business practice. The Foundation courses familiarize students with the language and concepts that are central to core business functions. MGT 501A introduces the topics of accounting, finance, and economics to enable students to comprehend financial analysis and decision-making in organizations. Students gain a basic understanding of budgeting and financial statements, the time value of money, and revenue and cost behavior of firms in competitive markets. This is a hybrid course that includes both classroom and online activities. (Students should enroll in this course at its earliest offering in their program of study).



**MGT 501B. Foundations of Business Practice II. 4 Units.**

This is one of two courses that exposes students to basic business practices. This class introduces students to the language and central concepts of strategy, marketing, implementation/operations and organization design. Upon completion of this course, participants will have a basic understanding of strategy including the specific disciplines of competitive strategy, and core competencies; marketing management principles, analyzing market opportunities and developing marketing strategies; the elements of organization design; and the basics of implementation and operations in both service and manufacturing environments. Students apply these concepts to a current or hypothetical business situation. (Students should enroll in this course at its earliest offering in their program of study).

**MGT 507. Small Business Management and Entrepreneurship. 4 Units.**

This course provides students with an understanding of the theory and practice of small business management and entrepreneurship. The course covers practical aspects of strategic business planning, including: feasibility analysis, market analysis, service and price planning, promotion and advertising, financial management and cash flow budgeting, and operational planning and control. Students learn to develop business plans that incorporate the fundamentals for various enterprises.

**MGT 508. Management of Small Organizations and Non-Profit Organizations. 4 Units.****MGT 510. Social and Ethical Issues in Management. 4 Units.**

This course focuses on the ethical problems that can arise in contemporary work organizations and the individual's responsibility in these situations. Students examine the ethical dilemmas experienced in their work careers and are helped to identify the ethical dimensions of common organizational events. Issues such as affirmative action, employee rights, AIDS in the workplace, and organizations' impact on the natural environment are discussed.

**MGT 512. Systems Thinking. 4 Units.**

This course presents basic concepts of general systems theory and applies them to organizational settings. The course is designed to help students develop their own understanding of systems thinking and its application in their professional lives. This objective is approached in two ways. Most importantly, the course explores, in depth, each student's personal experience with systems thinking, in contrast to other modalities of problem solving and decision making. Secondly, the course investigates the contemporary scholarship that is informing systems thinking. The course focuses on both academic scholarship and experiential learning, with a primary focus on each student's construction of her or his own understanding.

**MGT 516. Religion and Management: Integrating Spirituality and Work. 1 Unit.****MGT 516A. Practicum in Blog Production. 1 Unit.****MGT 517. Organizational Behavior: People in Organizations. 4 Units.**

This is an overview course which looks at the common events and issues that occur for people in their work environments. The focus is on the behavior of individuals and groups as well as the dynamics of larger human systems. Topics covered include interpersonal competence, motivation, communication, group dynamics and decision making, power and influence, leadership, and organizational structure and design. This is a hybrid course that includes classroom and online activities.

**MGT 518. Quantitative Analysis. 4 Units.**

This course provides students with basic competency using quantitative methods commonly found in the workplace. Fundamental statistics are covered. Students apply quantitative methods to work-related problems using statistical software, and they learn to make accurate interpretations of data, as well as to recognize specious ones.

**MGT 519. Managerial Inquiry. 4 Units.**

This course focuses on the methodologies managers can use for systematically gathering and making sense of information. The course also prepares students to develop the project proposal for the Capstone project. Sampling, research design, data collection and analysis, as well as the development of needs assessments, survey instrumentation, interviewing techniques, and field observation are addressed. Students learn to incorporate evaluation elements into programs and projects as they are being initially designed. Prerequisite: MGT 518.

**MGT 520. Budget and Finance. 4 Units.****MGT 520A. Budget and Finance I. 2 Units.**

This course presents an overview of financial issues faced in managerial decision making. Forms and sources for financing business and organizations, as well as methods for budgeting and allocating resources are discussed. Students acquire a basic understanding of budgeting and financial statements. (Students lacking knowledge of basic accounting must audit the BA workshop in accounting BUS 374/MAT 305 or have taken BUS 364 Financial Planning and Budgeting.).

**MGT 520B. Budget and Finance II. 2 Units.**

This course provides students with more advanced sophistication in budgeting and finance. Topics included are cash flow budgeting, forecasting, financial ratio, analysis, capital budgeting and costs, present and future value.(Prerequisite: MGT 520A Budget and Finance I.).

**MGT 521. Organizational Strategy and Policy. 4 Units.**

This hybrid course examines the process of strategic planning as a constant and ongoing aspect of an organization's necessary activities. Students learn long-range planning based on budget, marketing, and sales information and examine how organizations adapt to social, political, cultural, and economic environments in which they exist. Theory is integrated with case studies and work experience. Students write a strategic plan. Prerequisite: MGT 501B.

**MGT 522. Managerial Marketing. 4 Units.**

This course focuses on the role and function of marketing within organizations. Students learn basic marketing principles and practices and develop methodologies for market research, planning, and product development. The use of competitive analysis is also discussed, and various marketing strategies are evaluated. Students develop a marketing plan for a project of their choice. (This course is open to BA students.).

**MGT 523. Managerial Economics. 4 Units.**

This course presents an analysis of economic decision-making in organizations with attention to competitive policies, market structure, revenue and cost behavior. The course also provides an overview of international economics and the world economy as a context for managerial decisions. Students learn to analyze and evaluate the financial status of organizations. (BA Prereq.: ECO 349/BUS 359 Microeconomics.).

**MGT 524. Service Learning Practicum. 1-2 Unit.**

Service learning community service with student educational outcomes. Students who enroll in this practicum are required to do at least 20 hours of community service with an existing service organization. The student chooses the organization. Students apply the methods of action learning and reflective practice to increase understanding of their own performance as well as the functioning of the service organization in a seminar format. This a hybrid course that includes both classroom and online activities.

**MGT 525. Microeconomics: Applications to Contemporary Social Issues. 3 Units.****MGT 526. Total Quality Management. 2 Units.**

This course focuses on the content and processes of Total Quality Management (TQM) as an approach to improving productivity and quality. The course emphasizes TQM principles applicable in both the public and private sector and in service and manufacturing organizations. Issues related to implementation are discussed and students customize TQM for their own work environment.

**MGT 529. Organizational Behavior. 4 Units.**

This course focuses on the dynamics and behavior of individuals and groups in organizational contexts and the larger social system. Topics such as motivation, communication, group dynamics and decision making, power, leadership and organizational structure and design are addressed. (This course is open to BA students.).

**MGT 529A. Organizational Behavior I: Individuals. 3 Units.****MGT 529B. Organizational Behavior II: Groups and Systems. 3 Units.****MGT 531. Consultation Skills. 4 Units.**

This course examines in depth the consulting relationship and the consulting process. Students review the roles and responsibilities of consultants who work internally and externally for organizations of all kinds. They study the key aspects of consulting, including relationship-building, contracting, data gathering, problem diagnosis, resistance, and the creation of project deliverables. Various models for the consulting process are presented and applied to several business cases. Students get hands-on experience working in a team environment to analyze and solve real-world client problems. This course examines many of the challenges a consultant faces-from conceptualizing client problems to showing your clients how to manage and lead change, to improving relationships between departments, to goal setting and planning. The course also provides dozens of client-tested problem-solving tools and solutions that can be used immediately, making consultant interaction with clients more effective.

**MGT 539. Reward Systems. 4 Units.**

This course introduces concepts in total reward systems management, focusing on strategies to align pay, benefits and other rewards with business objectives. Economic, behavioral and legal considerations provide a framework for discussing sound compensation and benefits policies. Students learn methods to determine internal and market comparability of jobs, design salary structures and incentive plans for individuals or groups, and administer consistent pay practices. Cost-effective approaches for developing health, retirement and other benefits programs to meet contemporary work force needs are also examined.

**MGT 540. Human Resource Management. 4 Units.**

This course examines the human resource function in organizations within the context of governmental and legal constraints, changing demographics, and factors in the organizational environment. Topics include compensation practices, collective bargaining, affirmative action, occupational safety, and pension reform. Students examine concepts of labor markets and human resource planning, and consider the implications of employee participation, flex-time and other innovations.

**MGT 540A. Overview of Human Resource Management. 4 Units.****MGT 541. Planned Change and Organizational Development. 4 Units.**

This course provides the student with an overview of how the practice of organizational development works to achieve change in organizations. Theories of how organizations and the people in them change are drawn from disciplines including organization behavior, management theory and psychology. These are applied to various organizational contexts. Emphasis is on the use of the action research model to carry out a variety of change interventions. The class uses simulations, case studies, and real-life applications.

**MGT 541A. Planned Change and Organizational Development I. 2 Units.****MGT 541B. Planned Change and Organizational Development II. 2 Units.****MGT 542. Gestalt Approach to Consulting With Individuals and Groups. 1 Unit.****MGT 543. Organizational Leadership. 4 Units.**

This course focuses on leadership in organizational settings. Leadership functions over various hierarchical levels, and the application of leadership styles and principles in different organizational contexts, is addressed. Executiveship to team and small group leadership at various stages of organizational development is examined.

**MGT 544. Group Facilitation Skills. 4 Units.**

Through participation in and observation of small group processes, theories of group development, interpersonal dynamics, communication, and effective leadership are presented. The classroom is used as a laboratory for the study of groups in action and for the development of effective facilitation and membership skills. Students learn to recognize functional and dysfunctional behavior in groups. (This course is open to BA students.).

**MGT 545. Work Motivation and Job Design. 4 Units.****MGT 545A. Work Motivation. 2 Units.**

This course examines human motivation as it relates to individual job performance, and the relationship of jobs to human needs and values. Theories addressing what motivates (e.g., Maslow, Alderfer), as well as theories addressing how to motivate (e.g., Expectancy theory) are examined in organizational contexts. (This course is open to BA students.).

**MGT 545B. Socio-Technical Systems and the Design of Work. 2 Units.**

This course focuses on socio-technical systems theory that integrates technological and social factors in the design of work. Designing and redesigning work for present and future technologies in the light of social factors such as satisfaction, human needs and job stress, are covered. Attention is also devoted to the nature of jobs and work in the future. (Prerequisite: MGT 545A Work Motivation.).

**MGT 546. Performance Selection and Performance Appraisal. 4 Units.**

This course presents an overview of employee recruitment, selection, and performance management. Students acquire an understanding of effective employment processes, and tools for applicant screening, and interviewing. They learn how to establish valid performance expectations and provide employee feedback. Emphasis is placed on the use of performance appraisals for employee development, appropriate discipline, and performance coaching. Also included are topics related to internal organizational environments, legal considerations, economic and labor market conditions, and equal opportunity employment.

**MGT 546A. Personnel Selection. 2 Units.****MGT 546B. Performance Appraisal. 2 Units.****MGT 547. Training Program Development. 4 Units.**

This course provides students with the conceptual framework and practical skills needed to develop and present training programs in business and not for profit settings. Topics covered include needs assessment, instructional design and presentation, and evaluation of effective training programs. Experiential assignments allow students to develop skills in each of these areas. The course also explores professional resources and career options in training and development.

**MGT 547A. Training Program Development I. 2 Units.**

The first half of a two-part course provides students with the conceptual framework and practical skills needed to assess, design, present and evaluate effective training programs in business, community, educational, and health care settings. Students acquire knowledge and experience in needs assessment and the design development, implementation and evaluation of training programs. (BA Prereq: MGT 540 Overview of Human Resource Management.).

**MGT 547B. Training Program Development II. 2 Units.**

In this course, a continuation of 547A, students broaden their knowledge and skills in training program development and explore research methods, professional resources, and career options in training and development. (BA Prereq.: MGT 547A Training Program Development I.).

**MGT 547C. Workforce Training and Development. 4 Units.**

This course provides students with the conceptual framework and practical skills needed to develop and present training programs in business and not for profit settings. Topics covered include needs assessment, instructional design and presentation, and evaluation of effective training programs. Experiential assignments allow students to develop skills in each of these areas. The course also explores professional resources and career options in training and development. This is a hybrid course that includes both classroom and online activities.

**MGT 548. Negotiation and Conflict Resolution. 4 Units.**

This course surveys approaches to the resolution of disagreements and disputes between individuals, groups, and organizational units. Mediation, negotiation, arbitration, and recent innovative dispute resolution approaches are studied. Students learn conflict intervention techniques and increase their critical and creative ability to assess and resolve problems posed by conflict. They learn about their own conflict managed style, and they practice negotiating in distributive win-lose, integrative win-win, and mixed motive situations and learn about their own conflict management style. Attention is given to the analysis of optimum negotiation strategies.

**MGT 549. Career Development. 4 Units.**

This course introduces students to career development theory, techniques, and application, particularly as related to adults. Topics include career assessment instruments, working with special populations, sources of occupational information, the role of career development in industry, and its relationship to human resource management. This is a hybrid course that includes both classroom and online activities.

**MGT 550. Human Resource Management and Employee Relations. 4 Units.**

This course examines the human resource function in organizations within the context of governmental and legal constraints, changing employee demographics, and factors in the business environment. Particular attention is paid to the relationship between organizations and employees in both union and non-union settings. Topics include collective bargaining, affirmative action, occupational safety, and employee development. Students examine concepts of labor markets and human resource planning, and consider the implications of employee participation, re-engineering, and changes in the psychological contract for human resource managers.

**MGT 551. Intl Business. 2 Units.**

This course presents the basic characteristics of the global business environment. The political, economic and organizational forms of international business and trade are explored, as well as the growth and magnitude of multinational ventures.

**MGT 552. Leadership, Motivation, and Power. 4 Units.**

This course focuses on the leadership of individuals and groups in organizations. Traditional theories of leadership are introduced, and current theories, such as transformational leadership and self-leadership, are explored. Students also develop an understanding of their personal theory of leadership and orientation toward motivation and power through participation in a variety of self-assessment, dyadic, and group experiences. Special attention is given to how students lead and follow in their current work settings.

**MGT 553. Team Building and Process Dynamics. 4 Units.**

Through participation in and observation of small group processes, students learn to apply theories of team formation and development, interpersonal dynamics, communication, team leadership, and team self-management. The classroom is used as a laboratory for the study of teams in action and for the development of effective facilitation and membership skills. Students learn to recognize and intervene with functional and dysfunctional behavior in teams.

**MGT 554. Socio-Technical Systems and Job Design. 4 Units.**

This course explores the social and technical factors which influence the optimal design of work systems and jobs. Starting with individual motivation and its effects on job performance and continuing with an exploration of the design and redesign of work for different task environments, the course includes discussions of job satisfaction, job stress, and the socio-technical systems design of organizations. The nature of jobs and work in the future is also considered.

**MGT 556. Personal and Professional Effectiveness. 4 Units.**

This course focuses on the issues people face in attempting to be personally and professionally effective at work. Themes of the course include becoming a critical thinker, maximizing personal resources, the nature of meaningful work, being viewed by others as an essential contributor, and overcoming obstacles to effectiveness. This is a highly individualized course. The subject matter varies according to student interests and individual development goals.

**MGT 557. Dilemma Management. 4-5 Unit.**

Often managers are faced with problems to which no solution appears acceptable. In this course students learn to recognize the components of managerial dilemmas and how these can be addressed with non-obvious, creative solutions. The classroom is a laboratory for critical thinking and applied problem-solving. Students analyze and reframe dilemmas and experiment with possible solutions. Case material and actual student experiences are discussed, and a variety of exercises are used to help develop dilemma management skills.

**MGT 558. Multicultural Issues in Intl Management. 1 Unit.****MGT 559C. Current Topics in Disability. 1 Unit.****MGT 560. Unplanned Change and Crisis Management. 4 Units.**

This course introduces students to the fundamental principles of effectively preventing and responding to crises in organizations. Students focus on the skills required for effective crisis management and to the processes engaged in crisis intervention. Crisis at both the individual and systems level are examined. Students learn protocols for conducting crisis audits and assessments and methods for action planning and implementation and post-crisis evaluation.

**MGT 561. Management Information Systems. 4 Units.**

This course helps students understand computer-based information systems in a wide variety of work situations. Topics include computer hardware, software, and vaporware; computer-based information systems (transaction processing systems, office automation systems, and decision support systems); information technologies, imaging and optical storage; and management and organizational theory. Course includes visits to field sites. (This course is open to BA students.).

**MGT 562. Computer Lab. 1 Unit.****MGT 563. Organizational Development, Assessment And Intervention. 4 Units.**

This course focuses on two necessary steps in the planning and implementation of change efforts in organizations. Assessment activities include organizational diagnosis based on the collection and analysis of valid and timely data. Interventions range from individual and small groups to strategic large system change efforts. Students are introduced to diagnostic models as well as research and change management technologies. Cases and field experiences are presented and students design assessment and intervention strategies.

**MGT 565. Multicultural Issues in Management. 4 Units.**

This course presents issues that arise when there are multicultural workforces to be managed with diverse communities. By examining approaches such as organizational psychology, intercultural communication, cross-cultural psychology, and sociology, students explore issues of racism and prejudice, gender and sexual orientation, disability, and power relations in the workplace.

**MGT 565A. Society and the Individual. 4 Units.**

This course focuses on issues that arise when there are multicultural workforces to be managed within diverse communities. By examining intercultural communication, cross-cultural psychology, and sociology, students explore issues of social and cultural identity and conditioning, racism and prejudice, gender and sexual orientation, disability, and power relations in the workplace. This course is offered jointly with the M.A. in Psychology program and includes a special seminar in workplace applications for MAOM students.

**MGT 566. 20th Century Capitalism: Conflict and Change. 3 Units.**

**MGT 567. Down-Sizing: Individual, Organizational, and Societal Implications. 2 Units.****MGT 571. Non-Profit Management. 3 Units.**

This course focuses on the challenges non-profits face in the current economic environment as they plan for providing services for the 21st Century. Practices such as strategic planning, board development, working with volunteers, program development and fund raising are covered. Questions raised concern the problems of corporate sponsorship, legal definitions of non-profits, and multiculturalism. Careers in the field are explored. A visit to a non-profit agency during off-class hours may be required.

**MGT 572. Strategic Planning for Non-Profit Organizations. 4 Units.**

This course examines the strategic planning process within non-profit organizations. Methods for assessing an organization's external and internal environments are presented. Students learn how to develop a strategic plan based on environmental analysis that includes a mission statement, organizational goals and objectives, strategies and action plans for implementing strategies.

**MGT 573. International Relations, Culture and Economics. 3 Units.****MGT 574. Managerial Leadership in Nonprofit Organizations. 4 Units.**

Not-for-profit organizations need managerial leaders who can serve effectively in the roles of visionary, strategist, change agent, coach, politician and fund raiser, while performing "other duties as assigned." This course examines the nature of these roles and others, with an emphasis on how they may be performed most effectively with various stakeholder groups within a mission-driven enterprise. The course employs a mix of readings, lectures, class discussions, small group interactions, student presentations, and guest speakers to support these educational aims.

**MGT 580. Quantitative Methods. 4 Units.**

This course provides students with basic competency using quantitative methods commonly found in the workplace. Fundamental statistics are covered. Students apply quantitative methods to work-related problems and make accurate interpretations of data, as well as recognize specious ones. (BA Prerequisite.: MAT 303/PSY 410 Descriptive and Inferential Statistics.).

**MGT 582. Program Evaluation and Field Research. 4 Units.**

This research course focuses on methods and techniques of program evaluation and field research in public, private, and non-profit sections. Sampling, research design, data collection and data analysis, as well as the development of need assessments, survey instrumentation, interviewing techniques and field observation are addressed. Students learn to incorporate evaluation elements into programs and projects as they are being initially designed. (This course is open to BA students.).

**MGT 583. Bldg With Emotion: Psych and Process of Space Planning. 2 Units.****MGT 589F. Sexual Harassment in the Workplace. 1 Unit.****MGT 589G. Work Team Development. 1 Unit.****MGT 589H. Principles of Fundraising. 1 Unit.****MGT 589I. Organizational Reengineering. 1 Unit.****MGT 589K. An Interviewing Lab: Selecting, Hiring and Orienting Employees. 1 Unit.****MGT 589L. Performance Appraisal and Employee Discipline. 1 Unit.****MGT 589M. Decision Making: Practical Tools. 1 Unit.****MGT 589N. Aligning Values and Work Choice. 2 Units.****MGT 589P. Empowerment: Individual and Organizational Perspectives. 1 Unit.****MGT 589Q. Inner Empowerment: Centering At Work. 1-2 Unit.****MGT 589R. Current Trends in the Employee Assistance Profession. 1 Unit.****MGT 590A. Socially Responsible Business. 3 Units.**

Subject matter of this course varies from quarter to quarter, enabling students to learn about specialized topics that draw on particular faculty expertise and interests. Recent topics include the following: aligning values and work choice, employee empowerment, principles of fundraising, sexual harassment in the workplace, space planning, and international management.

**MGT 590B. Mediation and Conflict Resolution. 2-3 Unit.****MGT 590C. Making Meetings Effective. 1 Unit.****MGT 590D. Project Management. 1 Unit.****MGT 590E. Introduction to Social Media in Business. 1 Unit.****MGT 590F. Neuroscience of Leadership Development. 1-2 Unit.****MGT 590G. Sustainability in Organizations: Promise Practice & Policy. 1 Unit.****MGT 590H. Project Management. 1 Unit.****MGT 590I. Writing a Business Execution Plan. 1 Unit.****MGT 590J. Strategic Learning for Professional Success. 1 Unit.**



**MGT 590K. Performance Management. 1 Unit.**

This one-day workshop will present an overview of Performance Management as a strategic, integrated, and systems approach to delivering organizational results by improving individual performance and capabilities. Topics include Goal Setting and Alignment, Competency Frameworks, Performance Coaching through Feedback and Appreciative Inquiry Skills, Performance Evaluations, Performance Self-Assessments and Development Planning.

**MGT 590L. Interviewing From Both Sides of the Table. 1 Unit.**

This workshop will provide the tools, methods and techniques to plan and conduct interviews that will lead to successful hiring decisions. It will provide opportunities to develop appropriate interview questions, practice conducting interviews, responding to interviewer questions, and evaluating candidates' responses. Students will gain a greater appreciation for the interviewing process on both sides of the table, from both the interviewer's and interviewee's perspective.

**MGT 593. Research in Org. Management. 1-4 Unit.**

This course provides students with the opportunity to research subjects of special interest within the field of Organizational Management. Designed as a hybrid class with both seminar and individual student-faculty sessions, the course guides students in critical inquiry, reading, writing, and discussion to inform the development and defense of their inquiry process. Students must have permission of the instructor to register and they may register more than one time for MGT 593 A, B, or C.

**MGT 596. Independent Learning. 1-4 Unit.**

The practicum is a field experience chosen by the student and designed with the assistance of the advisor and a field supervisor. Practica enable students to apply knowledge and skills developed in the classroom and/or to increase professional competence in areas of previous experience. A practicum may be undertaken as a supervised internship, or the student may work more independently on a project of interest. Each professional practicum includes reading of current relevant literature in the field and a final written report.

**MGT 597. Prom Seminar. 1-4 Unit.****MGT 598. Field Consultation Project. 4.00 Units.**

The Field Study is a field-based experience that spans three quarters. Student teams, under the supervision of a Field Project Advisor, design, implement, and report on a project of value to an organization or target population. Teams are free to work on a project of their choice, with the requirement that the project leaves a legacy after the completion of the project. Local professionals and M.A.O.M faculty provide feedback to students on products delivered at several points during the two-quarter project period. Students begin the Field Study by mandatory enrollment in the Field Consultation Preview, a 0-unit workshop, during the Summer quarter. Upon completion of MGT 600, students enroll for MGT 598, Field Study, during the Fall and Winter Quarters, for a total of 4 units. The Field Study course work concludes with a public presentation of the project at the end of the Spring Quarter.

**MGT 598A. The Capstone Experience. 4.00 Units.**

The Capstone is a field-based experience that spans two quarters. Student teams, under the supervision of a Faculty Advisor, design, implement, and report on a project of value to a client organization. Local professionals and M.A.O.M. faculty provide feedback to students on products delivered at several points during the two-quarter project period.

**MGT 598B. Field Consultation II. 4 Units.****MGT 599. Master's Thesis. 6.00 Units.**

Independent work on the Master's Thesis, Project or Final Internship Project is carried out under the direction of a faculty member.

**MGT 600. Master's Completion Seminar (Non-Credit). 0 Units.**

## Mathematics

**MAT 151. Independent Study. 1-5 Unit.****MAT 181. College Mathematics. 3-4 Unit.**

This course provides students with preparation to understand mathematical concepts as applied to both business and social sciences. A review of basic algebraic principles is followed by the presentation of more advanced concepts. Emphasis is placed on attaining a level of mathematical proficiency.

**MAT 181A. College Math I. 3-4 Unit.****MAT 190. Calculus. 3 Units.**

This course aims to apply and extend what students have learned in previous mathematic courses through the study of limits, derivatives, along with basic differentiating and integrating techniques. The course starts with five major problems that introduce the big ideas of calculus: optimization, limits, differential equations, exponential functions, the relationship between distance and velocity, piecewise functions, volumes of revolution, volumes by slicing, and the Fundamental Theorem of Calculus. Each of these five major problems is revisited again later in the course for students to solve using calculus knowledge. Students in Calculus will continue to use problem solving strategies, questioning, investigating, and explaining in conjunction with their knowledge of the connections among algebra, geometry and functions to analyze problems and formulate solutions. Throughout, they will also use these strategies to extend their current knowledge by making new connections. The course is a college level course and requires a significant amount of preparation for every class on the part of the student.



**MAT 190A. Calculus. 3 Units.**

This is the first semester of a yearlong course that aims to apply and extend what students have learned in previous mathematics courses through the study of limits, derivatives, along with basic differentiating and integrating techniques. The course starts with five major problems that introduce the big ideas of calculus: limits, exponential functions, the relationship between distance and velocity, piecewise functions, and the Fundamental Theorem of Calculus. Each of these five major problems is revisited again later in Math 190B for students to solve using new calculus knowledge. In the first term, the focus will be on a beginning look at calculus concepts; rates, sums, limits, and continuity; slope and curve analysis; and the fundamental theorem of calculus. Students in Calculus will continue to use problem solving strategies, questioning, investigating, and explaining in conjunction with their knowledge of the connections among algebra, geometry and functions to analyze problems and formulate solutions. Throughout, they will also use these strategies to extend their current knowledge by making new connections. The course is a college level course and requires a significant amount of preparation for every class on the part of the student.

**MAT 191. Contemporary Mathematics. 3 Units.**

Through lectures, assigned texts, computer-assisted instruction, videos, and experiential projects, students learn applications of intermediate algebra and geometry to contemporary mathematic situations, including mathematical proofs, number sequences, mathematical curves, logarithms, functions and permutations, matrices and graphing, and topology. Emphasis is placed on inductive and deductive reasoning skills, the history and humanity of mathematics, and the application of alternative solutions while problem-solving.

**MAT 250. Prior Learning: Mathematics. 0 Units.****MAT 251. Independent Study. 1-5 Unit.****MAT 281. College Mathematics II. 3-4 Unit.**

This course involves problem solving, active learning, and exploratory connections of mathematical proficiency. It provides a foundation for understanding and applying mathematical concepts in business and social science. The study of algebra is continued from Math 181 and includes factoring, solving equations, simplifying algebraic fractions, coordinate geometry, radicals, and patterns necessary for successful application in more advanced mathematical courses.

**MAT 290A. Math for Statistics: Special Topics in Math. 1 Unit.**

This workshop prepares students for PSY 414/MAT 403 Descriptive and Inferential Statistics. The workshop assumes prior knowledge of arithmetic and elementary math. Students learn algebra, notation, the organization of data, and basic descriptive statistics. The workshop includes a lab session during which students work with spreadsheet software.

**MAT 302. Research Design and Methodology. 3 Units.**

This is the first section of a two-quarter course. The class covers the basic methods and concepts of research design in the social sciences. Topics include hypothesis testing, correlation, experimental design, distributions, sampling, validity, research ethics, and descriptive statistics. This course is a prerequisite for MAT 303/PSY 410.

**MAT 303. Descriptive and Inferential Statistics. 3 Units.**

This is the second quarter of a two-quarter course in research design and statistics, concentrating on the application of statistical methods to research problems. Statistical methods such as correlation analysis, t-tests, and analysis of variance are applied to research designs. In addition, students learn how to utilize computer programs to solve statistical problems. PSY 323/MAT 302 is a prerequisite for this course.

**MAT 305. Managerial Accounting Workshop. 0 Units.****MAT 306. Math for Social Change. 3-4 Unit.**

Through lectures and demonstrations, classroom projects, multi-media, and experiential learning, this course examines contemporary global issues and utilizes mathematical concepts, tools, and formulae in possible solutions for matters of social injustice. Students rely upon their current mathematical skills, but also learn how to extend them into complex quantitative and social applications.

**MAT 306A. Math for Social Change. 3-4 Unit.****MAT 308. A Quilter's Workshop: Abstractions and Applications. 1 Unit.**

This workshop integrates lectures and demonstrations, classroom projects, quilt samples, and experiential learning. It provides an overview of the history and processes of quilting, techniques for selecting fabrics and designs, and various traditional and contemporary methods used by quilters. Mathematical applications include: scaling, graphing, techniques for precise measurement and overlays.

**MAT 309. Math in Today's Society. 3-4 Unit.**

This course provides a practical approach to mathematical problems which students encounter in the everyday reality of living and a foundation for and introduction to understanding and applying mathematical concepts and issues in retirement planning, health benefits, exponential growth and decay, management science, the stock market, voting, and the changing value of the dollar.

**MAT 316. Clones and Genetic Engineering. 3 Units.**

Through simulation activities, research, and debate, students focus on the scientific, social, political and ethical concerns raised by genetic engineering. Topics include the mathematics of genetics from Mendel and Darwin to the present genetic altering and splicing, and the discovery of new genes.

**MAT 320. Mathematical Mysteries of Life on Earth. 3-4 Unit.**

For the student wary of the term "mathematics," this course explores fascinating ways that mathematics is actually interrelated with fields of human knowledge and realms of human questioning that we grapple with and intrigue ourselves with every day. This course will help develop creative mathematical thinking skills to discover unexpected ways that mathematics relate to aspects of life on earth. Possible topics include: measurement and scale -from the atomic level to transfinite numbers, patterns such as the Golden Mean, music theory and Euclidian geometry, the shape of the universe and non- Euclidian geometry, probability and game theory - from predicting outcomes to deciphering codes, graphs, and illustration of data.

**MAT 320A. Mathematical Mysteries II. 3-4 Unit.****MAT 321. Math in the Real World. 3-4 Unit.**

Through a three-pronged approach, students develop an analytical and inquisitive point of view as it relates to the mathematics they encounter in their daily lives. Students are challenged in their critical thinking and verbal reasoning through class discussions, with self-directed projects and by developing a much stronger and innate understanding of foundational math skills. By working in-depth in the student's area of interest, students will follow a natural development of understanding of math concepts and how they relate to their personal interest topics.

**MAT 325. Mathematics, A Practical Odyssey. 3-4 Unit.****MAT 336W. Cognitive Development and Mathematics. 3-4 Unit.**

This course is designed to enable students to understand how children gain mathematical knowledge. Additionally, it aims to further the student's mathematical development. Students examine the means by which children construct mathematical understanding in relation to current child development research and the necessary elements for the development of mathematical understanding. Special attention is paid to issues of equity in the teaching of mathematics, in particular how mathematics is presented as "culture free" when, in fact it is culturally embedded.

**MAT 337. The Universe of Math: Numbers in Art and Nature. 3-4 Unit.**

Designed to deepen understanding of the natural world and human culture through an exploration of the mathematical foundations of art and nature, this course develops the tools necessary for mathematical and quantitative readings of the world. Students explore the role of numbers in nature, architecture, mythology, science and the arts. Students will need a drawing compass, straight edge, and sharpened pencils.

**MAT 350. Prior Learning: Mathematics. 0 Units.****MAT 351. Independent Study. 1-5 Unit.****MAT 353. Internship. 1-5 Unit.****MAT 370. Quantitative Thought. 3-4 Unit.**

The goal of this course is to improve the student's analytical thinking skills, increasing the student's ability to analyze and solve mathematical and logical problems. Students not only examine the thought processes and techniques that lead to correct answers but also carefully explore the thought processes that lead to errors, learning to avoid making similar mistakes in the future. Students review and build upon basic knowledge in algebra and geometry, applying their learning to practical applications of mathematics, logic and reasoning.

**MAT 376. Applied Math Review. 1 Unit.****MAT 378. Math for Everyday Life. 3-4 Unit.****MAT 381. Mathematical Thinking: Personal Financial Management. 3-4 Unit.**

This course addresses such issues as budgeting, planning for retirement, long term health care, investments, stocks, mortgages, and other areas applicable to understanding the finance of everyday life.

**MAT 384. Mathematics Beyond Numbers: Form, Space and Order. 3-4 Unit.**

This course is designed to introduce students to the implementation of mathematical ideas in the real world and to give them an appreciation of the relationships among mathematics, art, history, and philosophy. Emphasis is placed on helping students to develop the ability to view and understand mathematical ideas, concepts and tools, to improve logical thinking, computational skills and problem-solving techniques. An extensive background in math is not required for the students to be successful, even though some of the concepts are fairly sophisticated. This course provides an opportunity for a successful transition to more advanced math courses.

**MAT 387. Mathematical Thinking: Theory and Application. 3-4 Unit.**

This course provides students with an integrated model of the various methods of mathematics used from basic arithmetic through pre-calculus. Emphasis is placed on developing skills in the areas of reasoning, pattern analysis, and logical application of math to real-world contexts, such as art and architecture. Specifically, the course directs students to extend their use of mathematical language to the discussion of non-mathematical concepts, and in this process develop their appreciation of quantitative thought in multiple contexts. Topics include the scientific method, conic sections and logarithms, and illusions and paradox.

**MAT 388. Quantitative Logic. 3-4 Unit.**

This course examines logic as a defensive tool, focusing on gaining an understanding of argument. Students gain the ability to recognize the major fallacies of informal logic, to utilize formal logic notation to analyze arguments, and to recognize logic and illogic under real world conditions.

**MAT 402. Research Design and Methodology. 4-5 Unit.**

The course introduces students to experimental and non-experimental designs used in psychological research. Class time is divided between discussion of the reading material and laboratory work. Students discuss commonly used designs, the elements of these designs, and the benefits of each type of design. Students get hands-on experience with several studies, serving as subjects in these studies, analyzing the data, and writing reports on the research using an APA-style format. Students are involved in designing their own studies, gathering data, analyzing the data, and presenting this information both in oral and written form. Prerequisite: MAT 403/PSY 414 Descriptive and Inferential Statistics.

**MAT 403. Descriptive and Inferential Statistics. 4 Units.**

This course concentrates on the application of statistical methods to research problems. Statistical methods such as correlation analysis, t-tests, and analysis of variance are applied to research designs. In addition, students learn how to utilize computer programs to solve statistical problems.

**MAT 413. Chaos Theory: the Geometry of Nature. 3-4 Unit.**

This course explores the origins and current state of chaos theory from a conceptual perspective. Topics discussed include the butterfly effect, bifurcation and wildlife populations, Mandelbrot sets, the geometry of nature, strange attractors, Feigenbaum sequences, fractals, biological rhythms, and pattern formation. The inescapable relationship between chaos and complexity is also discussed.

**MAT 451. Independent Study. 1-5 Unit.**

## Music

**MUS 151. Independent Study: Music. 1-5 Unit.****MUS 250. Prior Learning: Music. 0 Units.****MUS 251. Independent Study: Music. 1-5 Unit.****MUS 253. Internship. 1-5 Unit.****MUS 301. Music in American Culture. 3 Units.****MUS 302. Highlights in Opera. 1 Unit.**

This workshop offers an overview of opera from the early classical to contemporary opera using the Los Angeles Music Center Opera Repertory season as the vehicle. Students examine the creation of the LA Opera with a member of its board, and how contemporary issues of women, class, and art are considered.

**MUS 304. Exploring Opera. 3 Units.**

This overview course engages the student in a lively exploration of the varied, expansive and exciting world of opera from the early classical period through the 20th Century. Students examine opera from a historical, musical and textual perspectives. Historic recordings, videos, literature, guest speakers and attendance of performance/rehearsals are included.

**MUS 305. The Rhythms and Patterns of Jazz in U.S. Culture. 3-4 Unit.**

Jazz is considered by many to be the United State's classical music and arguably represents this country's foremost contribution to international culture. This course considers the history of U.S. jazz musically, culturally and sociologically.

**MUS 306. Music for the People (19th Century to Present). 3 Units.****MUS 307. History of African American Music and Culture in Los Angeles. 3-4 Unit.**

Los Angeles has been one of the most important and prolific centers of black music in the United States. Yet, its contribution has been under-appreciated and in some cases unknown. This class considers the evolution of secular black music and culture in Los Angeles from the turn of the century to the present. Key topics include jazz on Central Avenue, R&B, Horace Tapscott and the Pan-Afrikan Peoples Arkestra, the mid-1960s Watts sene, Hip-Hop/Rap, and the Leimert Park cultural scene. Topics are studied through readings, music, videos, and occasional guest scholars and artists.

**MUS 308. Beethoven, Bernstein, Berlin: and the Wall Came Tumbling Down. 1 Unit.**

This course examines how the Berlin Wall, Beethoven's Ninth Symphony, and Leonard Bernstein become linked in one of the most dramatic moments in post-World War II Europe. Students explore how this convergence of history, philosophy, politics, and music, and Beethoven's hopes for himself and humanity, were expressed in music two centuries later.

**MUS 309. Class, Race and Politics As Explored in Opera. 1 Unit.**

This course examines the explosive and divisive aspects of social class distinction, racial tensions, and political intrigue in Western society. We explore: Mozart's Marriage of Figaro, Verdi's Othello, and Puccini's Tosca. Students come to understand how global issues can deeply affect individual lives on an intimate level.

**MUS 310. Medieval to Modern: a Musical and Cultural History of Changing World View. 3-4 Unit.**

Through the study of various musical artists, students become aware of how worldviews have influenced music, art, architecture and literature. This course focuses principally on artistic representation of an emerging modernity, focusing on issues such as monarchy, democracy, religion, passion, and the individual.

**MUS 313. Sex, Lies, and Responsibility: an Analysis of Wagner's Ring. 3-4 Unit.**

In this course, students will study Richard Wagner's epic 4-part music drama based on Norse mythology. The Ring details political, social, and personal consequences of commitments made and broken, in startling detail. Wagner's text contains the conscious actions, and his music concurrently portrays the subconscious forces at work.

**MUS 320. Music That Liberates: the Inner World of Jazz. 3-4 Unit.**

**MUS 321. Politics and Music in 20th Century Western Culture. 3-4 Unit.**

This course examines how Western politics over the past century have been negotiated in music. This entails looking not only at instances of specifically "political music," but also at the multifarious uses and effects of music in 20th century Western political discourse. Drawing on informed critical analysis of musical practices, contextual study of historical events and influences, and investigation of creative processes, students explore how political ideologies and practices are both represented and shaped by the cultural practice of music. The first goal is to become familiar with writing, listening, and speaking critically about the relationship between musical works and history.

**MUS 350. Prior Learning: Music. 0 Units.****MUS 351. Independent Study. 1-5 Unit.****MUS 353. Internship. 1-5 Unit.****MUS 362. Cultural Studies in the Western Imagination: A Musical Approach. 3-4 Unit.**

This course explores Western culture's changing conception of such categories as race, gender, class, spirituality, the exotic, and the environment. The goal is to gain insight into how these dynamics are affected by and reflected in a range of musical practices. Students are introduced to the fundamentals of music and how to relate musical detail to history and cultural categories. No previous musical experience or coursework is necessary. Ultimately, the aim is to think critically about musical texts, and develop the ability to translate the results of that analytical process into clearly written prose and speech. Students also draw upon relevant texts in film and literature to examine our Western cultural values.

**MUS 363. Sociology of Music. 3-4 Unit.**

This course examines how music has participated in the shaping of cultures, social values and structures, and identities. To fully understand this relation music must be understood as a socio-cultural activity that takes place within specific contexts-both the music and the context require our careful attention. Students explore the relationship between methods of music-making and social structure, the use of music to denote social inclusion and exclusion, the ways in which music reinforces and undermines such social boundaries as race, gender, and class, the social relations involved in the creation, production, and distribution of music, and, ultimately, the social interactions through which the "meaning" of music is negotiated.

**MUS 390A. Celebration, Loss, and Acceptance: the Music of Gustav Mahler Celebration, Loss, and Acceptance. 1 Unit.**

Gustav Mahler, the crowning voice of Romanticism in music, suddenly discovered that his life was to contain a head on collision between career and character. Faced with blatant anti-Semitism, he had to make a decision that would chart the course of his entire life. His music chronicled the inner turmoil and ecstasy that followed, and his final symphony is a particularly eloquent, moving farewell. His life is an example of how an unsought-for political struggle can have a profound impact on an individual's personal life, and how it can manifest in the creative output of an artist. The legacy of his symphonies and the impact on generations of listeners is directly linked to this conflict.

**MUS 390AK. Strategies of Resistance in History, Philosophy, and Humanities. 1 Unit.**

This seminar introduces various aspects of resistance and how they have manifested in human practice at various points in Modern history. The course takes an integrated approach, looking at literary, philosophical, and musical materials in historical contexts, to explore multiple concepts of resistance. The course also examines the contributions and social effects of these strategies and asks what the relationship is between ideas and action. Emphasis is on the ways in which different cultures and historical periods produce different interpretations of human values and, hence, resistance. This begs the question: Are the attempts of writers, musicians, thinkers, and activists to break with tradition always expressions of resistance?

**MUS 390B. Catching the 'Trane': John Coltrane, The Man and the Music. 1 Unit.**

This workshop explores the life and the music of one of America's most gifted and appreciated jazz artists. From his humble beginnings to his unchallenged position as a premier internationally recognized saxophonist, Coltrane wove a pattern laced with the tragedy of drug abuse to the ethereal heights of spirituality. Those forces which formed and informed him are examined through Coltrane's own words and those of others, and through listening to his music.

**MUS 390C. Music and Politics in Twentieth-Century Western Culture. 1 Unit.**

This course examines the ways in which Western politics over the past century have been negotiated in music. The first goal is to become familiar with writing, listening, and speaking critically about the relationship between musical works and history. Subsequently the course explores how individuals formulate our views about politics in history (and now), our understanding of how politics connects to issues of nationalism, oppression, war, pacifism, grief, morality, spirituality, and religion, and how people have created, produced, and listened to music as an expression of such political complexities. The course examines the criteria needed for music or a musically related activity to be political. Ultimately, students address the wide range of musical ways that societies, cultural groups, and individuals engage with politics - from the explicit, to the subtle, to the hidden. The focus includes experimental music, popular music, art music, and jazz. No grade equivalents allowed.

**MUS 390D. Lady Swings the Blues: the Life and Music of Billie Holiday. 1 Unit.**

This workshop explores the life and the music of one of America's most gifted and seminal vocalists and the situations of social injustice in her life. Although "simply" appreciated as a talented and unique vocalist, there is generally little knowledge or understanding of the overt and subtle impediments - to say nothing of insults - which made up much of Ms Holiday's personal and professional life. Of equal significance is the manner in which she resolved those unwelcomed life experiences. The workshop will explore the triumphs and tribulations of Billie Holiday's life against the backdrop of a changing musical and social world. No grade equivalents allowed.

**MUS 390E. Music in 1960s America: Special Topics in Liberal Studies. 1 Unit.**

This course examines the varieties of musical voices of 1960s America. Students look at various types of music as cultural artifacts, in an attempt to forge a revisionist view of what has become a mythologized decade in American history. Contemporary views reflecting back on the 1960s tend to either idealize the era for its sex, drugs, rock n' roll and successful social activism or denounce it as the beginnings of America's moral downfall. To address this historiographical mythology, the course moves chronologically through the 1960s, examining what music reveals about changing notions of individuality, communality, social structures, politics, race, gender, the environment, sex, and spirituality. The goal is to understand how meaning was made and negotiated in different socio-cultural arenas by looking at the relationship between historical events, movements, attitudes, and the types of music that expressed them. No grade equivalents allowed.

**MUS 390G. Playing for Peace- Apple Hill Chamber Players. 1 Unit.****MUS 390M. How to Write Effectively About Music Performance in Fiction and Nonfiction. 1 Unit.**

Music, by its very nature, is an abstract form that evokes an emotional response in a listener that can rarely be analyzed, explained or even described in words. In this one-day workshop students examine what it takes for a writer to create effective passages about musical performance and/or musicians in fiction and nonfiction.

**MUS 451. Independent Study. 1-5 Unit.**

## Non-Profit Management

**MNM 510. Achieving the Mission & Having Impact: Program Design, Evaluation, and Management. 7 Units.**

Programs are a nonprofit organization's means of fulfilling its purpose for existing. Components of the program function include not only the management of current programs but also their evaluation as well as the design and development of new mission-focused initiatives. This quarter is designed to provide students with a working understanding of the basic principles and practices of program budgeting, management, and evaluation. Students will engage in a range of learning activities, including site visits, field work, online conversation, reading, in-house workshops, faculty presentations, visits with field professionals, and narrative inquiries.

**MNM 510F. Field Work in Nonprofit Organizations. 1 Unit.**

This is a 1-unit, field-based learning experience in a nonprofit setting of the student's choosing. The fieldwork is undertaken to support individualized learning goals that the student identifies and puts into a learning contract and implements in consultation with the Fieldwork Advisor. At the end of the quarter, the Fieldwork Advisor evaluates the student's demonstration of fieldwork learning.

**MNM 520. Development: Advancing the Cause. 7 Units.**

Advancement is what empowers and supports nonprofits in doing the work they do. "Advancement" is often used as a synonym for fundraising but it is much more than that. Advancement encompasses development, to be sure, but also public relations, volunteer recruitment, community affairs, external communications, and marketing. During this quarter students get a working understanding of the basic principles and best practices of fundraising and marketing, along with an overview of development planning and management. Students engage in a range of learning activities, including site visits, field work, online conversation, reading, in-house workshops, faculty presentations, and visits from professionals who have stories to share from the field.

**MNM 520F. Fieldwork in Nonprofit Organizations. 1 Unit.**

This is a 1-unit, field-based learning experience in a nonprofit setting of the student's choosing. The fieldwork is undertaken to support individualized learning goals that the student identifies and puts into a learning contract and implements in consultation with the Fieldwork Advisor. At the end of the quarter, the Fieldwork Advisor evaluates the student's demonstration of fieldwork learning.

**MNM 530. Administration: Managing for the Greatest Good. 7 Units.**

The third quarter is designed to provide students with a working understanding of the basic principles and best practices of nonprofit administration, including Budget and Finance, Human Resources, and Information Management. Students engage in a range of learning activities, including: site visits, field work, online conversations, textbook reading, in-house workshops, faculty presentations, guest lecturer presentations, and visits from professionals who have stories to share from the field.

**MNM 530F. Fieldwork in Nonprofit Organizations. 1 Unit.**

This is a 1-unit, field-based learning experience in a nonprofit setting of the student's choosing. The fieldwork is undertaken to support individualized learning goals that the student identifies and puts into a learning contract and implements in consultation with the Fieldwork Advisor. At the end of the quarter, the Fieldwork Advisor evaluates the student's demonstration of fieldwork learning.

**MNM 540. Structure and Governance: Stewardship Of the Common Good: Governance. 7 Units.**

In this quarter, students learn how to analyze, design, and implement nonprofit governance structures and practices. Students learn what it means to have effective board structures, and how to manage streams of revenue. Students engage in a range of learning activities, including: site visits, field work, online conversations, textbook reading, in-house workshops, faculty presentations, guest lecturer presentations, and visits from professionals who have stories to share from the field.

**MNM 540F. Field Work in Nonprofit Organizations. 1 Unit.**

This is a 1-unit, field-based learning experience in a nonprofit setting of the student's choosing. The fieldwork is undertaken to support individualized learning goals that the student identifies and puts into a learning contract and implements in consultation with the Fieldwork Advisor. At the end of the quarter, the Fieldwork Advisor evaluates the student's demonstration of fieldwork learning.



**MNM 550. The Nonprofit System: Structures, Behaviors, Relationships. 7 Units.**

The nonprofit system is comprised of a richly diverse population of individuals, groups and structures operating in environments characterized by increasing complexity. In this quarter, students examine the diversity of related relationships and associated behaviors that, when understood, can inform and influence managerial thinking and decision-making for enhanced organizational effectiveness and strength. Learning activities include site visits, text-based and supplemental reading, online and classroom discussions, in-house workshops, experiential exercises, self-assessments, faculty presentations, and visits with field professionals.

**MNM 550F. Field Work in Nonprofit Organizations. 1 Unit.**

This is a 1-unit, field-based learning experience in a nonprofit setting of the student's choosing. The fieldwork is undertaken to support individualized learning goals that the student identifies and puts into a learning contract and implements in consultation with the Fieldwork Advisor. At the end of the quarter, the Fieldwork Advisor evaluates the student's demonstration of fieldwork learning.

**MNM 560. Organizational Evolution, Adaptive Leadership And, Strategic Direction. 7 Units.**

This course is designed to provide students with the ability to create and execute strategies to maximize organizational impact, aligned with institutional mission. Students will engage in a range of learning activities, including: site visits, field work, online conversations, textbook reading, in-house workshops, faculty presentations, instructor lectures, guest lecturer presentations, and visits from professionals who have stories to share from the field.

**MNM 560F. Field Work in Nonprofit Organizations. 1 Unit.**

This is a 1-unit, field-based learning experience in a nonprofit setting of the student's choosing. The fieldwork is undertaken to support individualized learning goals that the student identifies and puts into a learning contract and implements in consultation with the Fieldwork Advisor. At the end of the quarter, the Fieldwork Advisor evaluates the student's demonstration of fieldwork learning.

## Nutrition

**NTR 351. Independent Study. 1-5 Unit.**

## Organizational Management

**OMN 502. Information Systems and Quantitative Methods. 4 Units.**

**OMN 505A. Human Resource Management and Labor Relations. 4 Units.**

**OMN 506A. Managing Budgets and Finance for the Non-Profit. 4 Units.**

**OMN 554. (SB) Marketing for Nonprofit. 1 Unit.**

**OMN 560R. Grant Writing Seminar. 1 Unit.**

**OMN 560X. (SB) Time Management/Crisis Management. 1 Unit.**

**OMN 560Y. (sb) Sexual Harassment: Issues of Sex and Power; Communication and Perception. 1 Unit.**

**OMN 561D. (SB) Public Relations. 1 Unit.**

**OMN 561M. (SB) The Art of Facilitation: Special Topics in Organizational Management. 1 Unit.**

**OMN 561N. Do Not Use. 1 Unit.**

**OMN 562A. (SB) Sustainability 101 - Surviving the 21st Century Paradigm Remodel: Special Topics in Organizational Management. 1 Unit.**

**OMN 580A. Writing an Academic Paper. 2 Units.**

**OMN 580B. Effective Oral Presentations. 2 Units.**

**OMN 580F. Principles of Conflict Management. 2 Units.**

**OMN 580G. Gender Differences in Communications and Negotiations. 2 Units.**

**OMN 620T. The Challenges and Opportunities of NAFTA. 1 Unit.**

**OMN 679J. (SB) Time Management: Special Topics in Organizational Management. 1 Unit.**

## Orientation

**ORN 001. Documentation Workshop (non-Credit). 0 Units.**

**ORN 002. Prior Learning Workshop (Non-Credit). 0 Units.**

Prior learning credit is awarded for college-level learning acquired outside of a college setting. It must be documented by the student and evaluated by an AULA-approved faculty member in order to be credited to the BA degree. The three-hour prior learning workshop enables students to learn the philosophy, theory and process by which prior learning is awarded. Students write a sample proposal, explore methods of documentation, and learn specific criteria and rules necessary to successfully earn this form of credit. It is recommended that the prior learning workshop be taken no later than the student's second quarter of attendance at AULA and, for students who have reduced residency, in their first quarter. Students may not propose or document prior learning without having first taken this workshop. This workshop can be taken more than once. No grade equivalents allowed.



**ORN 151. Independent Study: Orientation. 1-5 Unit.****ORN 180. Academic Planning. 2 Units.**

This 9-week course, required during the first quarter for all incoming students, is intended to (a) provide information on all of the BA program requirements, practices, and procedures; (b) assist students in the design of their educational program and the process of documenting college-level prior experiential learning for academic credit; and (c) familiarize students with Antioch's mission and history. Topics related to Antioch's mission include multicultural education, experiential learning, developmental education, education for social justice and liberal education.

## Philosophy

**PHI 250. Prior Learning: Philosophy. 0 Units.****PHI 251. Independent Study: Philosophy. 1-5 Unit.****PHI 302. The Modern Revolution in Theory and Practice: Hegel, de Tocqueville and Marx. 3-4 Unit.**

The creative destruction of the French Revolution culminated in the constituted power of both the modern nation-state and market-industrial capitalism. In this course, students examine the contributions of the three most comprehensive and profound philosophers of this founding and these institutions- Hegel, de Tocqueville and Marx. In this course, students study the philosophy and politics, the observations and anticipations, the hopes and fears of these theorists as they consider the origins and future of modernity as a powerful dynamic of democracy and liberalism - which they all thought could very well result in the chaos and terror of fascism and totalitarianism.

**PHI 303. American Democracy: Revolution, Constitution and Personality. 3-4 Unit.****PHI 304. Ancient Greek Philosophy. 3-4 Unit.**

The purpose of this course is to study the classic works of Ancient Greek political philosophy in terms of the general philosophy and history of that era as well as in contrast and relation to modern methodologies of natural and social sciences and the political ideas, events and phenomenology of today.

**PHI 305. The Philosophy of Money. 3-4 Unit.****PHI 306. Philosophy of Death and Dying. 3-4 Unit.**

This course focuses on concepts of death and dying, connections to our concept of life, and ethical issues, particularly new predicaments resulting from modern medical practices.

**PHI 307. Utopias and Dystopias in Speculative Fiction. 3-4 Unit.****PHI 309. Urban Environmental Crisis and Ethics. 3-4 Unit.**

This course explores a variety of moral, political, and legal concerns regarding the relationship between human beings and the natural environment, including forms of economic development, social structures, and ideological traditions. Dimensions of the human approach to the natural environment include land-use patterns, utilization of resources, the impact of various practices on the biosphere, relations to non-human species, and the role of population growth in testing the carrying capacity of the Earth. The focus on modernity addresses the realm of the contemporary urban crisis. The impacts of recent natural catastrophes (tsunamis, hurricanes, floods, fires, etc.) are explored as they interact with social, economic, political, and ecological concerns. The course concludes with an extensive discussion of strategic issues - economic, cultural, and political - regarding a possible shift toward green sensibilities, practices, and institutions that many critics view as essential to staving off ecological catastrophe.

**PHI 310. Religious Worldviews: How Religion Constructs Our World. 3-4 Unit.**

This interdisciplinary humanities course uses methods and insights from history, philosophy, and sociology to examine the religious worldviews of Buddhism, Christianity, and Islam in terms of their experiential, mythological, doctrinal, ethical, ritual, and social dimensions. In light of each of these worldviews, the issues of nationalism, capitalism, globalization, technology, environmentalism, feminism, and education are explored. The overriding concern of the course is to understand and appreciate the concrete ideological implications of three religious worldviews. Representatives of these religious traditions participate as guest speakers to provide direct experience of these worldviews and their implications.

**PHI 311. Living a Meaningful Life: Practice of Buddhism in the West. 3-4 Unit.**

The twentieth century has been marked by chaotic dislocations, social upheaval and a deepening loss of faith in Western secular and scientific values. As a result of these events, some of the major themes of the 20th century have been of alienation and the absurdity of life along with a corresponding retreat into fundamentalist attitudes about both science and spirituality. It may be however, that this loss of cultural equilibrium is also offering opportunities for new and creative understanding of the purpose and meaning of one's life. One such opportunity may be found in the entry of Buddhism into Western civilization. This class combines an examination of Western roots as well as Buddhist perspectives, combined with on-going experiential work in meditation. Some of the questions include: How can we search for wisdom as opposed to technical knowledge? What does authenticity mean, and how can we develop it? How can the intellect be developed to search for meaning rather than flattening it in the search for factual reality? What does it mean to be a human being?.

**PHI 312. The Mystical Rationalism of Socrates In the Platonic Dialogues. 3-4 Unit.**

**PHI 320. The Quest for Wisdom: a Brief History of Philosophy. 3-4 Unit.**

This course introduces the undergraduate student to the discipline of philosophy and to the development of western thought from the pre-Socratics to post-modernism. Key periods in the development of philosophy are identified and central philosophers from each period are discussed through reading selected primary sources. Perennial philosophical issues such as the nature of reality, the sources of knowledge, and the basis of ethical action are examined, and essential philosophical perspectives such as realism, idealism, pragmatism, existentialism, logical positivism, and deconstructionism are defined and placed in their historical context. The course provides the student with the essentials of the history of philosophy that are useful in understanding references made in courses and in general academic discourse.

**PHI 350. Prior Learning: Philosophy. 0 Units.****PHI 351. Independent Study. 1-5 Unit.****PHI 353. Philosophy Internship. 1-5 Unit.****PHI 362. Social Change in an Era of Globalization. 3-4 Unit.****PHI 363. Environmental Crisis and Ethics. 3-4 Unit.**

This course explores a variety of ethical, social, and political concerns regarding the complex relationship between human beings and the natural environment. These concerns include issues of economic development, social structures, ideological traditions, and political strategies. We will examine land-use patterns, resource utilization, and impact of various practices on the biosphere, approaches to non-human species, and the role of population growth in testing the carrying capacity of the Earth. Underlying such issues is an ongoing focus on the larger impact of modernity: industrialization, urbanization, technology, bureaucracy, and consumerism.

**PHI 380. Between Vengeance and Forgiveness: Justice and Human Rights in Transition. 3-4 Unit.**

Human rights atrocities on a massive scale -- genocide, slavery, torture, arbitrary, imprisonment and state-sponsored rape to name only a few -- have been committed by powerful groups within governments, or governments themselves, throughout human history. Unique to the second half of the 20th century, however, is a variety of efforts to respond to the atrocities of the past in ways that do not give a free hand to wholesale hatred and revenge by the 'winners' upon the 'losers', which perpetuates the cycle of violence and hatred. Instead, countries attempting to translate from oppressive regimes that have devastated their territories and/or their peoples, seek to install principles of justice that will contribute to recovery and an enduring peace, as well as promote human rights and dignity. We will study the various attempts-- their motivations and outcomes, strengths and weaknesses -- in the hope of expanding our view of the possibilities for justice and peace, in the context of our very troubled world.

**PHI 390. Karl Marx: Ideas That Changed the World. 1 Unit.**

This workshop will investigate the central and most influential elements of Marx's thought (e.g., Alienation, Fetishism, Exploitation, Historical Materialism, Class Consciousness, Dialectics, and Ideology). Students critically investigate and weigh Marx's thought in an effort to assess its current value for understanding the world. No grade equivalent allowed.

**PHI 390A. Discerning Derrida. 1 Unit.**

This two evening workshop provides a working introduction to Jacques Derrida. Perhaps no other philosopher of the late 20th century has contributed as much to changing the philosophical and academic landscape of the United States. In this workshop we will trace some of Derrida's moves and become familiar with some key notions- deconstruction, difference, and the writings under erasure- associated with him. Derrida's writing make visible and denaturalize the mechanics of language, to such an extent that a study of his work could change forever how we read.

**PHI 390AA. Postmodernism Ethics: a Map of a Territory. 1 Unit.**

As the world seems to continue to shrink and ethics, morals, mores, and interests come increasingly in conflict and question, there has been a renewed call for ethics. Much of this impulse is driven by a desire for clarity and certainty, by a desire to know and conform to what is right when it seems everything is up in the air. In this first lecture on postmodern ethics we will draw an eccentric map of the history of ethics- focusing principally on the crisis of modern ethics- and trace some significant movements of journeys taken. What are the origins of these roads to nowhere? Did charlatans provide misleading directions? Or have we been holding the map upside down all along?

**PHI 390AS. Introduction to Buddhism and Buddhist Meditation. 1 Unit.**

Buddhism is becoming of more and more interest in the Western world since its introduction in the early part of the 20th century. As it becomes more popular, however, it seems that misconceptions about what it is and what Buddhist meditation practice entails are also entering the public's understanding of it. This experiential one-day course presents the basic principles and practice of Buddhist meditation and its relevance to daily life. This workshop will provide an introductory-level foundation of Buddhist history, practice, and theory. The major focus of the class will be on the direct encounter and reflective analysis of experience of individuals' meditations. No grade equivalents allowed.

**PHI 390BB. Postmodernism Ethics: Disturbing Ethics. 1 Unit.**

In this second lecture on postmodern ethics we will turn to deconstructive perspectives on Ethics. Ethics takes its place along with philosophy in the schools of Plato and Aristotle. In bold enterprises to bring knowledge firmly under the rubric of Reason, to make a science of knowing, these early philosophers created Ethics along with Physics and Logic. Heidegger, however, urges us past the work of these later Greeks pointing out that even without Ethics and Logic people were not immoral or illogical. That is, prior to Plato people made good sense of their lives and had ways of making their way through difficult decisions. We will not stop with Heidegger, however, and his claim to some sort of originary ethics in the works of Greek tragedians. We will venture on to consider Derridian deconstruction and its argument that ethics is always-already coming undone. We will argue that the prize of Ethics, obligation, is actually what disturbs its very center.

**PHI 390C. The Failures of Reason and Dead Agents. 1 Unit.****PHI 390D. Sexing Ethics. 1 Unit.**

**PHI 390E. The Ethics of Excess and Transgression: Postmodern Ethics. 1 Unit.****PHI 390F. Finding a Way Home: Postmodern Ethics. 1 Unit.****PHI 402. Feminist Political Philosophy. 3-4 Unit.**

This course examines a wide variety of feminist political theories and theorists in an effort to carefully consider and critique the underlying assumptions of such notions as the social contract, equality and difference, freedom and obligation, justice and human rights.

**PHI 403. Situating the Self in the 20th Century. 3-4 Unit.**

Notions of the self, subjectivity, and identity have been central to the history of the 20th century and have driven debates about race, ethnicity, sexuality, gender, politics, and social justice. This course maps out sections of this history and these debates as represented in the works of Freud, Lacan, Foucault, Irigaray, Kristeva, and others. This course provides an overview of key theoretical and philosophical concerns of the past century.

**PHI 412. Manufacturing the Self: Technology, Desire and the Body. 3-4 Unit.**

Technology has had enormous influence over our lives, making many things easier, complicating others, and opening up new areas for ethical discussion. Yet little attention has been paid to how technology has shaped us as human beings: communication, sex, warfare, medicine, etc. This course considers issues such as visibility, speed, and mechanization and reflects on how technological development has altered understanding of the self, desire, and even our own bodies. Theorists considered include: Barthes, Sontag, Horkheimer, Adorno, Virilio, Heidegger, Postman and Stone.

**PHI 414. Foucault: Discourse and Discipline. 3-4 Unit.**

Foucault's work on history and social philosophy has shaped the development of various fields from literary theory, to criminology, to psychology and gender studies. This course grounds students in Foucauldian theories and concepts, considers various ways they've been applied, and also weighs the more substantial criticisms of his work. To have a good understanding of Foucault is to have a good grasp on many of the significant movements - in philosophy, social science, and political activism - of the current moment.

**PHI 420. The Irrationality of Reason: System, Structure, Difference. 3-4 Unit.**

A common way to chart the course of the various contemporary discussions about the place and possibilities of reason today involves a return to Hegel. This advanced course draws from various primary texts in an effort to consider carefully the modern and postmodern problematics of reason. At issue will be various implications of sundry understandings of reason, knowledge, subjectivity, irrationality, structure and the other. Some background in philosophy is highly recommended.

**PHI 451. Independent Study. 1-5 Unit.****PHI 490A. Freedom and Responsibility: the Philosophy of Existentialism. 1 Unit.**

In this one day workshop students have an opportunity to map out the philosophical territory of Existentialism: becoming familiar with principal contributors to the movement - Camus, Sartre, Kierkegaard, Nietzsche, De Beauvoir, and Heidegger - charting parallels in their thought, and giving special attention to differences. In addition students ponder two of the key ideas in Existentialism - the freedom and responsibility of the individual. No grade equivalents allowed.

**PHI 490AZ. Foucault Workshop. 1 Unit.**

Foucault's work on history and social philosophy has shaped the development of various fields of study from literary theory to criminology to psychology and gender studies. This workshop grounds students in the most influential of Foucault's ideas, theories and concepts; provides examples of how they have been, or can be, applied in various fields; and briefly considers some of the more substantive critiques of his work. To have a solid understanding of Foucault is to gain a good grasp of many of the significant movements in philosophy, social science, and political activism over the past half-century. No grade equivalent allowed.

**PHI 490B. Figuring Foucault. 2 Units.**

Foucault's work has had enormous influence in a variety of fields of study (e.g. Psychology, History, Politics, Literature and Philosophy), and always provides provocative challenges to assumed ways of knowing and being. This workshop situates the diverse thought of Foucault within its various frameworks, and then attempts to unpack some of the key concerns of his work. Among the topics attended to: knowledge/power, the will to power, the panopticon, discourse, discipline, ethics, resistance, and sexuality.

**PHI 490C. Sense Since Structuralism. 1 Unit.**

Structuralism and post-structuralism have radically altered the way we understand the relations between human beings, culture and the world at large. This one day workshop will briefly set out the principal points of departure between structuralism and post-structuralism, tracking points of interest in terms of notable challenges to traditional theories of language and culture. The work of de Saussure, Barthes, Foucault, Derrida and Lacan will be on display, lit by brilliant moments in literature, art, and film.

**PHI 490K. Freedom and Responsibility: Existentialism's Philosophy of Life. 1 Unit.**

In this one day workshop students have an opportunity to map out the philosophical territory of Existentialism: becoming familiar with principal contributors to the movement- Camus, Sartre, Kierkegaard, Nietzsche, De Beauvoir, and Heidegger - charting parallels in their thought, and giving special attention to differences. In addition students ponder two of the key ideas in Existentialism - the freedom and responsibility of the individual. No grade equivalents allowed.

## Physical Education

**PED 151. Independent Study. 1-5 Unit.****PED 250. Prior Learning: Physical Education. 0 Units.**

**PED 251. Independent Study. 1-5 Unit.**

**PED 253. Internship. 1-5 Unit.**

**PED 350. Prior Learning: Physical Education. 0 Units.**

**PED 351. Independent Study: Physical Education. 1-5 Unit.**

## Political Science

**POL 101A. Intro to American Politics Present I. 3 Units.**

**POL 101B. Political Science 101 Part II Present I. 4.5 Units.**

**POL 250. Prior Learning: Political. 0 Units.**

**POL 253. Internship. 1-5 Unit.**

**POL 312. Los Angeles: Problems, Politics, and Policy. 3-4 Unit.**

Los Angeles is in the midst of a major economic and social transformation. This is reflected in deepening economic inequalities, racial polarization, and social unrest. This course focuses on the political, economic, and social forces that shape the city and resulting urban social problems, including poverty, housing, transportation, crime and violence, pollution, racism, and neighborhood change. Problems of urban sprawl, loss of open space, water and energy resources as they play out in the Los Angeles scene are also investigated. The course examines the city's political forces including the role of business, citizens' groups, community organizations, the media, the Mayor's Office, and other sectors in addressing these problems and shaping the city's future.

**POL 321. Politics and Theatre: All the World Is a Stage. 3-4 Unit.**

**POL 322. Politics and Anti-Politics: the Irony of Democracy. 3 Units.**

Politics and democracy are our hope; politics and democracy are our despair. Students explore the irony that follows from being able to accept both these statements. The first half of the course traces the origins of Greek political democracy to the simultaneous birth of both modern political democracy and its critique in Rousseau and the founding of the American Constitutional Nation-State. It finishes with both the complete realization and denial of modern democracy in the development of capitalism. The second half examines four recent manifestations of politics and anti-politics in the radical movements of the Sixties: the "Reagan Revolution," the "Velvet Revolution" against the "communist" states of Eastern Europe, and the forces, ideas and passions behind the American Militia movement.

**POL 323. Intl Comparative Politics. 3 Units.**

**POL 324. Declining Nations/Rising Nations: Trade, U.S. Politics and the Global Economy. 1 Unit.**

**POL 328. American Democracy: Revolution, Constitution, and Personality. 3-4 Unit.**

**POL 330. The Sixties: Politics, Culture, and Happenings. 3-4 Unit.**

This course surveys important political and cultural themes of the 1960s, focusing on the general legacy of the period from a contemporary perspective. Topics include the Vietnam War and the movements it spawned; Berkeley upheavals from the Free Speech Movement to People's Park; Civil Rights and rise of the Black Panthers; the rock revolution and its cultural ambience; the French May and 1968 protests across the world; Weather politics; assassinations of the 1960s and their aftermath; the maturation of the New Left into new social movements of the 1970s. The survey encompasses historical context, political events, cultural transformations, shifts in class, race, and gender relations, and the larger global impact.

**POL 331. The Rise of the Black Power Movement and The Black Panther Party. 3-4 Unit.**

**POL 332. The Immigration Debate in Historical Perspective. 3-4 Unit.**

The United States had an essentially open border at the turn of the twentieth century, so why has increased border control become one of the top concerns of many Americans at the start of the twenty-first? The current, often volatile and certainly emotional debates about immigration raise questions about not only the reform of immigration policy, but also the meanings of American citizenship and the futures of the nation. This course will analyze the contemporary immigration controversies through a close examination of their historical roots. Course topics will include the history of immigration policy in the United States; analysis of the relationships between the cultural, political, and economic dimensions of immigration, past and present; engagement with contemporary community groups that take different perspectives on immigration; analysis of the current proposals for immigration reform by the House of Representatives, U.S. Senate, and individual political representatives; and critical comparisons with immigration policies used by other countries.

**POL 350. Prior Learning: Political Science. 0 Units.**

**POL 351. Independent Study. 1-5 Unit.**

**POL 353. Internship. 1-5 Unit.**

**POL 360. Economics of Aging: Assumptions, Realities and Public Policies. 3 Units.**

Public policy-making based solely on economic rather than quality of life issues creates a reality that limits our choices for medical care, work, social support and other basic needs. This course uses case studies related to aging to understand and evaluate the economic model underlying public policy-making. No math will be required.

**POL 362. Economics of Aging: Practical Applications. 3 Units.**

This seminar focuses on the personal, community-based, and governmental financing of services that people need as they age such as retirement planning, and government entitlements. The potential impact of managed care on service delivery systems and program costs are presented and the role of adult advocacy discussed. Students explore personal, financial plans related to their own aging process.

**POL 390. National Security Strategy and the Issue of Empire: Its Critics and Defenders. 1 Unit.**

The "Bush Doctrine" generates hope and fear, admiration and scorn. This one-day workshop will explore issues of freedom, democracy, free markets and the rule of law as well as dynamics of empire, the military, globalism, terrorism, weapons of mass destruction (WMD's) and their proliferation.

**POL 390A. Civic Engagement and Community Organizing. 1 Unit.****POL 390AC. The Art of the Protest. 1 Unit.****POL 390B. Vive la Revolution Passione: Desire and Revolution in Paris 1968. 1-2 Unit.****POL 390C. Music and Politics in Twentieth-Century Western Culture. 1 Unit.**

This course examines the ways in which Western politics over the past century have been negotiated in music. The first goal is to become familiar with writing, listening, and speaking critically about the relationship between musical works and history. Subsequently the course explores how individuals formulate our views about politics in history (and now), our understanding of how politics connects to issues of nationalism, oppression, war, pacifism, grief, morality, spirituality, and religion, and how people have created, produced, and listened to music as an expression of such political complexities. The course examines the criteria needed for music or a musically related activity to be political. Ultimately, students address the wide range of musical ways that societies, cultural groups, and individuals engage with politics - from the explicit, to the subtle, to the hidden. The focus includes experimental music, popular music, art music, and jazz. No grade equivalents allowed.

**POL 390J. Immigrant Rights, Labor & Higher Education. 1 Unit.**

This workshop will explore the contemporary immigrant rights movement and the contemporary labor movement. Through this workshop, students will be able to make connections between their own direct or indirect stories on migration, the forces that have shaped the U.S. history of migration and the current immigration issue. Students will also be able to make a connection between immigration and the labor movement, especially as it pertains to low-wage workers and worker centers in Los Angeles. There will be a special focus on the issue of immigrant students in higher education, the legislative and policy issues that have emerged, and the growing immigrant youth movement. The material presented, for the most part, will come from first-hand sources. All of the reading material assigned has been written by those directly impacted by the issue of immigration or by those involved in the labor movement. Students will be reading about a process that is changing day by day and will be able to make the connections between the material presented and current events.

**POL 390K. Tlatelolco 1968 - The Other Games. 1-2 Unit.****POL 390S. American Feminist Movement. 1-2 Unit.**

This workshop explores the political, social, and economic factors that led to the seemingly spontaneous, rapid, and passionate growth of the American Feminist Movement in the late 1960's. Readings include excerpts from the works of the participants of the six American Feminists appearing in the film that will be shown in class, *Some American Feminists*: Ti-Grace Atkinson, Rita Mae Brown, Betty Friedan, Margo Jefferson, Lila Karp, and Kate Millett. No grade equivalents allowed.

**POL 401. The Law and Human Rights. 3-4 Unit.**

This course uses the study of several landmark U.S. Supreme Court cases to study the relationship between law and such political philosophies as social contract and utilitarianism. Specific focus is placed on the rights of free speech and privacy.

**POL 405. Political Documentary: Challenging the Official Story. 3-4 Unit.**

Over the past decade documentary films have entered a new golden age: more popular, more seen and appreciated, more in number, and more important than ever. This course considers the history and politics of recent documentaries; their challenge to the official stories of government and media; their presentation of an alternative reading of our times. The films of Barbara Kopple, Michael Moore, Errol Morris, Robert Greenwald and others will be examined in an effort to come to a critically informed understanding of the work of contemporary political documentary, its methods, techniques and strategies. Writing in 1969, urban sociologist Martin Oppenheimer described the city as "the most vulnerable social structure ever conceived" by humans. Nearly forty years later, when close to half of the world's population lives in urban areas, Oppenheimer's statement takes on special meaning as city dwellers face both enormous challenges and unique opportunities that will shape the future of the global community. Drawing upon examples from cities as diverse as Beijing, New Delhi, London, Sao Paulo and our own Los Angeles, this course exposes students to the diverse environments, people, systems and cultural expressions that breathe life into urban experiences. What do these cities have in common? What do their differences tell us about the competing values of those who live in them? In what ways are they unique? How do cities in the twenty-first century compare with those that came before? What lessons can developing nations take away from their post-industrial counterparts? What is the source of local, national, and trans-national identities? These are but a few of the questions that frame the goals of the class. Students "meet" the city in which they live by interacting with people and organizations that influence Los Angeles on a daily basis. The course encourages students to utilize interdisciplinary methods to identify and engage in the social, cultural and political landscape of the city.

**POL 451. Independent Study. 1-5 Unit.****POL 453. Internship: Political Science. 1-5 Unit.****POL 596. Independent Learning. 1-4 Unit.**



# Psychology

**PSY 051. Independent Study: Psychology. 1-5 Unit.****PSY 104. General Psychology. 3 Units.**

This is the first semester of yearlong introductory course that will provide students with an overview of the current body of knowledge and methods of the science of psychology. In the first semester, topics will include the biological basis of behavior; sensation and perception; states of consciousness; and learning and memory; and in the second semester, developmental psychology; personality psychology; social psychology; abnormal psychology; and motivation and emotion. . Emphasis also will be placed on the historical foundations of psychology and the application of psychology to diverse human endeavors.

**PSY 105. General Psychology. 3 Units.**

This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. Topics will include the historical foundations of psychology, cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, psychotherapy and behavior change, and social behavior. Emphasis also will be placed on the application of psychology to diverse human endeavors.

**PSY 125. Introduction to Psychology. 3 Units.**

This course provides a comprehensive overview of psychology emphasizing the theoretical constructs of motivation and emotion, sensation and perception, learning and memory, developmental psychology, health psychology, and methods of therapy. Students are familiarized with and learn to critically evaluate both basic and applied research in these areas. Also explored are the roles of different types of psychologists including clinical, educational, developmental, industrial, human factors, social and consumer.

**PSY 201. Theories of Personality. 3-4 Unit.**

This course provides an intermediate level examination of various theoretical approaches to the study of personality. Viewpoints include those of Freud, Jung, Adler, Rogers, and the ego psychologists, the social learning theories, and the existentialists.

**PSY 212. Library Research Methods. 1 Unit.**

Library research methods for undergraduates are approached through an experiential guided tour through Antioch's Instructional Resource Center (IRC) and UCLA's University Library. This workshop provides insights into the advantages and disadvantages of the different methods of searches. Recommended for all undergraduate students, especially those who intend to pursue graduate study.

**PSY 250. Prior Learning: Psychology. 0 Units.****PSY 251. Independent Study: Psychology. 1-5 Unit.****PSY 253. Internship. 1-5 Unit.****PSY 300. The Contemporary Family and Social Stresses. 3 Units.****PSY 301. Theories of Personality. 3 Units.****PSY 301A. Addiction & Human Development. 3-4 Unit.**

This course provides an overview of the theories of human development and a critical analysis of the disruptive impact of addiction on the natural developmental process. Areas of study will include, developmental deficits, developmental arrest in recovering clients, delayed reactions to childhood trauma, the stages of recovery, a developmental model of recovery and the dominant discourses that influence human development. This course will also investigate the prevention and intervention techniques used to minimize the impact of addiction on human development. This course is one of several core courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

**PSY 302. Culture and Personality. 3 Units.**

This course examines some of the world's diverse images of self with a focus on those images found in tribal systems. The following questions are considered: Are emotions natural or cultural? What categories of emotion and thought are constructed in different societies? To what extent are Western conceptions of "self" shared by other cultural systems? Is "individualism" unique to Western society? How are morals, shamanism, and psychotherapy related to conceptions of self and society?.

**PSY 302A. Community Psychology. 3 Units.****PSY 303. Social Psychology and Community Life. 3 Units.**

Social psychology is the study of individual people in relation to the social systems in which they are embedded, including families, organizations, and societies. Students focus on four social/personal problems of current interest in society: self-esteem, motivation, repressed memories, and education. Each of these problems are examined in both terms of their foundation in individual psychology and as interpersonal events embedded in a social context.

**PSY 304. Psychology of Aging. 3-4 Unit.**

This course emphasizes the ways in which socio-cultural and personal factors contribute to the psychology of aging. A critical approach is used to interpret the results of statistical studies. Historical and cross-cultural influences are considered. Studies of personality and coping styles are explored with respect to the aging process.



**PSY 305. Democratic Personhood. 3-4 Unit.**

This course explores education (functional, interpretive, developmental, and critical) through Lewin's framework wherein behavior is a function of the person and the environment. Students study the theories of Rokeach, Kohlberg, Maslow, Argyris, and Freire. Students also develop a concept of democratic personhood through exploring their own democratic nature in an interactive manner through class dialogue and survey instruments.

**PSY 306. Physiological Psychology: Brain and Behavior. 3-4 Unit.**

The fundamentals of the central nervous system are presented through illustrated lectures and discussions, emphasizing implications for behavior (both normal and abnormal) so that students develop an awareness of biological contributions to psychological processes and experience.

**PSY 306A. Evolutionary Psychology: Sex and Behavior. 3 Units.****PSY 307. History and Systems of Psychology. 3-4 Unit.**

This course provides an overview of historical tendencies in the history of psychology and introduces participants to some of the major systems that have developed during the past century. Emphasis is placed on the social context in which psychology originated and the philosophical issues underlying central psychological controversies. The course touches on the Eastern philosophy of Zen Buddhism, the Japanese psychotherapy of Morita and Naikan, and African healing traditions. Students explore the manner in which psychology functions in the present world as a form of practice and ideology.

**PSY 308. Existential Psychology. 3-4 Unit.**

This course presents an overview of existential psychology from four perspectives: literature, philosophy, psychological theory, and clinical application. Students become familiar with the major concepts of existential psychology, learn to critically analyze the paradigm itself, and contrast it with other paradigms.

**PSY 308A. Existential Psychology: Roots, Theory, and Practice. 3-4 Unit.**

This course will explore the major themes of Existential Psychotherapy from the perspectives of psychology, philosophy, film, the expressive arts and literature. The Existential movement will be studied within a broader framework from positivism to postmodernism. Students will be introduced to the contributions of Irvin Yalom, Viktor Frankl and James Bugental, as well as a range of clinical practices. Emphasis will be placed on the themes of authenticity, meaning, freedom, responsibility, agency and choice. The class format will include experiential exercises, discussions and films that trace existential concepts within society and everyday experience.

**PSY 309. Abnormal Psychology. 3-4 Unit.**

In this course, a critical perspective on abnormal psychology is presented through consideration of methods of conceptualizing the individual, concepts of normality vs. abnormality, subjectivity vs. objectivity, and the medical model vs. the humanistic-existential model.

**PSY 310. Art Therapy: Paradigms, Politics, and Practice. 3 Units.****PSY 310A. Humans in the Primate Order: Returning to Our Psychological Nature. 3-4 Unit.**

This course investigates human nature with special focus on the psychology of primates and demonstrates the origins of our creative, communal, and moral processes. Students develop an intellectual and experiential foundation for the return to our psychological nature, and consider ways to honor the natural in our personal and professional lives.

**PSY 311. Contemporary Modes of Counseling. 3-4 Unit.**

This course offers a collaborative, interactive introduction to six major contemporary models of psychotherapy: Existential, Humanistic, Cognitive, Gestalt, Narrative, and Solution-Focused therapies. Students will explore these models through reading, discussion, class exercises, instructor role-play, and DVD presentations. The course also guides students in looking critically at the material presented through the lens of cultural sensitivity and issues of social justice.

**PSY 311A. Foundations of Art Therapy: Past, Present, and Practical. 3-4 Unit.**

This 10-week experiential course invites students to explore the power of art through an historical, contemporary and practical approach to art therapy. Students will learn how art therapy influences and works in tandem with neuroscience, attachment, clinical art assessment tools, art directives and interventions. Students will explore the power and significance of art materials and how to work with various populations. Through the use of readings, lectures, discussions and art making, students will gain self-awareness through a reflective and introspective process. Students will explore clinical issues seen through commonly used contemporary theories & art therapy lenses, and gain insight into the universal nature of art, illustrating how clinical issues can be accessed, assessed and healed through the use of art and psychotherapy.

**PSY 311B. Art Therapy in Practice. 3-4 Unit.****PSY 312. Library Research Methods. 1 Unit.****PSY 312A. Psychology of Creativity and Humor: Liberating Functions of the Human Spirit. 3 Units.**

This course offers a theoretical and experiential survey of the creative process in psychology, the arts, and the conduct of one's daily life. Emphasis is placed on the exploration of humor as a specific form of creativity, as a psychological and sociological phenomenon, and as a potent, if risky, adjunct to psychotherapy. Topics include getting in touch with one's own sense of humor, and such controversial subjects as bawdy, sick, and ethnic humor.

**PSY 313. Psychology and Society: Peace and Conflict. 3 Units.**

This course surveys psychological theory, research, and action directed at the creation of peace, prevention of war, and nuclear disarmament. Topics include a survey of clinical, humanistic, developmental, and social psychological contributions to the promotion of peace.

**PSY 313A. Psyche and Symbol: Archetypal Images of the Human Soul. 3-4 Unit.**

**PSY 314. Violence Against Women: a Social-Psychological Analysis. 3-4 Unit.**

Physical and sexual abuse of girls and women, rape, spousal battery, sexual harassment, and pornography all establish dominance over women. This course analyzes the various manifestations of violence against women in contemporary American culture. A feminist perspective of violence against women, which utilizes historical, psychological and sociological methodologies, is presented for the students' critical analysis.

**PSY 314A. Addiction & Marginalized Populations. 3-4 Unit.**

This course identifies special problems, issues, and concerns for individuals challenged by addiction within specific population groups. The course offers an overview of the historical issues involved in the intercultural socialization process. This course focuses on the social-psychological dynamics of diverse and marginalized population groups that are challenged by addiction (such as individuals that are disabled, individuals diagnosed with HIV/AIDS, women, the LGBT community, criminal offenders and adolescents). Ethnic and cultural differences will be emphasized to provide students the skills needed to communicate effectively with diverse populations. This course is one of several core courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

**PSY 315. Diagnosis and Treatment of Chemical Dependency. 1 Unit.****PSY 315A. Psychology of Fatherhood in the Contexts of Couples, Marriage, and Family. 3-4 Unit.**

This course explores the psychology of fatherhood, the shadow land of family dynamics, experience and awareness, in context with the psychology of couples, marriage and family. The class utilizes philosophical, multi-cultural, socio-economical and socio-political perspectives to achieve this end. Various schools of thought and treatment in the field of couples, marriage and family, as well as the little research available on fatherhood and fathering is explored. In addition, the course compares and contrast different psychological theories as they apply to this content.

**PSY 316. Western Theories of Personality. 3-4 Unit.**

This course involves a brief journey through some of the historical and philosophical underpinnings of our current theory and focuses on seven basic personality models from western psychology to lay the groundwork for further study. The course combines respectful exposure to academic knowledge with the belief that theory is constantly evolving and in need of challenge. Students will increase their ability to identify both wisdom and limitations in existing theory through critical thinking and well-developed arguments. There is an emphasis on creative and critical analysis of these theories and their biases in terms of gender, race, ethnicity, culture, spirituality, and other often neglected essential aspects of human experience.

**PSY 316A. Queer Counseling & Narrative Practice. 3-4 Unit.****PSY 317. Creative Arts Therapy. 3 Units.**

This course presents an introduction to the use of the arts, music, movement, poetry, theatre, and the graphic arts in different therapeutic settings. Students are helped to develop their own creativity and learn how to bring that creativity into their therapeutic work.

**PSY 317A. Counseling Addiction & Co-Occurring Disorders. 3-4 Unit.**

This course will delve deeply into the intricacies of counseling clients with addiction and co-occurring disorders paying special attention to how this population is marginalized and the dominant discourses that influence the standard of care. Co-occurring disorders refers to co-occurring substance use (abuse or dependence) and mental disorders. Course contents include: cultural and contextual factors of the co-occurring population, evolution of the co-occurring disorders (COD) field, the guiding principles in treating clients with COD and strategies, key techniques and treatment planning for working with clients who have COD. This course is one of several expertise/skills courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

**PSY 318. Psychology of Women and Aging. 3-4 Unit.**

This course examines the ways in which women and mental disorder have been linked in American psychiatric and mental health literature. A gender perspective on several categories of mental disorder is offered, including depression, PMS, hysteria and borderline personality disorder. Clinical approaches to women, including psychoanalysis, feminist therapy and pharmacological treatment are considered. The historical gender bias of psychiatry and other mental health professions is explored.

**PSY 318A. Women and Mental Disorders. 3-4 Unit.****PSY 318B. Addiction & Family Dynamics. 3-4 Unit.**

This course is designed to provide learners with clinical skills that will assist significant others (partner, family, employer, etc.) of those struggling with addiction to become advocates for the treatment and healing process. Course contents include exploring the following; the multigenerational nature of substance use disorders in family systems (with emphasis on the risk factors for addictive behaviors); the dynamics of families affected by dysfunction; the impact of child abuse and neglect and how that impacts future adult behavior, family values, norms, roles and beliefs of the family system, and common patterns of adaptation. The approach will be to analyze and examine the ideas and dynamics of family relationships and challenge the dominant discourses that influence them, and to develop strength-based strategies for the worker who counsels these people. This course is one of several expertise/skills courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

**PSY 319. Ethics in Counseling and Psychotherapy. 3-4 Unit.**

This course explores fundamental ethical theories and applies them to an understanding of professional ethics in counseling. A variety of Western views are addressed including deontological, utilitarian, virtue ethics, and egoistic theories. The class includes several cross-cultural theories such as Chinese, Indian, Islamic and Buddhist. Students scrutinize basic ethical dilemmas encountered in the work of being a psychologist, as well as engaging in the debate about what is moral, how we make choices about right and wrong, and the responsibilities counselors shoulder in giving advice and in their influence over another person's life.

**PSY 319A. Process & the Addiction Counselor. 3-4 Unit.**

This course develops understanding and competency in the area of personal growth, development and awareness as an addiction treatment professional. This course also provides an understanding of interpersonal styles and limitations, reaction patterns, life-styles, transference, counter-transference and personal/professional balance. Students will gain greater awareness of the impact of self, including one's unique personality characteristics on the developing relationship; enhance their ability to work in the here-and-now with the client, and; develop sensitivity to ethical issues and issues of diversity. This course is one of several expertise/skills courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

**PSY 320. Women and Deviance in American History. 3 Units.**

This seminar focuses on the process by which women have been identified as deviant in American history. Historical and sociological approaches are used to understand the relationship between deviance, gender, and social institutions. Areas to be studied include: witchcraft, prostitution, and women and mental disorders.

**PSY 320A. Abnormal Child Psychology. 3-4 Unit.**

The course provides an overview of the psychological disorders that can affect children and adolescents. Etiology, assessment, and treatment of the major psychological disorders of childhood and adolescence are discussed. The course draws on a framework that considers social contexts, cultural and historical relativism in defining and classifying abnormality, the advantages and limitations of diagnosis, principles of multiple causality, and the relationship between mind and body. Other topics to be covered include research methods, diagnosis and classification, child maltreatment, cultural diversity, and prevention.

**PSY 321. Small Group Process. 3-4 Unit.**

Small groups are an inescapable and essential element of public and private lives. This course helps students understand: (a) why small groups are important; (b) how they develop and work; and (c) how an individual can have an impact on the course of action of a group.

**PSY 322. Freud and Jung: the Pioneers of Depth Psychology. 3 Units.**

This seminar examines the concepts and conflicts of Freud and Jung with particular attention to their personalities and the dynamics of their personal relationships. Concepts of the id, ego, and superego, defense mechanisms, Freudian slips, dream symbolism, archetypes, introversion-extroversion, synchronicity, and other central ideas are covered.

**PSY 322A. Holistic Perspectives on Addiction. 3-4 Unit.****PSY 323. Research Design and Methodology. 3 Units.**

This is the first section of a two-quarter course. The class covers the basic methods and concepts of research design in the social sciences. Topics include hypothesis testing, correlation, experimental design, distributions, sampling, validity, research ethics, and descriptive statistics. This course is a prerequisite for MAT 303/PSY 410.

**PSY 323A. Therapeutic Performance Art: Working With Shadow. 2-3 Unit.****PSY 324. Psychology of Creativity. 3 Units.****PSY 325. Children, Violence, and Psychology. 3 Units.**

This course explores how contemporary violence affects psychosocial well being of children, their families and communities, and draws on multicultural and multinational examples, as well as each student's experience. Students are guided in the use of a methodology that can help violence-affected communities identify and analyze their own problems and develop culturally appropriate, collective and individual actions to impact the problems.

**PSY 325W. Peace Studies. 3-4 Unit.**

This course uses principles of Community Psychology in examining approaches to promotion of peace and nonviolence within the field of psychology. Students develop an understanding of the range of approaches psychology has taken in research, theory and action toward the understanding and promotion of nonviolence. Students explore the relationship between forms of oppression in cultural belief systems and manifestations of violence. A multidimensional perspective on peace and on nonviolence assists in examining peace and nonviolence locally, in our own lives, as well as globally.

**PSY 326. Human Sexuality. 3 Units.****PSY 326A. Human Sexuality: Construction of Gender, Desire, and Eroticism. 3-4 Unit.**

This course explores the complex issues of sexuality, gender, gender identity, sexual orientation, and "normal" and "abnormal" sexual behavior/practices through the lens of social constructionism. In so doing, the course investigates the philosophical underpinnings of "natural" sexuality while challenging the assumptions and beliefs upon which it is built. The course attempts to deconstruct the notion of an innate, transhistorical, and transcultural sexual body through the examination of the scientific, psychological, moral, cultural, and political constructs that have shaped this discourse.

**PSY 327. Children and Trauma. 3 Units.**

The world-wide prevalence of children and adolescents exposed to war and disaster, intrafamilial and community violence, and sexual and physical abuse constitutes a major global public mental health concern. This course provides the student with the opportunity to study cases of traumatized children, research regarding the effect of trauma on child development, the emotions and behaviors which accompany childhood psychic trauma, as well as treatment strategies to alleviate suffering and long-term developmental consequences.

**PSY 327A. Critical Psychology. 3-4 Unit.****PSY 328. Cross-Cultural Psychology. 3-4 Unit.**

This course explores some of the relationships between culture and psychological development. Cultural norms, values, beliefs, language, and knowledge are studied in terms of their influence upon physical, cognitive, personality, and social growth. Child-rearing practices and socialization approaches found in various cultures are a central focus.

**PSY 329. Families in Crisis: Intergenerational Conflicts. 3 Units.****PSY 329A. Jewish Identity and the Psychology of Anti-Semitism. 3 Units.**

In this multicultural discourse, the subject of Jewish culture and anti-Semitism is often overlooked or excluded. This course explores Jewish culture and the psychological affects of the current rise of anti-Semitism. Particular attention is given to the relationship of Jewish identity to the Holocaust, contemporary American culture, feminism, politics, and sexual orientation. Students examine their own subjective feelings and attitudes about Jewish culture as well as collective anti-Semitic values seen in the arts and media. Course includes trips to Jewish cultural sites in Los Angeles.

**PSY 330. Power, Politics, and Psychology. 3 Units.**

This course focuses on two issues related to power and psychology: first, the psycho-social dynamics of power and powerlessness, and second, psychology and the structure of power in contemporary society. Of special concern are sadomasochism, existential isolation, and the genocidal mentality. The therapeutic and psychology as ideology are also investigated.

**PSY 330A. Creative Counseling: Theories and Applications. 3-4 Unit.**

This course presents counseling interventions that supplement and complement basic interventions. Each topic is presented with lecture material and opportunities for role-playing and structured experiences. The topics addressed are: liveliness of laughter, subtlety of silence, magic of metaphor, process as product, puzzle of paradox, fun of fantasy, and impact of imagery.

**PSY 331. Gender and Sexuality. 3 Units.****PSY 331A. Creative Couples Counseling: Preparing for Practice. 3-4 Unit.**

This course presents an historic overview of couples therapy, and family systems as they affect couples. It includes issues concerning changing relationships, ethnic variability's, sex and gender issues, and variations of cohabitating. A variety of approaches to couples therapy are presented.

**PSY 331B. Postmodern Approaches to Addiction Treatment. 3-4 Unit.****PSY 332. The Psychology of Being a Father. 3 Units.**

This course explores the psychology of being a father-the shadowland of family dynamics, experience and awareness. The class utilizes a philosophical and sociopolitical perspective to achieve this end. Students are expected to participate in a seminar style format and conduct independent research.

**PSY 332A. Cognitive and Psychodynamic Narratives On Gender. 3-4 Unit.****PSY 333. Eco-Psychology: the Environment and Mental Health. 3 Units.**

Thousands of substances produced today can cause toxic mood disorders and degrade our mental as well as physical health. This course examines these environmental factors in psychotherapy. The view that humans are separate from, and in control of, the world is reconsidered and challenged.

**PSY 333A. Eco-Psychology. 3-4 Unit.**

Ecopsychology holds that human beings create a wellness for both themselves and for non-human beings through the process of connecting with nature. While ecopsychology itself is a relatively new development within mainstream psychology, the fields of wilderness therapy, adventure therapy, and therapeutic recreation provide a base of research, applied knowledge and experiential learning that extends back for more than 30 years. Through experiential exercises, students learn and practice skills to expand their ability to develop and maintain a deep connectedness with themselves, with others and with nature.

**PSY 334. Psychological Aspects of Parenting. 3-4 Unit.**

This course is designed to increase understanding of the psychological basis underlying common parenting practices, broaden the student's knowledge of available parenting techniques, and invite the student to consider maladaptive parenting practices that intensify difficulties in the parent-child relationship. The concept of equi-finality (the many different paths that can result in a healthy, functioning child) is stressed throughout the course.

**PSY 335. Disabilities in Soc. 3 Units.**

This course provides a comprehensive survey of perspectives within contemporary child development theory and research from toddlerhood through preadolescence. Topics include history, research strategies, genetic predictors, cognitive development, self and social understanding, moral development, and gender differences.

**PSY 335A. Process of Planned Change. 3 Units.**

This course is both an overview of models planned changed and an opportunity to apply various approaches to changing work, family, or other settings. Questions include: what is planned as opposed to unplanned change? What can individuals do to bring about planned change at various system levels? What are alternative strategies for planning and implementing change?.

**PSY 336. Problem Solving for Business and Psychotherapy. 1 Unit.**

**PSY 336A. Buddhism and Modern Systems of Thought. 3 Units.**

This course explores some of the challenges posted for Buddhism as it becomes integrated with life in the West, with specific focus on General System's theory pertinent to psychological study, and ecology and feminism as they interface with and enrich the traditional wisdom teaching.

**PSY 337. Kohlberg: a Theory of Moral Development. 3 Units.**

This course examines Lawrence Kohlberg's theory of moral development with specific emphasis on his structural-developmental theory, the relations between thought and action, similarities and contrasts with other theories and schools of thought, the development of his research instruments, and critiques of his theory.

**PSY 337A. Trauma, Memory, and Reconciliation. 3-4 Unit.**

Psychologies of Liberation have developed on every continent in recent decades to address the aftermath of violence, especially forms of physical and psychological abuse that have affected whole populations as in racial oppression, violence against women, homophobia, state terror, and genocide. The wounds of such violence have begun to be theorized as a form of collective trauma within these psychologies. This course will present in historical context some of the analyses, literatures, and films that have emerged from Guatemala, El Salvador, Nicaragua, Chile, Argentina, South Africa, Germany, Vietnam, and the United States on these topics. We will explore the symptoms of traumatic experience and the difficulties of memorializing such experiences through official histories and monuments as well as through resistant counter-memories and counter-monuments in environments where majorities erase the past through amnesia about historical events. Various projects of dialogue, reconciliation, and restoration will be analyzed, and community liberation arts projects will be explored. Finally, we will discern the outlines of new practices and theories emerging as liberation psychologies, questioning what aspects of our own understandings may have been shaped by a traumatic past.

**PSY 338. Psychology of Consciousness: Buddhism And Psychotherapy. 3-4 Unit.**

This course explores the philosophical, psychological, and clinical implications of Buddhism as it interfaces with Western psychotherapy and the Western worldview. States of consciousness, theories of the self, contrasting paradigms, birth and death, emotions, and awareness are explored. The common boundary and arenas of potential conflict are examined. Meditation theory and practice are included.

**PSY 338A. Principles of Child Development. 3 Units.****PSY 339. Black Feminist Psychology. 2 Units.****PSY 339A. Perspectives on African-American Women's Experience. 2 Units.****PSY 340. Sadomasochism in Everyday Life. 1 Unit.****PSY 340A. Gestalt: Phenomenological Theory/Therapy. 3-4 Unit.**

This course examines the dimensions of Gestalt-Phenomenological theory and therapy in a contemporary perspective. Students are exposed to a theoretical orientation rooted in existential philosophy and early Gestalt psychology. Students explore the historical foundations of the Gestalt Movement, the political influence of Paul Goodman, the emergence of Gestalt theory/therapy as a field that integrates existential philosophy, holism, and human ecology as well as political awareness and sensitivity.

**PSY 340B. Relational Gestalt Therapy: Theory and Practice. 3-4 Unit.**

This course provides students with an overview of a contemporary perspective on the theory and practice of Gestalt Therapy with a relational emphasis. Gestalt Therapy is a post-modern development in counseling and psychotherapy theory alternately considered "humanistic", "existential", and "experiential". Gestalt Therapy derives from a "coherent theory" and has a rich ground of philosophical and scientific underpinnings. Contemporary trends in Gestalt Therapy, often referred to as "relational", may prove to be a strong support for mental health professionals interested in practicing from a systems/ecological perspective. In this course, students will be expected to participate actively in class discussion and experiential work, using the written assignments to articulate the principles and concepts of the theory from their own point of view and synthesize these with their personal experience.

**PSY 341. Women At Risk: Mental Health Issues for Contemporary Women. 1 Unit.****PSY 341A. Working Out the Body: a Bibliotherapy Approach. 1 Unit.**

Bibliotherapy uses literature as a means for better understanding our own personal lives and experiences. This workshop explores our bodies as cultural constructs, investigating how social and political forces shape our anatomy and biology. Using the novella, *The Ballad of the Sad Cafe* by Carson McCullers, students focus on how our bodies learn and experience the appropriate behaviors of our race, class and gender. No grade equivalents allowed.

**PSY 341B. Child Advocacy Practicum. 3-4 Unit.****PSY 342. Psychology Examined: Theory and Therapy. 3 Units.**

Throughout the 19th and 20th century, the liberal vision of the individual and conduct of social inquiry has been subject to a variety conceptual and methodological attacks. Concepts such as rationality, agency (intentionality), subjectivity, self and pathology have been rejected as mistaken and pernicious. Similarly, the scientific method has been variously reinterpreted as a matter of faith, cultural preference or political repression. These issues are explored through the writings of structuralists, anti-psychiatrists, Marxists, feminists and post-modernists.

**PSY 342A. Critical Perspectives in Child Psychology. 3-4 Unit.**

This course examines with a critical eye the medical and psychological treatment of children. Legal, ethical and moral perspectives on the evolution of the field are examined, with an emphasis on contemporary treatment. Topics include an overview of childhood problems, the evolution of a social concept of childhood as a meaningful developmental period, children as property vs. children as autonomous beings, a child's right to accept or refuse treatment, normal developmental phenomena vs pathology and contemporary issues in child advocacy.



**PSY 343. Infant to Child Development. 3-4 Unit.**

Knowledge of infant and child development is essential in developing an understanding of the needs and motivations of human beings. This course provides a basic working knowledge of the field of child development, focusing on emotional, cognitive, and social development from infancy to childhood. Various stages of development are explored, as well as psychological theories that emphasize the importance of the child-caretaker bond. Using empirical infant/child studies, students choose a topic and present their findings to the class. Students are required to participate in an "infant observation" based on the "Resources for Infant Educators" (RIE) philosophy, at a time other than when the class is scheduled.

**PSY 343A. Psychology of Space. 3-4 Unit.**

This course looks at a larger variety of psychologies that create the constructed world around us. We look at how architecture conversely influences our lives by creating places that give us "room to dream" and how architecture conversely has the power to deflate the human spirit. In exploring notions of public space, we look at how different cities evoke distinctive experiences and how large urban environments create such different "feelings." Questions of economy and class are addressed by questioning how "public" is public space and why surveillance is prevalent?.

**PSY 344. Childhood Sexuality: Theory and Research in the Forbidden Zone. 3 Units.****PSY 344A. Principles of Social Work. 3-4 Unit.**

This course explores the fundamental tenets of social work in this century. As a professional discipline, social work continues to undergo changes prompted by a critical self-examination and external forces. Students identify and analyze those forces and their relevance and impact. Opportunities are provided for detailed case studies, interaction with practicing professional social workers and field visits.

**PSY 345. Philosophy of Human Emotions. 3 Units.**

Radically different ways of thinking about emotions such as anger, pride, fear, guilt, shame, jealousy, resentment, hate, and love are presented in this class. Students learn how emotions may be rational rather than the commonly held notion of irrational emotions, and how to analyze philosophically the experience of different emotions.

**PSY 345A. Personal Relationships: the Making and Breaking of Affectional Bonds. 3-4 Unit.****PSY 345B. International Psychology, Globalization and Culture: Latin America. 3-4 Unit.****PSY 346. Cross-Cultural Child Development. 3-4 Unit.**

This class explores the socio-cultural matrix of infant development. Cultural universals and cultural variability are considered in terms of societal/parental expectations and interactive behavior with topics such as feeding, sleeping arrangements, attachment, separations, autonomy, sense of self, crying, playing, and risk. The physical development of the infant, emotional and cognitive theories of development, and student's own experience are investigated.

**PSY 346A. Sexual Minorities: a Survey of Angeleno Subcultures. 3-4 Unit.**

This survey course of sexual minorities of Los Angeles explores constructions of community and identity within an oppositional environment. Groups studied include lesbians, bisexuals, gay men, swingers and polyfolk, sex workers, porn capitalists, criminals and victims, pervers and paraphiliacs. Students are expected to make at least 3 independent field trips.

**PSY 347. Social Research: Assessment, Process, and Applications. 3 Units.****PSY 347A. Dostoevsky: a Psycho-Social Exploration of Great Short Works. 3-4 Unit.**

This class explores sadomasochism, isolation, obsession, the divided self, and freedom and responsibility, as revealed through the struggles of Dostoevsky's characters as they endeavor to give meaning to their lives in the social context of 19th century Russia.

**PSY 348. Moral Psychology in Literature. 3 Units.**

In this class the moral psychology theories of Rawls, Kohlberg, and others are used to discuss structure, plot, and motives in the short stories of Chekhov, Conrad, Faulkner, Hemingway, Joyce, Lawrence, Mann, and Sartre.

**PSY 349. Sexuality in Childhood and Adolescence. 3 Units.****PSY 349A. Sexuality and Aging. 3-4 Unit.**

This course focuses on the sexual aspects of the aging process. An overview of human sexuality is presented, followed by specific emotional, mental, and physical changes that occur as persons age. Menopause, male climacteric, body image and self concept, gay & lesbian issues, and sexual dysfunctions are addressed. Sex therapy with older adults including resources and techniques for coping/detailing with sexuality in the later years are covered. The effects of societal expectations, the portrayal of aging in the mass media, personal beliefs, and early sexual experiences are debated.

**PSY 349B. Management of Small Organizations and Non-Profits. 3-4 Unit.****PSY 350. Prior Learning: Psychology. 0 Units.****PSY 351. Independent Study - Psychology. 1-5 Unit.****PSY 352. Family Systems. 3 Units.****PSY 352A. Human Sexualities. 3-4 Unit.**

This course deconstructs the issues of gender, gender identity, sexual orientation, and the concepts of "normal" and "abnormal" sexualities, all through a socio-cultural lens. Film presentations, class discussions, and interactive class exercises will engage students in exploring the development of their own sexual identities, while fostering an appreciation of the rich historical context of sex and sexuality in America throughout the past century. The many topics studied include patriarchy, fantasy, femaleness/maleness, intimacy, open relationships, family of origin discourses, eroticism, and LGBT issues.

**PSY 353. Internship: Psychology. 1-5 Unit.**



**PSY 354. Interpersonal Communication in the Workplace. 3-4 Unit.**

This course focuses on two-person relationships in both the personal and professional lives of managers and others in the workplace. Its goals are to improve students' awareness and competence in interpersonal relationships, including listening behavior.

**PSY 354A. Positive Psychology: Bldg Resilience To Trauma. 3-4 Unit.**

Resilience, a now significant construct in psychology, education, sociology, and elsewhere, is best conceived in the context of preventative mental health, and has applications in personal relationships, families, classrooms, and school, with special relevance to children and adolescents in poverty. This course examines the factors shown to be associated with such successful adaptation and resistance in the face of oppression and how educators and psychologists can provide the types of experiences and environments that encourage these developments.

**PSY 355. Disabilities in Soc. 3 Units.****PSY 355A. Principles of Group Psychotherapy. 3 Units.**

This group psychotherapy class address the following questions: What are groups? How are groups formed? How are groups facilitated? How does group process unfold? What is curative about group psychotherapy? Special topics include: brief therapy or time-limited group, structured versus growth groups, and topic-oriented groups. Class structure is both didactic and experiential.

**PSY 356. International Issues in Psychology. 3 Units.**

This seminar explores international issues and practice in the field of psychology. Through research, discussion, and writing, students learn about the role of psychologists and mental health workers outside of the United States. Emphasis is on the colonial, semi-colonial, and industrializing countries, and the role mental health workers have in social and national liberation struggles.

**PSY 356A. The Science of Psychopharmacology. 3-4 Unit.**

This course assists students in developing an understanding of the science behind clinical drug therapies. Students explore the mechanism of action of drugs that affect the central nervous system and learn about their entry into the brain, their molecular targets and their global effects on the brain and behavior. Basic scientific models of disease, learning and addiction are used as discussion points to discover how drug therapies are developed using the scientific method.

**PSY 357. Child Abuse: Social Policy and Clinical Interventions. 3-4 Unit.**

This course focuses on child abuse and its contemporary manifestations and consequences as one of the most serious social problems in the United States today. Issues to be addressed include the cultural and historical implications of current definitions of child abuse, identification of abused children, current treatment approaches and child welfare policies designed to protect children, to combat abuse and to intervene with troubled families. A secondary theme of the course is the role of the social work profession in policies designed to prevent and ameliorate child abuse.

**PSY 357A. Jungian Theories & Techniques. 3-4 Unit.**

This course turns an evaluative eye on mainstream psychology, how it ignores power differences between social classes, and the resulting impact on the mental and physical well being of individuals and groups of people. Through reading, class discussion and exploratory research, this class will use a lens of intercultural awareness and social justice to deconstruct the hierarchies inherent in much of western psychology, and to identify alternative, culturally sensitive views of interpersonal relationship. \*This is a highly recommended Gateway course for all Psychology Concentration students.

**PSY 358. Community Psychology: Context and Change. 3-4 Unit.**

This course teaches students to develop skills in examining social problems and solutions from an ecological, multidimensional perspective. The relationships between problem definitions, solutions and the process of change are emphasized. Community Psychology theory, research, and action are applied to specific social issues such as homelessness, social oppression, poverty, and the destruction of our natural environment. Topics include primary prevention, empowerment, global issues, and roles for nonprofessionals in community psychology.

**PSY 358A. Community Psychology: Defining Problems and Creating Solutions. 3-4 Unit.**

This course teaches students to develop skills in examining social problems and solutions from an ecological, multi-dimensional perspective. The relationships between problem definitions, solutions and the process of change are emphasized. Community Psychology theory, research, and action are applied to specific social issues such as homelessness, chronic mental illness, AIDS, cultural oppression, and the destruction of our natural environment. Topics include primary prevention, empowerment, clinical interventions, global issues, and roles for non-professionals in community psychology.

**PSY 359. Theories of Addiction. 3-4 Unit.**

Students learn to differentiate and contrast medical, social, and psychological theories of addiction as well as hypothesize about integrated models. The course focuses on alcohol and drug abuse, but other addictive behaviors such as eating disorders, tobacco consumption, and sexual addiction are considered as well. Although not a course on treatment, students examine the relationships between theories and intervention practices.

**PSY 359A. Child Development and Object Relations Theory. 3-4 Unit.**

This course explores early childhood development as related to psychoanalytic thought and object relations. Students will compare and contrast seminal and contemporary theorists Freud, Klein, Mahler, Winnicott, Tustin, and Bick.

**PSY 360. Sources of Creativity: Theory and Process. 3-4 Unit.**

This class is designed to examine a variety of current psychological theories on creativity, as students apply this knowledge to music, art, writing, science, psychotherapy, and theatre. The course also focuses on creative blocks, burnout and breakdowns. The class includes discussion, reading and hands-on experience. SOCIAL.

**PSY 360A. Psychology of Couples in Fiction & Film. 3-4 Unit.**

This course will explore the psychology of couples through the use of films and one classic American novel. It will examine the representation of couple relationships through a postmodern, social constructionist lens, deconstructing multiple discourses such as those of culture, gender, politics and patriarchy. The class will investigate what informs our understanding of normalcy, sexuality, heterosexism, monogamy, family and divorce. In addition, we will engage with ideas from psychotherapy in working clinically with couples. The class format will emphasize collaborative discussions, experiential exercises, and film viewing.

**PSY 360E. Drama Therapy: Special Topics in Psychology. 1 Unit.****PSY 360P. (sb) Multi-Cultural Awareness: Special Topics in Psychology. 1 Unit.****PSY 360S. (sb) Violence in Personal Relationships: Special Topics in Psychology. 1 Unit.****PSY 360Z. The Social Context of Madness: Special Topics in Psychology. 1 Unit.****PSY 361. Creative Counseling. 1 Unit.**

This workshop focuses upon counseling techniques, paradox, laughter, silence, metaphor, fantasy, and imagery. Students engage in role-play and structural experiences to develop their intervention skills using these creative elements in counseling.

**PSY 361C. (sb) Women, Men, and Power: Special Topics in Psychology. 1 Unit.****PSY 361D. (sb) Community Intervention: Special Topics in Psychology. 1 Unit.****PSY 361F. (sb) Music and States of Consciousness: Special Topics in Psychology. 1 Unit.****PSY 361G. (sb) Coping With Depression: Special Topics in Psychology. 1 Unit.****PSY 361H. (sb) Cultural-Social Factors of Death and Grieving: Special Topics in Psychology. 1 Unit.****PSY 361K. (sb) Eating Disorders. 1 Unit.****PSY 361N. (sb) Mind-Body Psychology. 1 Unit.****PSY 361R. (sb) Buddhism and Ecology. 1 Unit.****PSY 361S. (sb) Meditation - Introduction to Principle and Practice: Special Topics Psychology. 1 Unit.****PSY 361U. Geropsychology - the Social and Psychological Implications of the Elderly. 1 Unit.****PSY 361X. (sb) Anger: Myths, Mysteries and Modern Perspectives. 1 Unit.****PSY 362. Community Psychology: L.A. After the Civil Unrest. 3 Units.****PSY 362A. (SB) The Psychology and Sociology of Sport. 1 Unit.****PSY 362D. Sexual Orientation in Context. 1 Unit.****PSY 362E. Introduction to Health Psychology. 1 Unit.****PSY 362Q. (SB) The Psychology of Women's Health. 1 Unit.****PSY 363. Psychology and Individuation in Soc. 4 Units.****PSY 363A. Applications of Psychology in the 21st Century. 3-4 Unit.**

This course will enrich the student's awareness of various applications of psychology and invite critical analysis of those applications. In addition to opportunities in teaching and counseling, we will consider some of the professional alternatives to areas of psychology frequently overlooked: advertising, criminal/forensic, industrial, military, organizational, school-based, sports and more. In addition to building an understanding of what these professional alternatives entail, we will assess them in academic terms (by querying how well their intentions and practices serve their target populations) and in personal terms (by examining how well they intersect with who you want to be in the world and what you value). To do so, we will engage the following questions: What does society need psychology for and how/well do these professional domains seem to meet these needs? Which practices engaged by these domains of psychology would you champion and which would you challenge? When is it useful to bring to the practice of psychology a more modern or more postmodern approach? How might Antioch's cultivation of critical skills, social awareness and community engagement be implemented in the particular workplace environments in which these domains are performed? And how well do these professional possibilities match up with what fascinates, motivates or inspires you? The class includes guest speakers, academic articles, papers, research and discussions.

**PSY 364. Dance: Its Role in Art, Society, and Therapy. 3-4 Unit.**

This course is a concise and comprehensive introduction to dance and surveys the history of dance from primitive cultures to the present. Throughout this course students also examine and explore dance as a creative endeavor, performance art, therapeutic process, philosophy, religion, expressive media, social statement and ethnology. Included is the opportunity for experiential dance/movement as related to theoretical material, choreography and improvisation. Students should be prepared to dance/move.

**PSY 364A. Title Missing. 3 Units.****PSY 365. History of Psychotherapy. 3-4 Unit.**

**PSY 365A. Psychoanalytic Theory. 3-4 Unit.**

This course is designed to acquaint students with the broadest terms and scope of psychoanalysis, its position vis-a-vis science and psychology, and its implications for the being of human beings. The evolution of psychoanalysis in terms of ego psychology, object relations, and self-psychology is addressed. The aim of the course is to provide a broad theoretical and philosophical foundation within which students may situate and understand specific concepts in subsequent studies.

**PSY 366. Psychodrama: Theory and Application. 3 Units.**

Psychodrama is a method of psychotherapy which uses action methods that focus on the theory, philosophy and methodology of J.L. Moreno. This approach employs dramatic interactions, sociometric measurements, and group dynamics, and depends on role theory to facilitate changes in individuals and groups. This course both didactic and experiential, examines J.L. Moreno's theory and the practice of psychodrama. Confidentiality regarding outcomes of experiential psychodrama in the groups is required.

**PSY 366A. Psychology of Addiction. 3-4 Unit.**

This course examines the biological, psychological and social aspects associated with the phenomena of addiction and its clinical treatment. Traditional treatment approaches will be contrasted and compared to approaches derived from a strengths perspective, both in the U.S. and abroad. Course work will include an overview of the Limbic System Theory of Addiction as well as other pertinent areas of cognitive functioning and neurobiology. This course is one of several developed to provide the practical knowledge required for credentialing (Certified Addiction Treatment Counselor) examinations.

**PSY 367. Psychotherapy: Considering Gender, Race, and Class. 3 Units.**

This course explores the significant role that gender, race, and class play in an individual's socialization and the effects this has on the way she/he views the world. The class examines how the power structures created by gender, race, and class distinctions influence the therapist's own identity and her/his interaction with others in the world, and with clients in particular.

**PSY 367A. Social Construction of Reality. 3-4 Unit.**

Over the past 40 years social construction theory has greatly influenced the discipline and practice of psychology, sociology and the social sciences more broadly. The theory claims that much of what we take for granted as real, natural or true, is in fact a social construct, i.e., something produced through the complex interactions of individuals, groups, institutions and structures. This course gives careful attention to the history and development of social constructionism and its implications in terms of our understanding of the self, the true, the beautiful and the good.

**PSY 368. Principles of Learning Theory. 3-4 Unit.**

The aim of this course is to provide an understanding of modern learning theory, its historical context and background. The course reviews the theory of learning expanded by the major "schools" of psychology - behaviorism, gestalt, cognitive - as well as the learning theory associated with intellectual figures such as Thorndike, Parlor, Skinner, Tolman and Piaget.

**PSY 368A. Object Relations Theory and Practice. 3-4 Unit.****PSY 369. Counseling Older Adults. 3-4 Unit.**

In this course students learn practical and theoretical information about conducting psychotherapy with older adults through a combination of didactic discussion and class supervision of ongoing discussions with an older adult. Students gain knowledge about age bias and ageism; prominent issues in psychotherapy with older adults; and issues of concern to those involved in the care of older adults. Recommended for those considering careers in psychology.

**PSY 369A. Group Facilitation for Addiction Counselors. 3-4 Unit.**

This course is designed as an introduction to the dynamics of group interaction with the emphasis upon the individual's firsthand experience as the group studies itself (under supervision). The factors involved in problems of communication, effective emotional responses, and personal growth will be highlighted. The emphasis will be on group process as a means of changing behavior. This course reviews the major goals, stages, and processes of group counseling in addiction treatment programs. The role, responsibilities, and ethics of the group leader are emphasized along with the strategies and techniques for facilitating group processes. Learners practice and demonstrate competencies through group leadership practice and participation as well as other measurable indicators, such as use of interventions learned. This course is one of several expertise/skills courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

**PSY 370. Moral Psychology in the Dramatic Film. 3-4 Unit.**

This course analyzes several dramatic films in class with the application of the theories of moral psychology of John Rawls, Lawrence Kohlberg, and Jean Piaget. Through class analyses and discussions, students will learn to apply these developmental and social contract theories. Films studied may include *The Hunchback of Notre Dame*, *Mutiny on the Bounty*, *Babette's Feast*, *The Diaries of Adam and Eve*, *Born on The Fourth of July*, *Crimes and Misdemeanors*, and *Casablanca*.

**PSY 370A. Moral Issues in Contemporary Films. 3-4 Unit.****PSY 371. The Politics of Psychology. 3-4 Unit.**

This course investigates the social, economic, and political contexts of the contemporary practice of psychology. Approaching the subject from a variety of disciplinary perspectives raises substantive questions concerning the role of psychologists in the politics of psychology. This course intends to broaden the horizons of understanding of the discipline's history, present day social practices, and future potential. \*This is a highly recommended gateway course for all Psychology Concentration students.

**PSY 371B. Discovering Psychology Through Literature and Film. 3-4 Unit.****PSY 371C. Politics of Psychology. 4 Units.**

**PSY 372. Psychology of Rage and Anger: Theories and Interventions. 3 Units.**

This course examines, through empirical research, the quandary of anger in our society. The following issues are explored: the relationship of anger and aggression, the cultural norms that determine aggressive behavior, and the nature of the emotion of anger and the expression of anger?.

**PSY 373. Challenging the Profession of Psychology. 3 Units.**

This course explores the role of the helping professions in maintaining society's status quo. Students examine underlying assumptions in social service provision, and the resulting dilemmas posed for providers and administrators. Using domestic and international examples, students consider ways that helpers can also be agents of social change.

**PSY 373A. Lgbt Counseling: Narrative Solution- Focused Skills and Collaboration. 2-3 Unit.****PSY 373AB. LGBT Counseling: Post-Modern Skills and Collaboration. 2-3 Unit.**

Students will learn the underlying assumptions, the working principles, and the beginning practices of postmodern, resource-oriented brief therapy with Lesbian, Gay, Bisexual, and Transgender individuals, couples and families. Specific models examined will be Narrative Therapy and Solution-Focused Therapy, in addition to Social Constructionist perspectives, with the purpose of undermining the effectiveness of marginalizing discourses, and developing preferred LGBT identities.

**PSY 374. Managerial Psychology. 3-4 Unit.**

This course addresses the application of psychological concepts to managerial situations at home, in volunteer activities, and at work. The emphasis is on learning to apply the concepts in ways which are meaningful, and which gives students more control over life circumstances in which they may find themselves.

**PSY 375. Concepts of Child Development. 3-4 Unit.****PSY 375A. Postmodern Group Therapy. 3-4 Unit.****PSY 376. Mental Health Policy: the Homeless Mentally Ill in Crisis. 1 Unit.****PSY 377. Information Processing. 3 Units.**

This course examines current and historical trends in information processing psychology. Topics include pattern recognition, theories of attention, memory, visual imagery, levels of processing theory, theories of semantic memory, categorization, language, and problem solving.

**PSY 378. Existentialism, Psychotherapy, and Irvin Yalom. 3-4 Unit.**

This course explores the relationship between Existentialism and psychotherapy through the lens of Irvin Yalom. Through his varied writings-- existential theory, existential case studies, a novel about Freud and Nietzsche -- students understand existential theory as a practical tool in psychotherapy, and its application to a worldview and to literature.

**PSY 378Z. The Psychology of Political Repression. 1 Unit.****PSY 379. The Psychology of Repression: Self in Soc. 3 Units.**

During the past two decades, American culture has experienced rising levels of repressive authoritarianism: right-wing extremism, bellicose nationalism, intolerance of individuality, and attraction to powerful leaders. This course explores repressive authoritarianism both in individual personality and in the larger culture. Emphasis is placed on the relationships of authoritarianism to motivation, creativity, and education, and to the possibilities for overcoming authoritarianism and encouraging autonomy in self and society are considered.

**PSY 379A. Urban Families: Contemporary Issues. 3-4 Unit.**

This course is designed to help students acquire a thorough understanding and appreciation for how contemporary families develop and co-exist within diverse urban settings and institutions. An analysis of race-ethnicity, social class, gender, and sexuality is integrated to provide students a fuller picture of contemporary family diversity. In addition, course materials and activities are aimed at helping students reflect on their own families and individual identities.

**PSY 380. HIV Disease: Politics of Health: a Social-Psychological Analysis. 3 Units.****PSY 380A. Psychology of Dramatic Writing & Identity Development. 3-4 Unit.****PSY 381. Psychological Issues in the Hispanic Population. 1 Unit.****PSY 382. Men, Masculinity, and Society. 3-4 Unit.****PSY 382A. Psychology of Violence and Survival. 3-4 Unit.****PSY 383. Psychology of Women Through Literature and film. 3-4 Unit.**

This course explores, through literature and film, a variety of the emotional and psychological experiences of women. Insights from works on the psychology of women by Jean Baker Miller and Phyllis Chesler are brought to discussion of short novels, short stories, and films. Through literature and films students examine the relationship between patriarchal culture and differing psychological definitions of women and men's emotional life.

**PSY 383A. The Psychology of Consumer Behavior: Why We Buy. 3-4 Unit.**

This course analyzes the psychological, sociological, and cultural variables that influence buying behavior. The focus is on how marketing strategies and the communication process impact the ways in which consumers perceive, select, and make purchases. Issues such as behavioral approaches to segmentation, social influence, the diffusion of innovation, learning, motivation, perception, attitudes, and decision making are explored.

**PSY 383B. Myth and the Psyche: Analysis of the Concept of Self. 3-4 Unit.**

This class explores the fundamental concepts of the unconscious and the mythological journey of transformation that human beings experience as a part of the life process. The class explores the meaning and purpose of the inner, mythic journey to both society and the individual. It also examines mythological interpretations of universal themes and symbols found in various mythologies throughout the world both past and present and concepts presented by C.G. Jung in his analysis of the Self, including archetypal images and the collective unconscious. Through this study, the student will gain a better understanding of the process of the psychological journey and its power to create a sense of harmony and wholeness.

**PSY 384. Social Cognition: the Social-Psychological World of the Child. 3-4 Unit.**

A central problem of developmental psychology is the systematic understanding of the individual's journey from helpless infant to competent social adult. This course investigates four significant areas of children's thinking: 1) the child's ability to think of others as different from her/himself; 2) the child's ability to attribute to others, inner feelings, personality traits and intentions; 3) the developmental path through which these inferences resemble the strengths and biases of adult inferences; and 4) the child's understanding of the social context, with its rules and cultural norms.

**PSY 384A. Social Psychology. 3-4 Unit.**

In attempting to understand human beliefs and behavior, social psychology looks at the interrelationship between individuals and groups. Social psychology is rooted in Lewin's field theory, which examines how a person's behavior is impacted not just by the individual's personality but the surrounding social environment. This course explores how various aspects of social psychology help explain issues such as aggression and altruism as forms of social behavior, how attitudes are formed and their relationship to behavior, how we present the self and issues around self-esteem, social identity, prejudice and stereotypes. Students also attend to the impact of cross-cultural experiences on these themes.

**PSY 385. Adult Levels of Psycho-Sexual Development. 3-4 Unit.**

This course examines constructivist-interactionist theories of adult levels of psychosexual development along with psychoanalytic theory and evolutionary psychology. Psychological and philosophical issues are examined and films are reviewed and discussed to illustrate relational virtues and vices in adult psychosexual relationships. Case studies including those of Marie Curie and Paul Langevin, and John-Paul Sartre and Simone de Beauvoir are examined. Interviews with subjects are analyzed.

**PSY 385A. Psychology of Love As the Path to Wholeness. 3-4 Unit.**

This course examines the concept of love in its myriad expressions, analyzing each within a context of its role in maintaining psychological wholeness and health. Students gain an appreciation for and understanding of the concept of love in its various meanings and expressions as well as its value to a healthy psyche (consciously and sub/unconsciously) to both antiquity as well as contemporary society. Love is recognized as the force of creation and the energy by which life continues to exert itself in its many manifestations. Students discern the myriad experiences of love and their expressions within a personal experience of self and among/between others.

**PSY 386. Piaget: Theories and the Theorist. 3-4 Unit.**

The broad sweep of Piaget's work, encompassing children's understandings of life, time, space, mathematics, causation, and classification, remains relevant, influencing most areas of psychology. This course examines his developmental theory, providing an overview of Piaget's life, the four stages of development, his ethical standards, and concern with individual differences and mental dysfunctions, and a critique of his theories.

**PSY 386A. Systems & Systems Thinking. 3-4 Unit.**

This course presents principles of general systems theory and key aspects of their application in psychology, organizational units, urban development, education, and health care by analyzing the systemic nature of the human body, business, educational settings, family, and the modern city. The course develops systemic dispositions in students' personal and professional experiences by providing basic knowledge and skills essential for students to identify their lives and work environments as systems and to generate solutions for changing those environments effectively.

**PSY 387. Psychological Issues in the Asian-Pacific Population. 3 Units.**

This seminar introduces students to the cultural and psychotherapeutic issues relevant to the Asian-Pacific peoples. Topics include cultural values and beliefs, current social-political factors affecting mental health, and potential issues arising for Asian and Pacific Islanders in clinical settings. Students participate in discussions, role-plays, as well as field observations.

**PSY 387A. Moral and Spiritual Development: Kohlberg and Fowler. 3 Units.**

This course provides an overview of Lawrence Kohlberg's six stage theory of the development of justice reasoning and Fowler's seven stages of faith. Specific emphasis is placed on the development of theories of transcendence. Similarities and contrasts with other theories are made. Development of research methods are discussed as critiques of these theories. Case studies of exemplars are examined in depth.

**PSY 387B. Kohlberg and the Tibetan Dalai Lama: the Psychology of Moral and Spiritual Development. 3-4 Unit.**

This course engages in an overview of Lawrence Kohlberg's theory of moral development. Specific emphasis will be placed on various structural-developmental theories. Kohlberg's developmental research instruments, critiques of his theory and responses to his critics are reviewed. The course also focuses on spiritual development as represented by the Tibetan Dalai Lama. Theories of moral, ethical, and spiritual virtues are presented.

**PSY 388. Attachment Theory. 1 Unit.****PSY 388A. Quantitative Logic. 3-4 Unit.**

This course examines logic as a defensive tool, focusing on gaining an understanding of argument. Students gain the ability to recognize the major fallacies of informal logic, to utilize formal logic notation to analyze arguments, and to recognize logic and illogic under real world conditions.

**PSY 389. Quality Parenting Workshop. 1 Unit.****PSY 390. Mic Check: This Is What a Social Movement Looks Like. 1 Unit.****PSY 390A. Professional Development: Special Topics in Psychology. 1 Unit.**



**PSY 390AA. Urban Violence Traumatic Stress Syndrome (UVTS): Strategies for Educators and Clinicians. 1 Unit.**

This interactive course explores the dynamics and impact of ongoing violence on children who live and attend school in war-like conditions. Psycho-neurological and develop-mental effects are explored, as well as associated cognitive and emotional stress responses. Recommended treatment techniques, and best practices for schools are presented and discussed.

**PSY 390AB. Marriage and Family Therapy: Exploring 'Couples Trouble' Counseling. 1 Unit.****PSY 390AC. Globalization and Latin America. 1 Unit.**

This workshop explores the political, social and economic causes of globalization in Latin America, with a strong focus on immigration into this country as one of its consequences. Students gain a broad perspective on topics including colonialism, globalization, multiculturalism, construction of identities, women's issues, revolutions, and State terror. An emphasis is put on the politics of resistance to this seemingly pervasive globalizing trend: the Zapatista insurrection in Chiapas, Mexico, the America's Social World Forum, the G-23, and several grass-roots organizations from Argentina: HIJOS, los piqueteros, etc.

**PSY 390AD. Alienation, Psychotherapy and the Economic Order, Part 1. 1 Unit.**

This workshop focuses on the theme of alienation. For many of us, there is a sense that we are not truly ourselves in the most intimate aspects of our lives. Writing in the "1844 Manuscripts" Marx provides critical insights into the nature of this alienation from an economic, social, psychological and ideological perspective. Marx explains how alienation is rooted in capitalism and how it only increased with the accumulation of capitalist power. This is the morning section of the course. In the afternoon Arthur Miller's play "Death of a Salesman", in which the nature of alienation is made concrete in the lives of the Loman family, is discussed.

**PSY 390AE. Alienation, Psychotherapy and the Economic Order, Part 2. 2-3 Unit.****PSY 390AF. Gangs and Gang Recovery. 1 Unit.****PSY 390AG. Resistance: New Perspectives. 1 Unit.**

In this workshop, we will invite multiple meanings of the word and consider the socio-political understanding of resistance: what does it mean to resist oppression, to resist dominant ideas, to stand up for one's values, to create communities of resistance? We will look at contemporary examples of resistance and see how these notions can be useful for the therapeutic setting. Using a Narrative Therapy framework, readings, exercises, videos, and group discussion we will look at resistance in the therapy room as standing up against oppression as well as situate resistance in fighting back a problem.

**PSY 390AH. The Psychology of Aging Viewed Through The Literary Lens. 1 Unit.**

This workshop explores, through literature, the psychology of the aging and how people experience growing old in a culture focused on youth, fearful of the elderly, and in denial of the inevitable aging process inherent in each of us. Through the lens of poetry and literature from several cultures, students explore the emotional responses of the aging to cultures that render them worthless and invisible and that have created rigid stereotypical notions of what it is like to grow old. Students learn to envision new ways for society and individuals to feel and think about the aging. No grade equivalents allowed.

**PSY 390AJ. The Origins of Archetypal Imagery: a Personal and Cultural Exploration. 1 Unit.****PSY 390AK. Presence in Psychotherapy, Theatre, and Philosophy. 1 Unit.****PSY 390AL. Social Justice & Advocacy Skills. 2 Units.****PSY 390AM. The Authoritarian Personality. 1 Unit.**

This workshop investigates our understanding of the authoritarian personality as it originated from the work of the Frankfurt School and Wilhelm Reich. Their work was stimulated by the rise of Nazism in Germany in the 1930s, and led them to ask the following profound and fateful question: How is it possible for a civilized and cultured society like Germany in the 1920s to support with a plurality of its votes and the participation of large numbers of the working class a fanatical and barbaric leader who had gone to lengths to spell out the program he intended to follow? Students explore the answers that lie in understanding how the family transmits the structure of social domination to the child through identification with the powerful father and how the harm done through extreme repression creates a person who reproduces these very same patterns of social domination.

**PSY 390AN. May Be Used for New Course. 1 Unit.****PSY 390AP. Psychology of Humor (Part 1). 1 Unit.**

This workshop introduces students to the roles humor plays in our lives from infancy to old age. It examines the ways we resemble and differ from one another in what we find funny, the types of humor we like most, and the types that make us uncomfortable. It also aims to help us access our humor potentials, learn how to use humor as a means of coping with difficult situations, and deepen our senses of humor in general. For those who may be interested in practicing psychotherapy and those who are in therapy now or plan to see a therapist in the future, the workshop also focuses on the ways in which humor has been used by various therapists. It examines the ways human infants display senses of humor within the first year of life, as well as the ways our senses of humor may increase, decrease, or change as we grow up. The influence of our families, neighborhoods, and ethnicities have on our senses of humor will also be discussed.

**PSY 390AQ. Transgender Identities: a Multicultural View of Gender Variance. 1 Unit.**

This workshop visits unconventional lives of extraordinary people who transcend conventional concepts of gender identity: from the French Saint Joan of Arc to American icons Calamity Jane and Rupaul, from the galli of Mesopotamia and the hijra of India, to the Faafafine of Samoa, and others who are intersex, two-spirit, transvestic, etc. Through this safari of trans identity run patterns of hybrid beauty, leadership, and spiritual stewardship. Students have the opportunity to reevaluate and expand their understandings of gender identity in society. No grade equivalents allowed.



**PSY 390AR. Developmental Conceptions of Compassion and the Sense of the Beautiful. 1 Unit.**

This workshop presents the results of a study with Western Buddhist Monks and Nuns. These include: 1) the identification of several levels of conceptions of compassion, 2) findings on the relationships between conceptions of Karma and ethical principles of compassion, and 3) findings that provide a basis for the study of the relations between ethical development and aesthetic development. Research protocols for the study of ethical development and aesthetic development will be discussed. Students learn to administer and analyze research instruments on ethical and aesthetic development for academic credit.

**PSY 390AS. Treating Internalized Homophobia in Relationships: LGBT Approaches to Domestic Violence. 2 Units.****PSY 390AT. Treating Internalized Homophobia in Relationships: LGBT Approaches to Domestic Violence. 2 Units.****PSY 390AU. Seeing the Glass Half Full: Asset-Based Community Development. 2 Units.****PSY 390AV. Working With Recent Immigrants and Non-English Speaking Clients: Cultural Perspective Series. 1 Unit.****PSY 390AW. The History of Psychotherapy From the Early 1900'S to Today. 2 Units.**

This two-day workshop explores early developments in the advent of psychology and the many contributing influences that have lead to what it has become today. The historical development of psychotherapy is taught by humanizing the practitioners and theorists through true stories and personal anecdotes. Students are introduced to American therapists Carl Rogers, B.F. Skinner, Karen Horney, Elizabeth Kubler-Ross, and others who offered integrative therapies born out of eclectic treatment practices. The class considers the origins of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and its affects on psychotherapy.

**PSY 390AZ. Introduction to Art Therapy. 1-2 Unit.****PSY 390B. Interpersonal Integrity: Special Topics in Psychology. 1 Unit.****PSY 390BA. Contemporary Exploration of Freudian Theory. 2 Units.****PSY 390BB. Psychology of War, Trauma and Vets. 1 Unit.**

What is the effect of war and trauma on the human psyche? What philosophical, psychological and spiritual ideas do humans use to reconstitute and re-story themselves after trauma? How do the experiences of combat and multiple traumas differ from single incident traumas? This one-day workshop will explore the impact of trauma along with current ideas regarding its treatment and integration into personal narratives. Students will develop greater understanding of and empathy for the survivors of trauma, combat veterans in particular, and identity diverse treatment modalities.

**PSY 390BC. Ericksonian Hypnosis: Theory & Practice. 1 Unit.****PSY 390BD. Reclaiming Community Out of Catastrophe. 1 Unit.**

Through video, audio, storytelling and group experiential work, students will explore and engage therapeutic practices that assist clients suffering from the effects of personal catastrophe. Built on ethical foundations of relationally responsible practices, students will analyze responses to personal catastrophe (natural disaster, family loss, suicide) that link individuals to naturally sustaining networks of support and offer profound possibilities for communal reciprocity and transformative healing. Peggy Sax is an international consultant, licensed psychologist, online study group host, and author of the book, *Re-authoring Teaching: Creating a Collaboratory*. Her passion is in facilitating transformative dialogues that build learning communities and transcend the barriers of geography, professional status, and other culturally imposed experiences of difference.

**PSY 390C. Movement Intervention With Special Needs Children: Special Topics in Psychology. 1 Unit.**

This workshop presents an overview of movement with children with special needs - learning disabilities, mental disorders, physical disabilities, and pervasive developmental delay. Topics, approached through experiential and didactic methods, include maladaptive behavior, methods of assessment for intervention on a movement level, and case study examples. Students gain personal understanding of the movement therapy process and its effectiveness in work with children and adolescents.

**PSY 390CC. Narrative Medicine: Teaching Empathy Through Literature & Performance. 1 Unit.****PSY 390D. Exploring Masculinities: Special Topics in Psychology. 1 Unit.****PSY 390E. Jungian Theory and Techniques: Special Topics in Psychology. 1 Unit.**

This workshop surveys the major concepts in Jungian psychology including: introversion/extroversion, and the four functions of the collective unconscious and major archetypes; enantiodromia; individuation; spiritual needs; and synchronicity. It also reviews such Jungian techniques as unconscious painting, dream interpretation, and active imagination. A brief account of Jung's cultural background, personal life, and personality characteristics are introduced.

**PSY 390F. Creating Peace for and With Children: Special Topics in Psychology. 1 Unit.**

This workshop covers children's activities toward international and domestic peace, and the work adults have done concerning children's rights, needs, and resources for peace, non-violence and conflict resolution, Guest speakers, video, lecture, discussions, and a student assignment focus on ideas and activism concerning children and peace.

**PSY 390G. Psychology and the Family in the New S.A.: Special Topics in Psychology. 1 Unit.****PSY 390H. Treatment Protocols of Managed Care: Special Topics in Psychology. 1 Unit.**

This workshop facilitates understanding of the current health care delivery system for mental health providers within a managed care context. The workshop examines Mental Disorder Diagnostic Related Groups (MD-DRGs) and Treatment Strategies with Aftercare and Video therapy that is designed to aid in adhering to the demands of managed care. Additionally, the workshop explores organic mental problems requiring special treatment within a managed care context.

**PSY 390I. Childhood Trauma and the Creative Product: Special Topics in Psychology. 1 Unit.****PSY 390J. Child Rearing and the Roots of Violence: Special Topics in Psychology. 1 Unit.**

In this workshop we study Swiss psychologist Alice Miller's theory of child rearing, apply it to our own childhood experiences, and look at different ways of raising children. Alice Miller focuses upon how adult violence can be traced to child rearing practices. Through her concept of "poisonous pedagogy" she attempts to provide us an understanding of the violence seen over the years from Hitler to Bosnia, and by terrorists and serial murders. She also provides an alternative approach to raising children.

**PSY 390K. Psychotherapy in the Managed Care Era: Special Topics in Psychology. 1 Unit.**

This workshop examines the psychotherapy prior to and in contrast to its practice in the managed care era. This workshop explores the issues of treatment decision-making, mediation, confidentiality, and client versus managed care allegiance, under-treatment, and obstacles to therapists receiving payment within the managed care system. Alternatives to practicing outside of the managed care framework are addressed as well.

**PSY 390L. Buddhist Social and Political Activism: Special Topics in Psychology. 1 Unit.****PSY 390M. Challenging the Profession of Psychology: Special Topics in Psychology. 1 Unit.****PSY 390N. Existential Psychotherapy Workshop: Special Topics in Psychology. 1 Unit.**

This workshop provides an examination of the theory and technique of existential psychotherapy. Students explore their own values, goals, and identity within the framework of existential theory. Demonstration and supervised role-playing are provided. Issues of responsibility, death, isolation, freedom, and meaninglessness are also presented.

**PSY 390P. Stereotypes and the Cultural (Un)Conscious: Special Topics in Psychology. 1-2 Unit.**

In this interactive workshop, students examine the impact of stereotypes in sociological and psychological and psychological contexts. Racial, ethnic, religious, gender, sexual, age-related, and other stereotypes are explored with consideration of their sources, functions/dysfunctions, power, and costs. In addition to lecture and discussion, learning is facilitated through exercises utilizing personal experiences, literary excerpts and video clips.

**PSY 390Q. Understanding Non-Violence: Special Topics in Psychology. 1 Unit.**

The focus of this intensive one day workshop is an understanding of the processes of nonviolence from a social systems perspective. Students review current research, theory and action related to a psychology directed at creating a world at peace. Issues examined at international, societal, community and individual levels include the prevention of violence and war, the many dimensions of nonviolence, and nonviolent resolution of international and local conflict. Ways psychologists and lay people can work to create peace and nonviolence are discussed including an examination of the clinical, humanistic, developmental, community and social psychological contributions.

**PSY 390R. Children in War: Special Topics in Psychology. 1-2 Unit.**

This one-day workshop explores the ways that war impacts the psychosocial well-being of children, their families, and communities. The topic covers children who currently reside in war, as well as children who are refugees. Workshop participants develop practical plans of action in prevention, emergency intervention, and rehabilitation for war-affected children. No grade equivalents allowed.

**PSY 390S. The Psychology of Mothering. 1-2 Unit.**

In this workshop we use the work of Chodorow as a basis to deal with the assertion that women are the primary parent in all cultures and most often, as the mother. This class also addresses questions such as how women come to mother and whether this is learned, psychodynamic, or a cognitive process. Is gender related to mothering? Are men mothering more and women less? Who are the mothers of today and what will motherhood look like in the future?

**PSY 390T. Fictional Characters and Literary Themes: a Psychological Examination. 1-2 Unit.****PSY 390U. Social Psychology of Bi-Racial Identity. 1 Unit.**

This workshop explores the idea of race as a social construction and its psychological impact on individuals, particularly as it relates to the concept of a bi-racial or multi-racial identity in the U.S. Among other issues, students investigate how a bi- or multi- racial identity develops for individuals and how it evolved historically. Students must have access to First Class as some on-line postings and readings will be required.

**PSY 390V. Resistance in the Therapeutic Environment: an Historical and Clinical Perspective. 1 Unit.****PSY 390W. The Lifelong Impact of Adoption. 1-2 Unit.**

This workshop explores psychological and emotional issues inherent in adoption for adoptees, birth parents and adoptive parents. Students learn about myths and realities of adoption, how adoptive families are different, the personality characteristics of adoption triad members and the importance of addressing loss and grief in adoption. Current issues in adoption are also considered, including open vs. closed adoption, search and reunion, and international/transracial adoption.

**PSY 390X. Understanding the Traumatized Child. 1-2 Unit.**

This workshop provides an overview of the impact of physical, emotional and sexual abuse on the child in foster care. Students are made aware of the psychological, emotional and behavioral problems affecting a traumatized child; how to form an accurate assessment; and how to develop strategies of treatment. Special emphasis is placed on young people of different ages and backgrounds, with consideration of specific legal and ethical issues common to foster children.

**PSY 390Y. Beyond Duality: the Psychology of Gender. 2-3 Unit.****PSY 390Z. Oedipus and Electra: Textual and Visual Origins of the Psychoanalytic Pantheon. 1 Unit.****PSY 391. Theories and Treatment of Learning Disabilities. 3 Units.**

**PSY 391A. Integrating Addiction Counseling Proficiencies. 3-4 Unit.**

This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies. This course will demonstrate the need, regardless of professional identity or discipline, for each helping professional working with an addicted population to have a basic understanding of addiction that includes knowledge of current models and theories, appreciation of the multiple contexts within which substance use occurs, and awareness of the effects of psychoactive drug use. This course also addresses the need for each professional to be knowledgeable about the continuum of care and the social contexts affecting the treatment and recovery process. In 1998, the Substance Abuse and Mental Health Services Administration published "Addiction Counseling Competencies: The Knowledge Skills and Attitudes of Professional Practice TAP 21." This course will explore the 123 competencies of the TAP 21 from a strength-based perspective and seek to identify dominant discourses that may support or interfere with transformation and healing for those challenged by addiction. This course is one of several core courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations.

**PSY 392. Kurt Lewin: Inventor of Planned Change and Group Dynamics. 3 Units.**

Kurt Lewin was one of the most significant figures of the 20th century in terms of his impact on the field of group dynamics, planned change, action research, and in the study of interracial relations and conflict. This course focuses on the life, theory, and work of Kurt Lewin as a person, psychologist, researcher, and activist.

**PSY 392A. Madness in American History and Film. 3 Units.**

This course will explore the history and cinematic representation of madness in America, inviting the students' critical analysis of the ethical, psychological and political effects in the treatment of insanity from 1750 to the present. An interactive and collaborative class format will be utilized, with discussion of weekly readings and film presentations. Topics to be explored include European influences, ethical dilemmas, the emergence of asylums, treatment pioneers, humane/inhumane practices, scientific and political imperatives, creation of the DSM, and interpersonal challenges within the individual, the family and the culture at large.

**PSY 393. Contemporary Psychoanalytic Perspectives: Theories and Applications. 3 Units.**

This seminar is designed to introduce students to contemporary trends in psychoanalysis through readings in Lacanian, object-relations, and Self-psychological literature, as well as other critiques of classical theory, particularly classical metapsychology. Students participate in an analysis of the viability of such concepts as drive (classical theory), and self (Self-psychology) among others. A background in psychoanalysis is suggested, but not required.

**PSY 393A. Kurt Lewin: Psychological Giant. 3-4 Unit.****PSY 393Z. Piaget and Habermas: Toward a Social Psychology of Development. 1 Unit.****PSY 394. Language Acquisition: Development and Theories. 3-4 Unit.**

This course examines how children become linguistically competent and examines words and sentences in their phonetic and syntactic forms, their meanings (semantic form), and in the ways in which they are used (pragmatic form). Special emphasis is placed on language as a social phenomenon whose meaning is embedded in social life.

**PSY 395. The Bodymind Therapies. 3-4 Unit.**

This course explores the seminal works of Selver, Todd and Rolf as well as Reich, Lowen, Alexander, Trager and Painter. The unique mind-body techniques of hypnotism and meditation are also considered. Through lectures, discussions, and demonstrations students learn how each theory and method seeks to integrate body, mind, emotion, and spirit.

**PSY 396. Professional Development and Psychotherapy. 3 Units.****PSY 397. Philosophy of Clinical Psychology. 3 Units.****PSY 398. Men and Masculinities. 3-4 Unit.**

This course examines male identities and activities in a variety of men's roles and examines dimensions and diversities of men's lives, such as sexualities, race, ethnicities, class, age, and appearance. Through a wide range of sources and methods, the course develops comparative and historical perspectives on masculinities, including contemporary men's movements, while also addressing feminist social and political issues.

**PSY 398A. Myth and the Construction of Masculinity. 3-4 Unit.****PSY 399. Practicum in Counseling and Psychotherapy. 3 Units.**

For students oriented toward graduate study in psychology, this practicum provides intensive study of current approaches to individual counseling and psychotherapy. The format includes discussion of current theories and research findings, and experience with therapy through videotapes, role-playing and supervised counseling. Prerequisite: PSY 311 Contemporary Modes of Counseling.

**PSY 400. Psychoanalysis: an Evolving Theory. 3 Units.**

This course is designed to acquaint students with the broadest terms and scope of psychoanalysis, its position vis-a-vis science and psychology, and its implications for the being of human beings. The evolution of psychoanalysis in terms of ego psychology, object relations, and self psychology is addressed. The aim of the course is to provide a broad theoretical and philosophical foundation within which students may situate and understand specific concepts in subsequent studies.

**PSY 401. Adolescent Development in Adult Soc. 4 Units.**

This is research-oriented course on the psychology and sociology of adolescence explored through a developmental perspective. The physical, cognitive, moral, and social development of the pre-adolescent and adolescent are studied through lecture, discussion, and data collection and analysis. The course relates research to such major issues of adolescence as identity formation, education, sexuality, peer relations, family, delinquency, drug abuse, career development, and alienation.

**PSY 401A. Child to Adolescent Development. 3-4 Unit.**

This course provides a comprehensive survey of the science of human development from early childhood through the adolescent years. Development is covered from the physiological, cognitive, social, and behavioral perspectives of psychology. Topics include parent-child interaction; the attention, memory, perception, and problem-solving abilities of children and adolescents; moral development; aggression; the effects of schooling, operant conditioning, classical conditioning, observational learning, and punishment; and the psychological effects of puberty, adolescent social interactions, and gender differences and similarities.

**PSY 402. Adult Development. 4 Units.**

This course examines theory, individual cases, and major research findings to investigate the nature of adult development. Psychological paradigms are integrated with sociological and philosophical concepts toward an understanding of the meaning and value of adult life. Theories of cognitive, ego, self, faith, and moral development are studied in the context of adult experience - family, work, relationships, and self-realization.

**PSY 402A. Existential Psychology in Literature and Film. 3-4 Unit.**

This course is an exploration into the human psyche through the lens of Existential Psychology. The films and literary works studied heighten awareness of the psychological struggles common to humankind, and to the dependency on fixed ideas and expectations that contrast with the realities and experiences of existence.

**PSY 403. Theories of Child Development. 3-4 Unit.**

This course provides a critical overview of current approaches to child development and emphasizes psychoanalytic and cognitive theories. The history of child psychology will be presented including perspectives on the development of language and emotion as well as the rights of children and the obligations of adults.

**PSY 403A. Proseminar on Research. 3-4 Unit.**

This sponsored independent study will engage in the structural-developmental research study of generosity. Theories of moral, ethical and spiritual virtues will be researched. Pilot research projects will be conducted.

**PSY 404. Philosophical and Psychological Issues of Adult Development. 4-5 Unit.**

This course presents a case-study approach to the examination of adult levels of decision-making, choice of personal philosophy, and conceptions of liberties, rights, duties, and obligations. Case studies include the ideas of former California Supreme Court Chief Justice Rose Bird, the Rev. Martin Luther King Jr., Bishop Desmond Tutu, Georgia State Senator Julian Bond, and philosophers Simone de Beauvoir and Jean Paul Sartre.

**PSY 405. Psychology of Leadership. 3-4 Unit.**

What is leadership and why is it important? Is leadership a matter of power or authority? What makes a leader - virtues, charisma, or position? Are leaders about goodness, justice, or mere efficacy? This course is designed to explore the theoretical aspects of leadership from several disciplinary perspectives and to understand how theory applies to real situations. Topics include leadership models, leader behavior and skills, followership, teams and motivation, social and ethical responsibilities, and leading with creativity. Students are expected to analyze cases, current situations and their own leadership style.

**PSY 406. Developmental Psychopathology. 4-5 Unit.**

This advanced course explores a rapidly growing new sub-field in psychology bridging developmental psychology, the study of normal development, and psychopathology, the study of mental and behavioral disorders. The course focuses on the ways that our understanding of development informs childhood, attachment, adolescent and adult psychopathology. Topics include: depression and failure-to-thrive in infancy and childhood, child maltreatment, poverty, anti-social behavior, and peer relations. Required pre-requisites for course: one class in developmental psychology and one class in clinical psychology.

**PSY 407. Men, Masculinities, and Gender. 3-4 Unit.**

This course examines the design, implementation, and objectives of three models of moral education-- structural development, character education, and socialization. Both philosophy and psychology are studied in an attempt to define the "good" and "right" aims of such models.

**PSY 408. Radical Psychology. 4 Units.****PSY 408A. Relational Approaches to Counseling. 3-4 Unit.****PSY 409. Research Design and Methodology. 4-5 Unit.**

The course introduces students to experimental and non-experimental designs used in psychological research. Class time is divided between discussion of the reading material and laboratory work. Students discuss commonly used designs, the elements of these designs, and the benefits of each type of design. Students get hands-on experience with several studies, serving as subjects in these studies, analyzing the data, and writing reports on the research using an APA-style format. Students are involved in designing their own studies, gathering data, analyzing the data, and presenting this information both in oral and written form. Prerequisite: MAT 403/PSY 414 Descriptive and Inferential Statistics.

**PSY 410. Descriptive and Inferential Statistics. 3 Units.**

This is the second quarter of a two-quarter course in research design and statistics, concentrating on the application of statistical methods to research problems. Statistical methods such as correlation analysis, t-tests, and analysis of variance are applied to research designs. In addition, students learn how to utilize computer programs to solve statistical problems. PSY 323/MAT 302 is a prerequisite for this course.

**PSY 411. Research Issues in Adult Development. 3 Units.****PSY 411A. Selected Research Issues in Ethical and Spiritual Development of Compassion. 3-4 Unit.**

This course engages the structural-developmental research study of ethical compassion in decision making. Theories of moral, ethical, and spiritual virtues are presented. Expected research relationships between moral and ethical judgment questionnaires developed by Kohlberg and Erdynast are discussed as are general relationships between levels of moral development and levels of spiritual development. The social contract, structural-developmental conception of compassion presumes capacity for several levels of compassion within individuals and across different individuals.

**PSY 412. Psychology and Society: Peace and Conflict. 3 Units.****PSY 413. Psychology of Humor. 3-4 Unit.****PSY 414. Descriptive and Inferential Statistics. 4 Units.**

This course concentrates on the application of statistical methods to research problems. Statistical methods such as correlation analysis, t-tests, and analysis of variance are applied to research designs. In addition, students learn how to utilize computer programs to solve statistical problems.

**PSY 415. Psychology of Marriage and Family. 3-4 Unit.**

This course provides the student with a basic understanding of marriage (not limited to heterosexual unions) through the lens of history, system theory, psychoanalytic theory and contemporary psychological approaches. In addition the student is provided the opportunity to explore the concepts within their own family of origin/nuclear family and current relationships. Focus is on developing a working knowledge of several of the major theories of attraction, coupling, and marriage. Most importantly the student explores his or her responses to the material covered. Issues of mate selection, responsibility, sexuality, monogamy, communication and conflict resolution are discussed as they pertain to the subjective experience of each individual couple, with additional focus on the socio-cultural influences of power and oppression. All work is observed through a socially informed lens, paying particular attention to the very real effects of gender, power, age, race, and heterosexual dominance on couples.

**PSY 416. Movement Intervention With Special Needs Children. 1 Unit.****PSY 417. Selected Research Issues in Generosity & Magnanimity. 3-4 Unit.****PSY 418. Integrating Addiction Counseling Modalities. 3-4 Unit.****PSY 419. Case Studies in Adult Development. 3 Units.****PSY 420. The Production of Desire: Perspectives From Marx and Freud. 1 Unit.**

No two figures have had more influence on the thought and practice of our lives in the 20th century than Marx and Freud. Given that Marx dealt with society and Freud with the individual psyche, numerous attempts have been made to integrate their theories. How did this attempt come about? Is it possible? Or are the two theories incomparable? Marx and Freud are discussed through a summary account to be provided and then Wilhelm Reich's attempt to synthesize their theories will be examined.

**PSY 421. Seeking the Good Life Through Philosophy , Psychology, and Experiences. 3-4 Unit.****PSY 422. Psychology and Individuation of the Self. 4-5 Unit.**

Society to a great extent constructs our conceptions of ourselves, our personalities and psyche. In turn, we construct society through these psychological structures. This production and reproduction is explored through the theories of Marx, Reich, Marcuse, Chodorow and Kovel. Emphasis is on their notions of individuation in the context of a just society. Their approaches are used to evaluate psychotherapy and its role in society.

**PSY 423. Social and Ethical Issues in Management. 4 Units.**

In this course, the case study method is employed to examine contemporary organizational problems that concern rights, responsibilities, justice, and liberties. Topics include affirmative action, employee rights, testing in the workplace, AIDS in the workplace, maternity/paternity leave, fraud, bribery, kickbacks, and environmental issues. Landmark U.S. and State Supreme Court decisions are analyzed from the perspectives of dominant ethical theories, such as those of Bentham, Hume, Mill, Kant, and Rawls.

**PSY 424. Contemporary Issues in Adolescent Development. 4-5 Unit.**

This course explores issues faced by adolescents as they navigate the developmental trajectory from childhood to adulthood, focusing on issues that impact the social, emotional and psychological development of youth in the United States. Topics include: influence of the media and the commercialization of youth, academic performance and achievement, schools, peer relationships, sex and sexuality, youth violence and victimization, juvenile justice, diversity of identities, and preparation for the challenges of adulthood.

**PSY 425. Global Approaches to Normal & Abnormal Psychology. 3 Units.**

In this course, a critical and global perspective on abnormal psychology is presented through consideration of methods of conceptualizing the individual, concepts of normality vs. abnormality, subjectivity vs. objectivity, and the medical model vs. the humanistic-existential model.

**PSY 425FR. The Integration Between Buddhism and Psychology: East & West Join in France. 3 Units.****PSY 425JA. Japanese Approaches to Mindfulness & Mental Health. 3 Units.****PSY 427. The Social Construction of Sexuality, Gender, and the Body. 3 Units.****PSY 427A. Transgender Identities. 3-4 Unit.**



**PSY 428. Education Examined: Critical Pedagogy Vs. Progressivism. 3 Units.**

Designed for students who have or will intern or work in elementary or secondary school classrooms, this seminar attempts to deconstruct the traditional practices of education to discover their political, sociological, and educative meanings. Preceding from the perspectives of critical and progressive education, students examine theories of learning, cognitive and moral development, political empowerment, and personal transformation. Informed by such perspectives and their own experiences, students engage in the design of effective models of education and problem-solve their implementation in real schools.

**PSY 429. Gender and Psychology: in Theory and Practice. 3-4 Unit.****PSY 430. The Psychology of the Higher Emotions. 4 Units.**

This course explores Buddhist psychological methods for dismantling patterns of suffering and cultivating loving-kindness, compassion, equanimity and sympathetic joy. These higher emotions are known as the Four Immeasurables. Students are introduced to a basic meditation practice and assigned readings in preparation for a 3 1/2 day residential retreat. Instruction draws upon central Buddhist concepts and themes giving students a broad view of Buddhist perspectives with an emphasis on practical self-experiencing. The Retreat itself includes lecture, sitting and walking meditation, processing and extended periods of noble silence.

**PSY 431. Buddhist Cognitive Psychology: a Meditation Retreat on Mindfulness and Clear Comprehension. 4-5 Unit.****PSY 432. Insight and Absorption. 5 Units.****PSY 433. Cognitive Psychology: Children's Thinking. 3-4 Unit.**

This course examines current and historical views of the development of problem-solving skills, language skills, and conceptual abilities in children. Through work with these topics, the student is introduced to central issues and concepts in cognitive psychology.

**PSY 434. Life and Teaching of the Historical Buddha. 3-4 Unit.**

This course examines the now undisputed existence of Suddhatta Gotama, the "Buddha" or "Awakened One" born some 2,500 years ago. Students mine the most authoritative explication of his teachings as compiled in the Pali Canon as well as attempt to discern the most authentic, demythologized historical kernels available of his life and times. Finally, we explore the application of his method to modern conditions through textual study, essays, dialogues and meditation. The course includes a commitment to a 20-30 minute meditation practice.

**PSY 434A. Contemporary Neuro-Psychology. 3-4 Unit.**

This course proposes models for relating brain dysfunction and/or damage to observable empirically describable psychological behavior. Basic concepts covered are: the relationship between brain and behavior, lateralization of brain function, emotions, and the neuro-psychology of development and aging. The course also considers a number of neuro-pathologies: neuro-linguistic problems, apraxias, memory problems, and the neuro-psychology of drug abuse.

**PSY 435. Theories of Gay Psychology. 3-4 Unit.****PSY 435A. LGBT Identity Issues: Theories of Personality, Racial and Cultural Concerns. 3-4 Unit.**

This survey course engages various theories of gay psychology, examining how homosexuality has been treated throughout the ages in various cultures, focusing primarily on its treatment within the field of psychology. From Freud to Skinner, students explore what various theorists have had to say about the development of sexuality in general and homosexuality in particular. Students also examine how these differing schools of thought have influenced culture and the ways in which gays and lesbians are treated in the clinical setting. Finally, the course addresses the lively debate currently going on between constructionists and essentialists as a way of understanding the development of homosexuality and the gay psyche.

**PSY 436. Absorption and the Four Foundations Of Mindfulness. 5 Units.****PSY 438. Mental Illness and the Family. 2-3 Unit.**

In this course, students develop psychoeducational knowledge, coping skills and compassion to help family members create positive outcomes when dealing with a mentally ill relative, acknowledging each family member as a person of worth, attempting the best response to the devastation and chaos of mental illness. Students learn about major groups of mental disorders and current treatment approaches, including psycho-education, skill training with self-care, supportive therapy and family empowerment through community resources.

**PSY 443. Cross-Cultural Infant Observation. 2-3 Unit.****PSY 450. Prior Learning: Psychology. 0 Units.****PSY 451. Independent Study: Psychology. 1-5 Unit.****PSY 452. Applied Child Development. 4 Units.**

This research-oriented course examines five topics central to current theory and practice in child development-cognitive development, attachment, emotional development, and the development of social and moral relationships. Although structural-developmental psychology is emphasized, ideas and research from a variety of disciplines, including social psychology, education, culture studies, philosophy, economics, and political science are studied. New topics are introduced and discussed every two weeks, while students' mini research projects on each topic are reviewed and discussed during alternate weeks. Recommended prerequisite: one previous human development course.

**PSY 453. Internship: Psychology. 1-5 Unit.**



**PSY 454. School and Community-Based Interventions with Children. 4 Units.**

The goal of this course is to introduce students to the range of school and community-based interventions available for school-aged children. Through readings, lecture, video presentations and discussions students are expected to develop an understanding of: 1) approaches to intervention with young children in school settings; 2) approaches to intervention with young children in community settings; and 3) how school and community approaches to interventions with children can be integrated for maximum efficacy.

**PSY 455. Child Development and Learning. 3 Units.****PSY 457. Multi-Cultural Group Facilitation, Counseling Skills, and Mediation. 3-4 Unit.**

In this experiential course, students learn and practice basic counseling strategies for working with groups. Emphasis is placed on using these skills and strategies with children, peers, and colleagues who differ from the self in terms of culture, ethnicity, language use, gender, sexual preference, social class, and professional position.

**PSY 458. Spiritual Psychologies and Psychotherapy. 2-3 Unit.****PSY 458A. Spiritual Psychologies. 3-4 Unit.****PSY 460. Intellectual and Ethical Models: Special Topics in Adult Development. 4-5 Unit.**

This seminar engages students with contemporary developmental models of adult intellectual and ethical experience in order to enhance understanding of the meaning of adult life in the context of contemporary culture. Students study these models through seminar meetings and readings, and apply them to research on themselves and other adults. Neo-Piagetian, multiple intelligences, and neo-Kohlbergian modes are used.

**PSY 461. Don't Believe Everything You Know: Famous Psychological Experiments of the 20th Century. 2 Units.****PSY 464. Postmodern Therapies. 2-3 Unit.**

In this interactive, collaborative class (readings, discussions, videos, and role-plays) students learn the underlying assumptions, the working principles, and the basic practices of doing resource-oriented, Postmodern Therapy. Specific models examined include Solution-Focused Therapy and Narrative Therapy, both with an underlying perspective based in Social Constructionist thought.

**PSY 464A. Introduction to Postmodern Psychotherapies. 3-4 Unit.**

In this interactive, collaborative class (readings, discussions, DVD presentations, and dyadic exercises) students learn the underlying assumptions, the working principles, and the basic practices of doing resource-oriented, Postmodern Therapy. Specific models examined are Solution-Focused Therapy and Narrative Therapy, both with an underlying perspective based in Social Constructionist thought.

**PSY 471. Mark Twain: Personal Philosophy and Moral Psychology. 3-4 Unit.**

This course studies Mark Twain as a social critic and moral educator and examines the personal philosophy that he brought to his writings. In context of Rawls' moral psychology, course topics include Twain's critiques of moral determinism, conventional religion, creationism, as well as the "moral sense" in human morality, adultery, hypocrisy, patriotism, superstition, religious intolerance and persecution.

**PSY 472. Mark Twain: Speeches, Wit and Dark Writings. 3-4 Unit.**

This course is a continuation of HUM 471/PSY 471 for students who appreciate Twain's social critiques and were introduced to Twain as a social critic and moral educator. Reading Twain's autobiography and "The Adventures of Huckleberry Finn" prior to this course will enrich the student's experience and enable them to benefit from this course if they have not taken HUM 471/ PSY 471. This course is for students to advance to Mark Twain's best, deepest writings and his strongest social critiques of society and fundamentalist religion.

**PSY 473. Psychedelics Revisioned: The Cultural Politics of Consciousness. 4 Units.**

This course investigates the social, cultural, economic, and political contexts of the contemporary status of psychedelics in the West. Charting a critically oriented path between fear and ignorance on one hand, and unbridled enthusiasm on the other, this course studies issues related to psychedelics from a variety of disciplinary perspectives (History, Anthropology, Cultural Studies, Psychology, Religion and Philosophy) raising substantive questions concerning the place of psychedelics specifically in contemporary America, also in the world more broadly. This course is designed to critically engage and broaden the horizons of understanding of the history, present day practices, and future potential of psychedelics.

**PSY 475. Psychoeducational Aspects of Parenting. 1 Unit.****PSY 476. Practicum in Counseling and Psychotherapeutic Techniques. 3 Units.**

For students oriented toward graduate study in psychology, this practicum provides the opportunity for an intensive study of current approaches to an individual counseling and psychotherapy. The format includes discussion of current theories and research findings, and experience with therapy through video tapes, role playing and supervised counseling.

**PSY 481. Creative Arts Therapy With Children. 3-4 Unit.**

This course is designed to give students an introduction to the use of artistic modalities in child therapy in a variety of settings. The use of movement, music, drama, play, graphic arts, and storytelling in therapy with children is explored through both theoretical and experiential learning.

**PSY 484. Social Cognition: The Social- Psychological World of the Child. 3-4 Unit.****PSY 485. Art of Relationship in Tibetan Buddhism. 4 Units.**

This psychologically based course utilizes a meditation retreat format to explore awakening as an organizing principle of relationship. The "Heart Sutta" is Mahayana Buddhism's most celebrated text and most profound philosophical statement. Students learn to use this time-honored guide as well as profound Tibetan Teachings on relationship to come to know and improve their relationships with others and with themselves. These teachings are especially useful for those seeking completeness within or for those wishing to deepen a lifelong love relationship with another.

**PSY 489. Community Coalition Building. 3 Units.**

**PSY 490. Freud on the Outpost of Patriarchy (or Why Psychoanalysis Speaks to Feminists). 1-2 Unit.**

Why do feminists such as Jessica Benjamin, Nancy Chodorow or Juliet Mitchell root their work in gender studies in Freudian psychoanalytic discourse? This one-day workshop attempts to explain this seeming contradiction. Students read Freud's classic statement on women and then come to see how it provides an entrance for these feminist arguments. The work of Nancy Chodorow is highlighted as an example of the possibilities for psychoanalysis to enhance feminist discourse.

**PSY 490A. Dream Theatre: the Body Moving Into the Imaginal. 1 Unit.****PSY 490AA. Urban Provocations I: Angst Or Anticipation. 2 Units.**

The helping professions sometimes fall short in their efforts to be effective and helpful because of assumptions made about community organizations. This course is designed to provide an understanding of the urban context in which community organizations function, and identify those factors which make their success possible.

**PSY 490AB. Addiction Recovery: an Affirmative Approach to Healing and Transformation. 1-2 Unit.****PSY 490AC. LGBT Sexual Identity Development: Diversity and the Multi-Layered Self. 1 Unit.**

This class will explore how we see ourselves and others, how we came to see ourselves that way, and why it matters. To this end we will be learning various LGBT-affirmative models of sexual identity development (many of which are based on racial and cultural identity development processes) and discussing their practicality or lack thereof in the lived experiences of LGBT individuals. Through lecture, film, audio vignettes, exercises and lots of discussion, we will work to understand the multiple layers of identity, how they interact with each other, and how they impact the overall developmental process. No grade equivalents allowed.

**PSY 490AD. Power, Empowerment & Community Practice. 2 Units.**

This workshop will explore the fundamental roots of empowerment and powerlessness and how they contribute to social power. Students will learn fundamental theories and principles of social power as applied to the process of change in community settings. This workshop will include pre-assigned readings, lecture, discussion, in-class exercises, homework assignments between meetings, and a written assignment.

**PSY 490AE. Making Melanie Klein Relevant: Accessing And Transforming Infantile States. 1 Unit.****PSY 490AF. Introduction to Relational Gestalt Theory and Therapy. 1 Unit.**

This all-day workshop provides students with an introduction to a contemporary perspective on the Gestalt Therapy paradigm. Students will be expected to write an essay showing how they have integrated the workshop content. The essay will involve a discussion of personal experience by leaning on the assumptions of this paradigm (e.g. making sense of your experience by leaning on the assumptions of Gestalt Therapy theory). Comparing and contrasting this orientation to other theoretical perspectives can be an additional component of the paper. No grade equivalents allowed.

**PSY 490AH. Introduction to Attachment Theory. 1 Unit.****PSY 490AJ. The Emotional Elements and Psychic Realities of Post Traumatic Stress Disorder. 1 Unit.****PSY 490AL. Introduction to Narrative Therapy. 1-2 Unit.****PSY 490AP. Psychology of Humor (Part 2). 1 Unit.**

An advanced seminar dealing with the in-group humor of several ethnic groups in America, studying humor scientifically. Theories of humor have been put forth by noted philosophers and psychologists. Thomas Hobbes' superiority theory, Immanuel Kant and Arthur Schopenhauer's incongruity theory, and the instructor, Harvey Mindess's liberation theory are examined and evaluated. Male/female similarities and differences in what we find funny; humor and compatibility in marriage, friendship, and love affairs; humor as an attack, a defense, a healer, an eye opener, or just plain fun, and ways of assessing our own senses of humor will be discussed.

**PSY 490AS. The Creative Arts & Psychotherapy. 1 Unit.**

Increasingly, mental health practitioners are using various arts in conjunction with therapy. This workshop examines how visual arts, movement, and theater improvisation techniques can be incorporated into the therapeutic practice as positive healing tools in processing emotions, experience, and behaviors. As a result of looking at both theoretical and practical applications of these creative means, we will explore the benefits of using these new tools in therapy. A portion of the day will be spent with hands-on experience, not only to allow students to grasp the power of these tools, but also to afford students the practice of facilitating these new means. No grade equivalents allowed.

**PSY 490AT. Empowerment in Community Practice. 1-2 Unit.****PSY 490B. Psychology of Pain Management. 1 Unit.****PSY 490C. Jewish Identity and Jewish Shadow. 1 Unit.****PSY 490D. Psychology of Disability and Chronic Illness. 1 Unit.****PSY 490E. ADHD and Learning Disabilities: Effects on Individuals and Families. 1 Unit.****PSY 490F. Preventing School Violence. 1 Unit.**

**PSY 490G. Psychological Perspectives on War. 1 Unit.**

This workshop explores the psychological impact of the political and economic conditions that have characterized U.S. society since the tragic events of September 11, 2011. We examine the psychodynamic significance of individual and group responses in this country to the traumategenic environment characterized by the ongoing threat of future terrorist attacks and an increasingly militarized governmental discourse and policy. We critically evaluate how the current political culture constrains policy makers' and citizens' capacities to construct effective conflict resolution strategies capable of addressing the growing threats to our national and international well-being. Students explore their personal and political responses to the psychological environment as well.

**PSY 490H. Grief and Loss. 1 Unit.****PSY 490J. Treating Adolescents: Coping With Emerging Identity, Angst and Acne. 1 Unit.****PSY 490K. Strengthening the Family. 1 Unit.****PSY 490M. Diverse Sexualities: Celebrating Queer Communities through Psychology. 1 Unit.****PSY 490N. Introduction to Clinical Process. 1 Unit.****PSY 490P. Disaster Psychology: Acute Stress Management. 2 Units.**

This two-day experiential workshop explores the theories and practical applications of emergency mental health for widespread disasters. Participants learn how to recognize and effectively manage normal and maladaptive reactions to extreme stress in themselves and in others. Through examples of real past events and related emergency responses, quick-write exercises, and role-plays, students learn psychological crisis management approaches for individuals, small groups, and whole communities.

**PSY 490Q. The Queen of Heaven and Her Wild Cherry Sister: Toward a Lesbian-Centered Psychology. 1 Unit.****PSY 490R. David Epston: Master Class in Narrative Therapy. 1 Unit.****PSY 490S. Myth and the Popular Culture. 1 Unit.****PSY 490T. The Queen of Heaven and Her Wild Cherry Sister II: Further Exploration of Lesbian-Centered Psychology. 1 Unit.****PSY 490U. I'm Coming Out: Introduction to LGBTIQ Counseling Theory and Practice from Stonewall to the Present. 1 Unit.****PSY 490V. Freud, Jung, Adler: the Men and Their Contributions to Psychotherapy. 1 Unit.**

This workshop is designed to convey an understanding of the basic concepts and therapeutic methods of the three most important initiators of the field of psychotherapy. From the beginning of the early 1900's to the 1940's, Sigmund Freud, Alfred Adler, and Carl Gustav Jung were the leading figures in the western world in the creation of what Freud called Psychoanalysis, Adler called Individual Psychology, and Jung called Analytical Psychology. Both Freud and Jung developed theories and techniques of dream analysis that are still being used today, and all three developed approaches and methods of understanding and treating neurotic symptoms and personal or inter-personal problems that have attracted millions of people to seek therapy to gain insight into their issues and improve their lives.

**PSY 490W. Re-Membering Skills & Practices:. 2 Units.**

Redefining Grief & Loss.

**PSY 490X. Same-Sex Artists and Imagery in American Cinema <LGBT>. 1 Unit.****PSY 493. Contemporary Psychoanalytic Perspectives Theories and Applications. 3-4 Unit.****PSY 494. Adult Psychological and Spiritual Development. 3-4 Unit.****PSY 495. The Psychological Teachings of the Historical Buddha. 4 Units.****PSY 500. Clinical Training Orientation. 0 Units.**

This meeting provides initial orientation to the Clinical Training process, presenting AULA's clinical training requirements, California Board of Behavioral Sciences requirements for MFT licensure, and processes and resources for finding a clinical training site. Students also meet with representatives from AULA-approved clinical training sites to learn about the variety and diversity of training opportunities that are available. Required for all first quarter MFT students; a prerequisite for entering Clinical Training.

**PSY 500A. Pre-Enrollment Requirements for Clinical Training. 0 Units.**

This meeting provides a detailed review of forms and procedures students must follow in registering for AULA clinical training units, earning hours, and meeting trainee requirements of the Board of Behavioral Science Examiners. Required for MFT Concentration students in or prior to the quarter before entering clinical training; a prerequisite for entering clinical training.

**PSY 500AA. Clinical Readiness. 0 Units.**

This course is designed to assess students' readiness to enter clinical training and serve as a bridge between introductory, didactic coursework and applied experiences in applied clinical work. In addition, this course will aid students in learning about the various facets of applying to and securing a clinical training placement. Various components of professional development will also be addressed through discussion and roleplay modalities.

**PSY 500B. Voice and Style. 0 Units.****PSY 500C. Professional Development Seminar: Life After Graduation. 0 Units.**

**PSY 501A. Process of Interpersonal Psychotherapy I. 2-3 Unit.**

This course introduces principles and skills involved in providing relational psychotherapy. Goals of therapy, initial contact, gaining rapport, the therapeutic relationship, the therapist's own motives and personal issues, and the sources of therapeutic change are topics of study. Students develop skills through role play and dyadic work with classmates. Required for MFT Concentration students; a prerequisite for entering clinical training.

**PSY 501B. Domain of Psychology II. 2-3 Unit.****PSY 501C. Domain of Psychology III. 2-3 Unit.****PSY 501D. History and Systems of Psychology. 3 Units.****PSY 501E. Introduction to Clinical Process. 1 Unit.**

The therapist is a healing presence. He/she creates a feeling of safety and openness that allows healing to take place. No matter what the therapist's theoretical orientation, the client will have the most success when he/she feels safe and has the experience of being heard. The reading, discussions and exercises in this workshop will explore what the therapist brings to his/her work that fosters healing, growth and change. The focus is on the therapist rather than the client. We will turn our attention to creating and maintaining a safe space and learning the basics of active, reflective, compassionate listening as the foundation for doing therapy.

**PSY 501F. Evolution of Psychotherapy. 1 Unit.****PSY 502A. Research Methodology. 3-4 Unit.****PSY 502B. Library Research Methods. 1 Unit.****PSY 503A. Process of Psychotherapy I. 2-3 Unit.****PSY 503B. Process of Psychotherapy II. 3-4 Unit.****PSY 503C. Psychopathology I. 3-4 Unit.****PSY 503D. Advanced Psychopathology Testing I. 3-4 Unit.****PSY 504A. Psychodiagnostic Testing I. 3-4 Unit.****PSY 504C. Human Development I. 3-4 Unit.****PSY 504D. Adult Development. 3-4 Unit.****PSY 505. Fictional Characters and Literary Themes: A Psychological Examination. 1-2 Unit.****PSY 505A. Dostoevsky: a Psycho-Social Exploration Of Great Short Works. 3-4 Unit.****PSY 505B. Working Out the Body: A Bibliotherapy Approach. 1 Unit.****PSY 505C. Society and the Individual. 3-4 Unit.****PSY 506. Career Development I. 4 Units.****PSY 506A. Organizational Behavior: People in Organizations. 4 Units.****PSY 506B. Training Program Development. 4 Units.****PSY 506C. Systems Thinking. 4 Units.****PSY 506D. Planned Change and Organizational Development. 4 Units.****PSY 506E. Career Development I. 3 Units.****PSY 506F. Career Development II. 2 Units.**

This course will focus on the application of career development theory through the use of counseling processes, interventions and resources applicable in today's global economy. Students will become more familiar with various standardized tests and assessment tools used in career counseling and educational planning with a critical eye to their effectiveness and limitations when working with diverse populations. Additionally, students will gain the ability to find sources of occupational information and determine the status of current research in the field of career development. Students will be involved in practical exercises and projects to demonstrate their ability to design, deliver and evaluate comprehensive guidance and interventions. The format of instruction for this course is online.

**PSY 507. Theories of Marriage, Family and Child Counseling. 3-4 Unit.****PSY 507B. Psychology of Marriage and Family. 3-4 Unit.****PSY 508. Human Sexuality. 3-4 Unit.****PSY 509. Brief Therapy. 2-3 Unit.**

This course articulates some of the basic processes, principles and techniques of doing brief therapy from cognitive-behavioral, solution-focused and narrative perspectives. Focus is on understanding the premises and usefulness of each approach and on developing brief therapy skills through role-play and work with case material. This course may be elected to partly fulfill the Clinical Skill Development requirement in the MFT Concentration.

Prerequisites: PSY 501A.

**PSY 509A. Professional Ethics and the Law. 2-3 Unit.**

**PSY 510. Introduction to Psychological Theory and Practice (non-credit). 0 Units.**

This course, required for incoming students who do not have a recent Bachelor's degree in psychology, provides an overview of psychology. Particular emphasis is given to developmental, abnormal psychology and the history of psychology.

**PSY 511. Library Research Methods. 1 Unit.**

Library research methods in psychology are approached through surveying professional literature on a topic of interest to the student. Students become familiar with the university psychology library and prepare a brief review of the literature following American Psychological Association format. Required for all students.

**PSY 511B. Professional Writing Proficiency. 1-2 Unit.**

Library research methods and professional writing standards in psychology are taught as the student surveys professional literature on a topic related to psychology in society. Students are introduced to computer access to library resources, and prepare a brief literature review following American Psychological Association format. Beginning 1/98 this course, taught in connection with PSY 545 Society and the individual, is required for all MAP students in the first quarter. Students entering the MAP before 1/98 substitute PSY 511 Library Research Methods, taken before 1/98 or as an independent study.

**PSY 512. Communication Skills for Psychotherapists. 1 Unit.**

This online independent study course is designed to broaden students' awareness of the diverse people and communities with which they will work as future professionals in psychology. A further goal is broadening awareness of self in society. Students select community settings of interest, carry out interviews and field visits, and share learning with classmates and faculty through dialogue on First Class, the Antioch conferencing and e-mail system. Required for all MAP students entering 1/98 or later, in the second quarter of study.

**PSY 512A. Field Study: Psychology and Society. 2-3 Unit.**

This course is designed to broaden students' awareness of the diverse people and communities with which they will work as future professionals in psychology. A further goal is broadening awareness of self in society. Students select community settings of interest, carry out interviews and field visits, and share learning with classmates and faculty instructor through classroom dialogue or on Antioch University's email network. Required for all MAP students; best taken in the second or third quarter of study. Students must attend initial hour long face to face meeting, generally held the first Saturday of the quarter. One may not take the online course if they cannot attend the meeting.

**PSY 512B. Field Study in Applied Community Psychology. 2-3 Unit.**

This course provides Applied Community Psychology students with the opportunity to work directly with a community agency on a project involving program development, evaluation, consultation, collaboration, psychoeducational group and/or in-service training development. Prerequisites include corresponding core courses (e.g., students engaged in field study involving program development and evaluation must successfully complete PSY 545E prior to enrolling in field study). Students in the Applied Community Psychology Specialization are required to complete two units of field study but may enroll in one unit at a time. Prerequisites: 545C and the appropriate one of the following: 545D, 545E, 575E.

**PSY 512C. Advanced Field Study in Community Psychology. 1-4 Unit.****PSY 512D. LGBT Community Action. 2 Units.****PSY 513A. The Authoritarian Personality. 1 Unit.****PSY 514. Counseling Skills and Techniques. 1 Unit.****PSY 514A. Photoanalysis in Clinical Practice. 1-2 Unit.****PSY 514B. Preparing Yourself Now for Private Practice. 1 Unit.****PSY 514C. Career Development & Life Planning. 1-2 Unit.****PSY 515. Understanding and Treating Severe and Suicidal Depression. 1 Unit.****PSY 515A. Professional Development Seminar I. 1 Unit.****PSY 515B. Professional Development Seminar II. 1 Unit.****PSY 515C. Professional Development Seminar III. 1 Unit.****PSY 516. Diagnosis and Treatment of Dissociative Disorders. 1 Unit.**

This workshop explores the etiology, diagnosis and treatment of dissociative disorders. The Dissociative Experiences Scale, a diagnostic measure, is introduced, and students follow a case study through the evolution of the dissociative process, into 'acting out' as part of protecting the fragmented self. Primary focus is on treatment modalities and resources for clients diagnosed with dissociative disorders. Prerequisite: PSY 540A, Process of Psychotherapy I.

**PSY 516A. Dissociative Disorders Due to Trauma. 1 Unit.****PSY 516B. The Emotional Elements and Psychic Realities of Post Traumatic Stress Disorder. 1 Unit.****PSY 516C. Trauma, Memory, and Reconciliation. 3 Units.****PSY 516D. Therapeutic Issues in Managing Traumatic Stress and Anger. 2-3 Unit.****PSY 516F. Understanding Trauma and Post Traumatic Stress Disorder: A Clinical Perspective. 1-2 Unit.****PSY 516G. Secondary Post Traumatic Stress Disorder. 1 Unit.****PSY 516H. The Neurobiology of Trauma. 1 Unit.**



**PSY 517. Aligning Values and Work Choice. 2 Units.**

In this workshop, offered for psychology and management MA students, the focus is on examining personal work values and reflecting on past and future work and career choices. Settings, activities, and cultures of work - whether in organizations or private practice - are explored to understand how these align with what is motivating and meaningful in each student's life. Students assess their own work-related values using Schein's Career Anchors and other instruments, with interpretation provided.

**PSY 517B. Empowerment: Individual and Organizational Perspectives. 1 Unit.****PSY 518. The Politics of Psychology. 3-4 Unit.****PSY 518A. Activist Psychology Series: Psychology and Social Engagement. 3 Units.****PSY 518B. HIV Disease and the Politics of Health: A Social-Psychological Analysis: Activist Psychology Series. 3 Units.****PSY 519. History of Psychotherapy. 3-4 Unit.****PSY 519A. Gay and Lesbian Identity Issues. 2-3 Unit.**

This course provides a setting in which students and instructor can explore together the thoughts and feelings that arise in response to historic, literary, autobiographical and psychological readings on the experience of being gay or lesbian. The course is open to anyone interested in gay and lesbian psychology and presents an opportunity for students to examine personal and collectively held notions about same-sex love.

**PSY 519B. Social Psychology of Bi-Racial Identity. 1 Unit.**

This workshop explores the idea of race as a social construction and its psychological impact on individuals, particularly as it relates to the concept of a biracial or multiracial identity in the U.S. Among other issues, we will investigate how a bi- or multi-racial identity develops for individuals and how it evolves historically. Students must have access to The AULA email system as some online postings and readings are required.

**PSY 519C. LGBT Sexual Identity: Development Diversity and the Multi-Layered Self. 1 Unit.****PSY 519D. Gay Male Identity. 1 Unit.****PSY 519E. LGBT Identity Issues: Theories of Personality, Racial, and Cultural Concerns. 3-4 Unit.****PSY 519F. Psychotherapy With LGBT Older Adults. 1 Unit.****PSY 519G. Gay & Lesbian History: a Journey Through Personal Narratives. 3 Units.****PSY 519H. Two Spirit Identity, Health, and Wellness in the American Indian, Alaskan Native and Native Hawaiian Communities. 1 Unit.****PSY 519J. Women's Spirituality: the Transformative Power of Androgyny and Lesbian Eros in The Myth of Inanna. 1 Unit.****PSY 519K. Gay Male Identity: Sex, Love, Intimacy, & Other Clinical & Community Issues. 1-2 Unit.****PSY 519L. Constructing a Relational Framework for Lgbt Affirmative Psychotherapy. 1-2 Unit.****PSY 520. Developmental Psychopathology. 4-5 Unit.**

This advanced course explores a new subfield in psychology bridging the study of normal child development, and the study of mental and behavioral disorders. Designed as highly participatory, the course focuses on how understanding of development informs ideas about child, adolescent and adult psychopathology. Topics include depression and failure to thrive in infancy and childhood, child maltreatment, stress, poverty, and the impact of peer relations. Prerequisites: PSY 543 Child Development or PSY 544 Adult Development.

**PSY 520A. Developmental Psychopathology I: Diagnosis. 3-4 Unit.**

This class introduces students to the clinical assessment of young people from infancy through adolescence, with emphasis on the construction of diagnostic and assessment questions founded in an understanding of developmental processes. This course includes discussions of criteria for mental health and illness in childhood and adolescence, as well as the philosophy and use of the DSM-IV with young people. Demonstrations and exercises help the student understand how therapists handle various problems of assessment from a developmental perspective that is sensitive to issues of culture and the position of the child and/or adolescent in society. Generally offered in Spring Quarter. Required for students in MFT Child Studies Specialization; may also be open to others. Prerequisite: PSY 543C.

**PSY 520B. Developmental Psychopathology II: Intervention. 3-4 Unit.**

Building on developmentally and culturally sensitive diagnosis, this class explores a broad spectrum of treatment interventions for children and adolescents in society. Consideration is given to individual and family methods of psychological treatment as well as to community interventions and interventions in the school context. The aim is to provide the student with a broad, developmentally informed, culturally sensitive spectrum of intervention possibilities. Generally offered in Summer Quarter. Required for students in MFT Child Studies Specialization; may also be open to others. Prerequisites: PSY 520A and 543C.



**PSY 520C. Parent-Child Interaction Therapy (pcit): An Early Childhood Evidence-Based Treatment. 1 Unit.**

Parent Child Interaction Therapy (PCIT), is an evidence-based treatment model that fosters strengthening of the parent- child relationship and develops parent?s ability to appropriately manage child?s maladaptive behaviors. When young children are exposed to traumatic events such as physical and emotional abuse, several domains in their development may be impacted. Trauma affects children?s cognitive, social and emotional development as well as children?s relationships with their caregivers, especially when the trauma consists of physical or emotional abuse. PCIT gives parents the opportunity to learn, practice, and master specific parenting skills to manage and subsequently reduce their children?s acting out behaviors. At the same time PCIT promotes building social and emotional competence, such as taking turns, sharing, decreasing impulse control, and increasing frustration tolerance. The treatment consists of two phases: Child Directed Interaction (CDI) and Parent Directed Interaction (PDI). CDI portion of PCIT focuses on relationship enhancement skills, while PDI addresses age appropriate management of children?s maladaptive behaviors. This workshop will assist students in developing an understanding of PCIT concepts and the unique ways in which PCIT is suited to improve relationship between parents and children. It will also address the cultural barriers and considerations when using PCIT with different ethnic groups.

**PSY 521. Transference and Countertransference Concerns: the Role of the Therapist. 1 Unit.****PSY 521A. Sexual Transference and Countertransference. 1-2 Unit.****PSY 521B. Erotic Transference/Countertransference. 1-2 Unit.****PSY 521C. Transference & Countertransference. 2 Units.****PSY 521D. Transference/Countertransference: Eros And Psyche. 3 Units.****PSY 521F. Transference / Countertransference and Projective Identification. 1 Unit.****PSY 522. Effects of Trauma on Human Development & Neurobiology; Social History & Current Issues (tra). 2 Units.****PSY 522A. Perspectives: Trauma & Its Effects, Awareness & Recovery. 3-4 Unit.**

This survey course introduces the student to the complex issues of trauma, trauma healing, and transformation. Students will learn about the biopsychosocial/spiritual model which helping professionals can employ to help individuals who have experienced deep personal loss, violent conflict, pain and suffering. Students will explore the theoretical bases of trauma healing through narratives and case examples from a variety of clinical settings and engage in practical exercises to experience approaches to the treatment of trauma from awareness to recovery.

**PSY 522ACER. Perspectives: Trauma and Its Effects, Awareness, and Recovery. 3 Units.**

This class introduces students to the issues of trauma healing and transformation. Students will examine the biopsychosocial/spiritual theories used in healing trauma and will explore the theoretical bases of trauma through narratives and case examples from a variety of clinical settings and through various class exercises. Students will be able to identify proper theories and treatments recognized by leaders in the field of trauma studies, and will be able to understand the best healing techniques available for individuals who have experienced trauma.

**PSY 522ACERT. Perspectives: Trauma and Its Effects, Awareness, and Recovery. 3 Units.**

This course introduces students to the issues of trauma healing and transformation. Students will examine the biopsychosocial/spiritual treatments used in healing people who have experienced trauma, suffering and loss. Additionally, they will explore the theoretical bases of trauma through narratives and case examples from a variety of clinical settings and through various class exercises. Students will be able to address the issues of trauma, identify proper theories and treatments recognized by leaders in the field of trauma studies, will be able to understand the best healing techniques available for individuals who have experienced trauma.

**PSY 522B. Treatment of Trauma & Posttraumatic Stress Disorder. 3-4 Unit.****PSY 522BCERT. Treatment of Trauma and Posttraumatic Stress Disorder. 3 Units.**

This course focuses on the treatment methods and needs of individuals suffering from symptoms characteristic of emotional trauma (Acute Stress Disorder, and Posttraumatic Stress Disorder (PTSD)). This course also addresses assessment and intervention skills to work effectively with diverse populations using biopsychosocial and ecosystemic constructs. Specific techniques surveyed will include play therapy, biofeedback, cognitive-behavioral, narrative, virtual reality treatment, and crisis interventions.

**PSY 522C. Conflict Resolution, & Secondary Posttraumatic Stress Disorder (PTSD) & Self-Care Issues for Mental Health Professionals. 3-4 Unit.****PSY 522CCER. Conflict Resolution and Secondary Posttraumatic Stress Disorder (ptsd) and Self-Care Issues for Mental Health Professionals. 3 Units.**

This course provides participants with an interdisciplinary overview of conflict analysis and resolution. Contending theories and approaches to understanding conflict and resolution processes will be emphasized. Issues impacting causation, escalation, and de-escalation including issues of power, culture, gender, and social location will be considered. Specific methods of analysis and intervention will be applied to relevant case studies. Particular attention will be given to understanding the common roles assumed by the helping professional in conflict resolution (e.g. facilitator, mediator, and advocate) and the deleterious effects of chronic exposure to conflict and trauma including secondary and vicarious trauma and compassion fatigue.

**PSY 522D. Holographic Reprocessing: A Cognitive Experiential Treatment for Trauma. 1 Unit.****PSY 523B. Current Trends in the Employee Assistance Profession. 1 Unit.****PSY 523C. Human Resource Management and Employee Relations. 4 Units.****PSY 523D. Employee Assistance Programs: A Career Path for Psychotherapists. 1 Unit.****PSY 524. The Enneagram. 2 Units.**

**PSY 524A. Nurturing the Nurturer: Self-Care Techniques to Prevent Burnout for Clinical Therapists. 1 Unit.**

This workshop is designed for students currently in clinical training, or prior to clinical training. Burnout can be a significant issue amongst psychology graduate students in clinical training. Skills learned will be to identify symptoms of burnout, such as emotional exhaustion, depersonalization of clients, and loss of feeling personal accomplishment. Burnout can also be marked by increased cynicism towards clients, a loss of motivation towards one's current training and future career, and can possibly impact one's overall self-concept and self-efficacy. This course considers the stressors of clinical training, including the potential emotional impact of being a new trainee, finding balance between clinical practice, school, and personal life, one-way intimacy with clients, countertransference and vicarious traumatization. Self-care will be thoroughly explored by looking at the six self-care domains: social, cognitive, behavioral, physical, spiritual and occupational, including an introduction to Mindfulness Based Stress Reduction (MBSR). This course serves as an elective for Spiritual and Depth Psychology (SDP) and Conflict and Other Related Trauma (CRT).

**PSY 525A. Black Feminist Psychology: Cultural Perspectives. 2 Units.**

This class provides a small-group setting in which students explore the thoughts, feelings and fantasies that arise in response to three quite different books on the experience and position of African-American women in society. The course is open to anyone interested in multicultural psychology and/or the experience of African-American women.

**PSY 525B. Treatment Issues in Cross-Cultural and Cross-Racial Psychotherapy: Cultural Perspective Series. 1-2 Unit.**

This workshop explores the significance for therapists of cultural and racial issues in clients' lives, and how these affect clients' responses to therapy and therapists' ideal treatment delivery. One emphasis is on how the ability to interweave cultural and racial components with intrapsychic dynamics can increase therapist effectiveness.

**PSY 525C. Traditional Asian Concepts of Mind, Body and Healing: Cultural Perspective Series. 1 Unit.**

This one-day workshop is designed to provide students with an introduction to some elements of ancient Chinese philosophy, particularly ideas from Taoism, that have shaped centuries of social institutions in Asia. The impact of these ideas on modern Western society will be explored as students look at psychosomatic conditions and responses from the healing arts.

**PSY 525D. Working With Asian American Clients: Cultural Perspectives Series. 1-2 Unit.**

This one-day workshop provides a basic overview of mental health issues for Asian-Americans. The focus will be on treatment issues with topics including value systems, world views, acculturation, the biculturation process, and culture-specific perspectives on psychopathology, coping, assessment and treatment.

**PSY 525E. Lifespan Development of Gay and Lesbian Individuals: Cultural Perspective Series. 2 Units.**

This workshop is designed to facilitate greater awareness, sensitivity, and competence in understanding and working with individuals of diverse sexual orientations. Current psychological literature is reviewed in terms of relevance and applicability, and is augmented by experiential and video presentations, culminating in the creation of a collective video paradigm on gay and lesbian development.

**PSY 525F. Japanese Approaches to Mindfulness & Mental Health. 3 Units.****PSY 525FR. The Integration of Buddhism & Psychology: East & West Join in France (SDP). 3 Units.****PSY 525G. Working With Refugee Populations: Cultural Perspective Series. 1 Unit.****PSY 525GB. Tavistock & Portman Training: Psychodynamic Approaches to Working With Adults. 2 Units.**

Building on the foundational knowledge gained in Personality I, the training at Tavistock aims to provide exemplary instruction in additional theoretical concepts and training in their application in psychodynamic psychotherapy. As the application of psychoanalytic thinking is advanced students will learn to apply it to their personal lives, professional development, and clinical practice. The Tavistock training will include lectures, Tavistock's work discussion groups and a final professional development seminar. In addition to the training agenda created in consultation with the Tavistock faculty, there will be a pre-departure meeting, pre-training reading and journaling.

**PSY 525H. Perspectives on African-American Women's Experience. 2 Units.****PSY 525J. Working With Latina(o) Clients: Cultural Perspectives Series. 1-2 Unit.**

This one-day workshop provides a basic overview of mental health issues for Latino/a people living in the United States. A major focus of this course is on understanding the influence of cultural values and beliefs on the assessment and treatment processes. Additional topics include diversity within groups, immigration, acculturation, discrimination, ethnic identity, language use, and the family.

**PSY 525JA. Japanese Approaches to Mindfulness & Mental Health (SDP). 3 Units.****PSY 525K. Jewish Identity and the Psychology of Anti-Semitism: Cultural Perspective Series. 2 Units.**

In the multicultural discourse, the subject of Jewish culture and anti-Semitism is often overlooked or excluded. This course explores Jewish culture and the psychological effects of the current rise of anti-Semitism. Particular attention is given to the relationship of Jewish identity to the Holocaust, contemporary American culture, feminism, politics, and sexual orientation. Students examine their subjective feelings and attitudes about Jewish culture as well as collective anti-Semitic values seen in the arts and media. The course includes trips to Jewish cultural sites in Los Angeles. Students are responsible for museum admission fees.

**PSY 525L. Working With Transgender Issues: Cultural Perspective Series. 1 Unit.**

This workshop explores gender identity issues as related to working in therapy with transsexuals, individuals who are transgendered and cross-dressers, their families and significant others. Through lecture, video and guest presentations, we examine the complex and multi-faceted issues facing people in this culture whose experience of gender may not fit into the distinct, polarized categories of male or female. We examine some cross-cultural material to understand other and often less rigid ways of conceptualizing gender and consider how these can be incorporated into a therapeutic paradigm for working with this population.

**PSY 525M. Gay Identity and the Psychology of Homophobia: Cultural Perspectives Series. 1 Unit.**

This workshop offers a venue for the exploration of gay male identity and the psychological impact of internalized homophobia as well as cultural heterosexism. Students are introduced to gay-centered psychological theory and process. Clinical issues are also considered, particularly transference and countertransference with gay male clients.

**PSY 525N. Ethnopsychology. 0 Units.****PSY 525P. Jewish Identity and Jewish Shadow: Cultural Perspectives Series. 1-2 Unit.****PSY 525Q. Walking in Balance: American Indian Culture and Treatment Issues: Cultural Perspective Series. 2-3 Unit.****PSY 525R. Working With African Descended Families: Cultural Perspectives Series. 1-2 Unit.**

This one-day workshop is designed to assist the student in understanding an African-centered approach to using a culturally relevant lens when working with African descended families. With a primary focus on resiliency, strengths rather than pathology of African descended families are emphasized. Viewing the family as a wellspring, keeper and transmitter of intrinsic African culture, special attention is given to how one incorporates this factor in treatment considerations. Students engage in experiential exercises, view videos and participate in dialogue. Students are encouraged to explore personal biases and the impact of such on the therapeutic process.

**PSY 525S. Jewish Identity and the Psychology of Anti-Semitism: Cultural Perspective Series. 1 Unit.****PSY 525T. Working With Immigrants and Non-English- Speaking Clients: Cultural Perspectives Series. 1 Unit.**

This workshop introduces students to a broad variety of topics relating to working with recent immigrants and non-English speaking clients. Clinical considerations addressed include communication styles; hierarchical deference; the role of children; gender-related emotional difficulties and other culturally- influenced issues. Historical resentment; ethnic self-hate; perception of gay and lesbian folks; religious behaviors; folk medicine are discussed as they impact psychotherapy and treatment considerations. Issues of immigration, cultural mediators, ethnic strategies, and gender are touched upon in all levels of discussion.

**PSY 525U. The Personal, Cultural, and Spiritual Self in Psychotherapy. 1 Unit.****PSY 525V. International Psychology, Globalization and Culture: Latin America. 3-4 Unit.****PSY 525W. African American Psychology. 1 Unit.**

This workshop introduces students to present and historical psychosocial challenges facing African-American people that often influence mental health, as well as coping mechanisms, strengths and resources. Against this background the workshop considers distinctive elements of African-American psychology, and key considerations when making clinical interventions with African-American people.

**PSY 525X. Globalization and Latin America. 1 Unit.****PSY 525Y. Working with Latino Families. 1 Unit.**

This workshop introduces students to the treatment of Latino children, adolescents and families. Students learn about acculturation, migration, cultural worldviews, family organization and developmental issues across the lifespan, and how these issues impact the assessment and treatment of Latino clients.

**PSY 525Z. Rinzai Zen: Mindfulness & Stress Reduction (SDP). 1 Unit.**

The intersection between contemporary psychology and classical Buddhist ideas about the mind and mindfulness have been an area of considerable interest over the last decade. Interventions that grow out of classical Buddhist approaches (including Zen meditation) continue to grow in popularity. For instance, Mindfulness Based Cognitive Therapy has become the treatment of choice for prevention of recurrent depression in Great Britain (<http://oxfordmindfulness.org/>). In the United States many universities and medical schools, including University of Massachusetts and University of Pennsylvania, have created mindfulness-based stress reduction programs. This workshop will return to the source material for these interventions by exploring a new technique that grows directly out of classical Japanese mindfulness. It will focus on a contemporary applications of classical Zen mindfulness principles as a tool for stress reduction as developed by Takafumi Kawakami, Vice-Abbot of the Shunkoin Temple in Kyoto. Shunkoin is affiliated with the Rinzai School of Buddhism. Rinzai mindfulness practice can include reflecting upon koans (paradoxical questions or statements), samu (physical work done mindfully) and zazen (seated meditation). The day will focus on zazen practice.

**PSY 526. Interpersonal Dynamics of the Therapeutic Relationship. 1 Unit.****PSY 526A. Psychosocial Aspects of Oppression. 1 Unit.****PSY 527. Issues in Counseling Religious Clients. 1 Unit.****PSY 527A. Christian Psychology and Counseling. 2-3 Unit.****PSY 528A. Treatment Protocols for Managed Care. 1 Unit.**

This workshop provides an overview of the purpose and functioning of managed care systems for delivering treatment, to orient students to work opportunities and practices in these settings. Students learn about terminology, treatment models and diagnostic categories used in managed care, and have an opportunity to explore their own attitudes and feelings about working in this context.

**PSY 528B. Stress Management in the Era of Managed Care. 1 Unit.****PSY 528C. Psychotherapy in the Era of Managed Care: Special Topics in Psychology. 1-2 Unit.**

**PSY 529. Sex and Gender in Psychotherapy. 1-2 Unit.**

This workshop explores issues of sex and gender as they impact the therapeutic process. Countertransference and gender bias are examined, using role play, dialogue and experiential exercises. Theories of Freud, Mahler, Stern and others provide a learning context. In addition, contemporary dialogue about "male" and "female" perspectives on language, narrative and power relationships are considered.

**PSY 529A. Sex and Gender Narratives: the Construction of Identity. 1 Unit.****PSY 529B. Beyond Duality: the Psychology of Gender. 2-3 Unit.****PSY 529C. Gender and Psychology: in Theory and Practice. 2-3 Unit.**

This course addresses the dilemma of gender within psychological thought. While issues of sexuality and gender have been at the heart of theory and theorizing from Freud's earliest work through contemporary practice, still the conceptualization of different (gendered) states of mind remains a core difficulty for students and practitioners of the art of psychology. We will look at key aspects of gendered health, pathology, development, language, and subjectivity from traditional as well as more contemporary feminist and postmodern perspectives, considering (deeply) our personal experiences of these concepts, and exploring whether it is possible to engage in a clinical practice in which allowance is made for engendered thought and feeling to emerge for both client and therapist.

**PSY 530. History and Systems of Psychology. 2 Units.**

This course offers an historical perspective on psychology, so students can identify central issues in the field today, and see how these have emerged over time. Attention is given to such core issues as mind/body relationships, free will/determinism, and nature/nurture interrelationships. Required for students in the individualized Concentration.

**PSY 530A. The Quest for Wisdom: a Brief History of Philosophy. 3-4 Unit.****PSY 531. Psychoanalytic Theories of Personality. 2 Units.**

This course includes a survey of the lives and works of Freud, Jung, and Adler with examination of key concepts in Freudian, Jungian and Adlerian theory, as well as an introductory review of neoFreudian, neoJungian and neoAdlerian approaches. Required for all students.

**PSY 531A. Personality Theory I: Psychodynamic Theories. 3-4 Unit.**

This course is an introduction to modern psychodynamic theories of personality, beginning with Freudian and Jungian foundations, and continuing with study of self-psychology and object-relations approaches. The focus is on basic assumptions and concepts of significant theorists, with attention also to application in clinical practice. This course is required for all MAP students.

**PSY 531B. Psychoanalytic Theories. 3-4 Unit.****PSY 531C. Advanced Personality Theories: Psychoanalysis, Relational and Postmodern. 2-3 Unit.****PSY 531D. Time-Limited Psychodynamic Therapy. 1 Unit.****PSY 531E. Transference and Countertransference in Analytic Psychotherapy. 1 Unit.****PSY 531F. Western Theories of Personality. 3-4 Unit.****PSY 531G. Intercultural Depth Psychology and Trauma Theory. 3 Units.****PSY 531H. Intercultural Transpersonal and Depth Psychology. 3-4 Unit.****PSY 531J. Life As Practice: Inner Work, Social Responsibility, and Community Service. 2-3 Unit.****PSY 532. Contemporary Theories of Personality. 2 Units.**

In this course, students survey theoretical issues and clinical applications of selected humanistic, existential, modern psychoanalytic, cognitive-behavioral and transpersonal approaches to psychology and psychotherapy. Required for all students.

**PSY 532A. Personality Theory II: Comparative Contemporary Theories. 3-4 Unit.**

This course surveys theoretical issues and clinical applications of selected humanistic, existential, cognitive-behavioral, narrative and transpersonal approaches to psychology and psychotherapy. Attention is also given to postmodern alternatives to traditional personality theories as a basis for clinical work. Prerequisite: PSY 531A. This course is required for all MAP students.

**PSY 532B. Advances in Personality Theory: Emerging Perspectives in Spiritual & Depth Psychology. 1 Unit.****PSY 533. Cognitive Behavioral Theory and Therapy. 2-3 Unit.**

This course surveys contemporary cognitive and behavioral approaches to psychotherapy. In addition to underlying theoretical principles, emphasis is given to application, such as behavior modification and cognitive-behavioral approaches to anxiety disorders and depression. Prerequisites: PSY 501A and PSY 532A.

**PSY 533A. Cognitive Psychology: Children's Thinking. 3-4 Unit.****PSY 533B. Brain and Behavior: the Child. 3-4 Unit.**

This course provides an orientation to current understandings of genetic, environmental, and biological bases of child and adolescent disorders, with particular emphasis on understanding brain mechanisms that may underlie psychological problems. Emphasis is also placed on current approaches to drug therapies for children and adolescents, to demonstrate how and where medications can contribute to effective treatment. Frequently voiced philosophical, ethical, and legal concerns regarding biological factors and drug treatments for young people are discussed, along with the risks and benefits of drug therapies. Generally offered in Winter Quarter. Required for students in MFT Child Studies Specialization; may be open to others. Prerequisite: PSY 543C.

**PSY 533C. Cognitive/Behavioral Techniques in the Therapeutic Setting. 1 Unit.**

**PSY 533D. Contemporary Neuro-Psychology. 3-4 Unit.**

**PSY 533E. Cognitive Behavioral Theory and Therapy. 3 Units.**

**PSY 533F. Classical Mindfulness and Its Clinical Application for Anxiety Disorders I. 2-3 Unit.**

**PSY 533G. Classical Mindfulness and Its Clinical Application for Anxiety Disorders II. 2-3 Unit.**

**PSY 533H. Case Consultation: Cultural Diversity, LGBT -- And Everyone Else: A Third-Wave CBT Approach. 1-2 Unit.**

**PSY 533J. Classical Mindfulness-Based Integrative Cognitive Behavioral Therapy for Anxiety Disorders <SDP>. 3-4 Unit.**

**PSY 533K. Mindfulness in Clinical Practice. 3-4 Unit.**

**PSY 533L. Introduction to Classical Mindfulness- Based Cbt for the Treatment of Post- Traumatic Stress Disorder. 1-2 Unit.**

**PSY 533M. Child Parent Psychotherapy (CPP): An Evidence-Based Treatment for Young Children (CS). 1 Unit.**

**PSY 533P. Dialectical Behavioral Therapy. 2-3 Unit.**

This course surveys Dialectical Behavioral Therapy (DBT) theory, a therapeutic approach developed by Dr. Marsha Linehan. In addition to underlying theoretical principles, emphasis is given to application, including the core modules such as mindfulness, emotion regulation, distress tolerance and interpersonal effectiveness. The history and development of DBT will be surveyed, including contributions made by Marsha Linehan, as well as how to treat diverse populations, including Borderline Personality Disorder, using this approach.

**PSY 534. Why Are Some Patients Able to Change?. 2 Units.**

**PSY 535. Systems Theories and the Family. 3-4 Unit.**

This course presents an introduction to systems thinking, with emphasis on using the systems perspective in understanding family issues and working with families in clinical practice. The approaches of leading family therapists are explored, including observation of their work on videotape and examining their understanding of family interaction patterns. Students preparing for clinical practice are encouraged to consider applications to individual and family therapy; students preparing for applied community psychology careers are encouraged to consider applications to organizations and larger systems. This course is required for all MAP students.

**PSY 535A. Theories of MFCC I. 3 Units.**

This course presents an introduction to therapeutic and clinical principles of family therapy and marriage counseling. The work of leading family therapists is explored, including observation of their work on videotape and examining their understanding of family interaction patterns. Required for MFCC track.

**PSY 535B. Theories and Application of MFCC II. 3 Units.**

This course continues study of the family systems approach to psychotherapy including theory, techniques with various typical family problems and family dynamics, and the development of the student's own competence as a therapist. Required for MFCC Track.

**PSY 535C. Treatment of Families. 2-3 Unit.**

This course considers practical and theoretical issues in the treatment of families with an emphasis on family systems approaches. The instructor may focus on one or more family-systems theory, considering family dynamics, techniques with typical family problems, varieties of families, and development of the student's own competence as a therapist. Prerequisite: PSY 535. This course may be elected to partly fulfill the Clinical Skill Development requirement in the MFT Concentration.

**PSY 535D. Adoption: Clinical Issues and Treatment. 1-2 Unit.**

Students develop an overview of the lifelong clinical issues in adoption for all adoption triad members- the bioparent, adoptive parent and the adopted person. Critical themes and developmental milestones particularly associated with adoption are explored. Students identify and address the needs unique in adoption, develop strategies for intervention and treatment to assist all those touched by adoption.

**PSY 535E. The Lifelong Impact of Adoption. 1-2 Unit.**

**PSY 535F. Creative Family Therapy for Children. 2-3 Unit.**

**PSY 535G. Foster Care and Adoption: Trends and Practice. 1 Unit.**

This workshop focuses on current trends and practices in the foster care and adoption system in California. The workshop addresses how youth enter into the foster care system, as well as the differences between reunification plans versus long-term placement versus the adoption plan process. The impact of multiple placements on children and adolescents in the foster care system will be discussed as well as special needs children and transracial adoptions. Included will be strategies for working in clinical settings with children and adolescents who are in the foster care system and/or have been adopted; foster parents, and adoptive parents.

**PSY 535H. Strengthening the Family. 1 Unit.**

**PSY 535J. Understanding Clinical Aspects of. 1 Unit.**

**PSY 535K. Advanced Family Systems. 2 Units.**



**PSY 535M. Systems Theory & the Family II. 2 Units.**

This course will focus on case conceptualization, assessment and treatment of individuals, couples and the family utilization systems theory. Through lecture, discussion, in class experiences and the assigned tasks, students will be asked to broaden their systemic view to include the larger community and cultural social systems. Particular focus will be on the students' increasing awareness of their own position in society and the impact of their work with client families. Students will also be exposed to diverse diagnostic issues as it may appear in a diverse population.

**PSY 535T. Systems Theories and the Family II. 3-4 Unit.****PSY 536A. Research and Professional Writing. 3-4 Unit.**

This course provides an orientation to research methodology for the clinician, focusing on developing competence for using and understanding professional literature throughout a clinical career. Computer access to library resources is demonstrated. The course focuses on basic concepts for research in psychology, the meaning of common statistical procedures, critical thinking about research designs and conclusions, and identifying biases in psychological research. Each student evaluates clinical research studies reported in psychological journals; participates in the design of research on a subject of interest; and prepares a brief review of professional literature on a societally-focused topic in psychology, demonstrating mastery of American Psychological Association format. Required for all MAP students. Students should take this course in the second or third quarter of study.

**PSY 536B. Research Design and Methodology. 4 Units.****PSY 536C. Don't Believe Everything You Know: Famous Psychological Experiments of the 20th Century. 2 Units.****PSY 536D. Research for Mental Health Professionals. 3 Units.****PSY 536M. Research Methodology II. 1-2 Unit.****PSY 536N. Descriptive and Inferential Statistics. 4 Units.****PSY 537. Principles of Learning Theory. 3-4 Unit.****PSY 539. Psychopharmacology for Therapists. 2 Units.****PSY 539A. Psychopharmacology for Therapists. 2 Units.****PSY 539B. Psychopharmacology Workshop. 1 Unit.**

This workshop covers what every therapist should know about referring a patient for medical consultation, what to expect from consulting psychopharmacologists and how to insure that both therapist and patient get what they need from the consultation. Attention is given to the politics and economics of the pharmaceutical industry and a review of the diagnostic criteria for all DSM-IV disorders treatable with medication (including a listing of these medications, their therapeutic dosage ranges and side effects).

**PSY 539C. Child Psychopharmacology. 2-3 Unit.****PSY 539D. Psychopharmacology. 3-4 Unit.**

This course provides an orientation to current approaches to drug therapies for a variety of psychological problems. Topics include medications generally in use; criteria for referring patients for psychopharmacological evaluation; issues related to medication: effective cooperation with other professionals; cultural and interpersonal issues; and how and when medications can contribute to effective treatment. Frequently voiced philosophical, ethical, and legal concerns regarding biological factors and drug treatment are discussed, along with the risks and benefits of drug therapies. Required for MFT students; open to others. Prerequisite: PSY 541.

**PSY 539F. The Science of Psychopharmacology. 3-4 Unit.****PSY 540A. Process of Psychotherapy I. 2 Units.**

This course studies human communication through studying the initial phases of psychotherapy and counseling with individuals. Goals of therapy, initial contact, gaining rapport, resistance, and the role of client-therapist communication are topics of study. Required for MFCC Track.

**PSY 540B. Process of Psychotherapy II. 2 Units.**

The course provides further study of human communication principles through an examination of the middle and later phases of psychotherapy and counseling with individuals. Topics covered include character problems, transference, and countertransference, assessing gains and termination. Required for MFCC Track.

**PSY 540C. Process of Interpersonal Psychotherapy II. 2-3 Unit.**

This course assists students in deepening their understanding of the process of interpersonal therapy and in developing skills in forming therapeutic relationships, dealing with resistance, deepening clients' expressions of feeling, responding to transference and counter transference, and handling termination of the therapy relationship. Prerequisite: PSY 501A. This course may be elected to partly fulfill the Clinical Skill Development requirement in the MFT Concentration.

**PSY 541. Assessment and Treatment Planning. 3-4 Unit.**

This course provides a critical examination of topics in psychopathology and abnormal psychology, including discussion of criteria for mental health and illness, philosophy and use of the DSM IV, and differential diagnosis of cases. Students consider cultural and gender bias and assessment of clients' problems in cultural context, and are introduced to the process of preparing treatment plans. This course is required for the MFT Concentration, and is a prerequisite for entering clinical training.

**PSY 541A. Psychopathology I. 3 Units.**

This course provides a critical examination of topics in psychopathology and abnormal psychology, including discussion of criteria for mental health and illness, philosophy and use of the DSM-IV, and differential diagnosis of cases. Required for MFCC Track.



**PSY 541B. Psychopathology II. 2 Units.**

This course provides continued application of the principles of psychopathology, including an in-depth exploration of major diagnostic classifications, intake interviewing for purposes of differential diagnosis, and clinical treatment approaches, transference, and countertransference problems within each classification. Students learn to make oral case presentations.

**PSY 541C. Abnormal Psychology. 3-4 Unit.****PSY 541D. Documentation Basics: How to Write an Effective Treatment Case Note. 1 Unit.****PSY 541E. Assessment of Psychopathology & Treatment Planning. 3 Units.****PSY 541F. Assessment of Psychopathology (90). 3 Units.****PSY 541G. Psychopathology & Treatment Planning(90). 3 Units.****PSY 542. Psychological Testing. 3-4 Unit.**

This course introduces students to methods of psychological assessment in social, cultural and interpersonal contexts. A broad range of tests in use today are surveyed, considering uses, strengths, weaknesses and cultural biases. Students learn to make effective referrals for psychological evaluations, to evaluate assessment reports critically, and to work with clients using test findings. Students may have the opportunity to take and to administer some frequently used tests. There is a testing materials fee for this class. See tuition and fees section for details. It is strongly recommended that students take this course towards the end of their program, preferably after having completed Personality I and Research Methods.

**PSY 542A. Psychodiagnostic Testing I. 4 Units.**

This course considers the use of psychological testing and surveys the rationale for and construction of intelligence and personality tests including objective and projective techniques. Students learn to administer, score, and interpret the WISC-R, WAIS-R, Bender-Gestalt, TAT, DAP, Sentence Completion, MMPI, and Rorschach tests at a beginning level, through administering test batteries and writing test reporters. Required for MFCC Track.

**PSY 542C. How to Read and Understand Psychological Tests. 2 Units.****PSY 543. Child Development. 3 Units.**

This course provides a survey of physical, cognitive, social, emotional and cultural factors in the development of the healthy person from birth to adolescence. Attention is given to selected contemporary issues in child development and to theories of Freud, Erikson, Piaget, Kohlberg, and others. Required for all students.

**PSY 543A. Child Studies Orientation <cs>. 2-3 Unit.****PSY 543B. Applied Child Development. 3-4 Unit.**

This research-oriented course examines five topics central in current theory and practice in child development-cognitive development, attachment, emotional development, and the development of social and moral relationships. Although structural-developmental psychology is emphasized; ideas and research from a variety of disciplines are studied, including social psychology, education, culture studies, philosophy, economics, and political science. students also carry out mini-research projects in the five topic areas.

**PSY 543C. Child and Adolescent Development. 3-4 Unit.**

This course provides a survey of physical, cognitive, social, emotional and cultural factors in the development of the healthy person from birth thru adolescence. Attention is given to selected contemporary issues in child and adolescent development, to theories of Freud, Erikson, Piaget and others, and to cultural and gender issues in development. Learning includes direct observation of children and adolescents. This is the gateway course for the Child Studies Specialization. Required for all MAP students.

**PSY 543E. Infant to Child Development. 3-4 Unit.****PSY 543F. Sociology of Childhood: Class, Education And Constructions of Difference. 3-4 Unit.****PSY 543G. ADHD and Learning Disabilities: Effects on Individuals and Families. 1-2 Unit.**

This workshop gives students an overview of symptoms, assessment and diagnosis of ADHD and other Learning Disabilities, as well as effects on the lives of individuals with these disorders and their families. In addition, students learn some of the basic interventions commonly used for these disorders. Laws related to ADHD and Learning Disabilities in education and the workplace are also covered. Lecture, discussion, video, reading and research assignment modalities are used in the course, in addition to a written assignment.

**PSY 543H. Cross-Cultural Infant Observation. 2-3 Unit.**

In this class, students learn about the sociocultural matrix of infant development through sensitive, structured observation of a primary caretaker-infant pair over time, with ongoing class discussion of observations and of the process of observation. Cultural universals and cultural variability are considered in terms of students' observations of societal/parental expectations, feeding, sleeping arrangements, attachment, separation, interaction, crying, playing, and risk. The physical development of the infant, emotional and cognitive development and the student's own experience is investigated. Generally offered in Spring and Fall Quarters. Required for students in MFT Child Studies Specialization; may also be open to others. Prerequisite: PSY 543C.

**PSY 543J. Infant Pediatrics: Infant Mental Health. 1-2 Unit.**

This workshop focuses on four broad areas of infant mental health: the context of infant mental health; risk conditions and protective factors; disorders of infancy; and interventions with infants and families. The optimal development of infants and toddlers within the context of nurturing relationships is discussed, with reference to issues of diversity and culture.

**PSY 543K. Critical Perspectives in Child Psychology. 3-4 Unit.****PSY 543L. School and Community Based Interventions With Elementary Age Children. 1 Unit.**

**PSY 543M. Piaget: Theories and the Theorist. 3-4 Unit.**

**PSY 543N. Building the Bridge: Working with Children and Adolescents. 1 Unit.**

**PSY 543Q. Language Acquisition: Development and Theories. 3-4 Unit.**

**PSY 543R. Educational Intervention and Advocacy: The Role As a Mental Health Professional. 1 Unit.**

**PSY 543S. Behavioral Interventions With Children And Adolescents. 1 Unit.**

**PSY 543T. ADHD Comorbidities Across the Lifespan. 1 Unit.**

**PSY 543V. Cross-Cultural Child Development. 3 Units.**

**PSY 543W. Creative Interventions with Children: Looking Outside the Box <CS>. 1 Unit.**

**PSY 543X. Eco-Psychology: the Environment and Mental Health. 3 Units.**

**PSY 543Y. Working With Adolescents: How to Process And Treat Adolescents' Issues. 1 Unit.**

**PSY 544. Adult Development. 3 Units.**

This course focuses on developmental issues and stages in normal adult life with attention to the theories of Levinson, Jung, Erikson, Gould and others. Topics include sex differences, internal and external influences on development, spirituality, aging, death and dying. Required for all students.

**PSY 544A. Psychology of Aging. 3-4 Unit.**

**PSY 544C. Adult Development through Late Life. 3-4 Unit.**

This course focuses on the course of adult development from early adulthood through late life, with special attention to how development issues and stages are experienced by persons in different cultural groups, generational cohorts, and genders. The theories of Levinson, Jung, Erikson, and object relations are emphasized, as well as such topics as internal and external influences on development, spirituality, death and dying, and the use of adult developmental perspectives in clinical work.

**PSY 544D. Philosophical and Psychological Issues Of Adult Development. 4-5 Unit.**

**PSY 544E. Getting Older: Aging in Our Society. 1 Unit.**

**PSY 544F. Aging and Long-Term Care. 2 Units.**

In this course issues for aging individuals in contemporary society are considered in biopsychosocial perspective. Topics include cultural differences, relationship issues, spiritual themes, physical challenges, caregiving and longterm care, psychodiagnostic considerations, community resources and family dynamics. Students are encouraged to consider their own issues and feelings in dealing with older people in therapy and/or community work. Required for MFT concentration, open to others; offered all-day on two Fridays or two Sundays.

**PSY 544G. Adult Psychological and Spiritual Development. 3-4 Unit.**

**PSY 544H. Adult Levels of Psycho-Sexual Development. 3-4 Unit.**

**PSY 544J. The Psychology of Aging Viewed Through The Literary Lens. 1 Unit.**

**PSY 544K. Contemporary Issues of Aging. 2-3 Unit.**

**PSY 544L. The Myths of Aging. 1 Unit.**

**PSY 544M. The Aging Revolution. 3-4 Unit.**

**PSY 545. Society and the Individual. 3-4 Unit.**

This first-quarter course provides an opportunity for students to explore the psychological effects - for self and others - of social dynamics including marginalization and privilege in relation to race, ethnicity, social class, gender, sexual orientation, and physical difference. Students complete a cultural autobiography and consider psychotherapy as a social institution as well as power and powerlessness in society. Awareness work includes attention to group process in the classroom. The intention is to provide a foundation for effective and sensitive clinical and community work with persons different from self. Required for all MAP students in the first quarter of study. Passing this class is a prerequisite for advancing to the second quarter in the program.

**PSY 545A. Community Psychology: Theories and Methods. 3-4 Unit.**

This course introduces students to the field of community psychology as preparation for work with communities on issues relevant to the diverse contemporary urban environments of Southern California. Emphasis is placed on the role of extra-individual processes (e.g., social settings, policies, laws) in understanding the social contexts which shape individual behavior. Students learn new paradigms (e.g., principles of ecology, prevention, power, and empowerment) for working with communities to promote a balance between personal, relational and collective wellbeing. Class members engage in reading and critical discussions on the role of values in their work as family therapists in the broader community. Students learn theory and skills that promote engagement of the broader community in assessing problems in the community and addressing them through ameliorative and transformative interventions. This is the gateway course for the ACP specialization. Required for all MFT students. This course is a prerequisite for all courses in the Applied Community Psychology (ACP) Specialization.

**PSY 545AA. Compassion Fatigue: Taking Care While Taking Care. 1 Unit.**

**PSY 545B. A House Is Not a Home: Homelessness in Los Angeles. 1-2 Unit.**

**PSY 545BB. Wraparound: a Collaborative Mental Health Model Serving Children, Youth, And Families. 1 Unit.**

**PSY 545C. Psychology in the Community. 3-4 Unit.**

This course introduces students to the field of community psychology as preparation for work with communities on issues relevant to the diverse contemporary urban environments of Southern California. Emphasis is placed on the role of extra-individual processes in understanding the social contexts which shape individual behavior. Students learn new paradigms for working with communities to promote a balance between personal, relational and collective wellbeing. Class members engage in reading and critical discussions on the role of values in their work as family therapists in the broader community. Students learn theory and skills that promote engagement of the broader community in assessing problems in the community and addressing them through ameliorative and transformative interventions. Required for all MFT students.

**PSY 545CC. Grantsmanship for Non-Profits. 3 Units.****PSY 545D. Community Consultation & Collaboration. 3-4 Unit.**

This course introduces students to the role of professional psychologists as consultants and collaborators with individuals, groups, organizations, and agencies providing services to a variety of communities and constituencies (social service agencies, nonprofit organizations, mental health service providers, schools, etc.). Topics include the role of consultants and their relationship to the consultee. The course will emphasize consultation skills with attention to all phases of the consultation process: entry, assessment, diagnosis, development, intervention, and termination. The course also focuses on community-based consultation efforts, with particular attention to issues of diversity, community and school settings. Prerequisite: PSY 545C. Required for students in Applied Community Psychology Specialization; open to others.

**PSY 545DD. Empowerment in Community Practice. 1-2 Unit.****PSY 545E. Program Development and Evaluation. 3-4 Unit.**

The central goal of the course is to introduce students to basic principles of program development and evaluation as practiced in mental health and community service settings addressing social problems. Emphasis is on practical considerations of what can and cannot be accomplished in real-world community settings with respect to design and implementation of evaluations and the use of evaluation findings in program development. Topics include: performing a needs assessment, developing program goals and program objectives, identifying resources and funding sources, assigning leadership tasks, implementation, evaluation and revision. Prerequisite: PSY 545C. Required for students in Applied Community Psychology Specialization; open to others.

**PSY 545EE. Coalition Bldg in Community Practice. 1 Unit.****PSY 545F. Prevention and Promotion. 3-4 Unit.**

This course introduces students to strategies, models, and methodologies used in the prevention of mental health and psychosocial problems and promotion of competence in individuals, families, and communities. The course emphasizes the importance of problem definition in the development of primary, secondary, and tertiary prevention strategies and examines how definition of problems guides the focus of prevention programming. Prevention strategies discussed include consultation, psychoeducational interventions, and empowerment. Attention is given to such issues as community violence, delinquency, adolescent pregnancy, substance abuse, and HIV/AIDS, with special attention given to needs of historically underserved and oppressed populations. Topics include: defining social problems targeted for prevention; origins, rationale, and need for prevention; fundamental concepts and models of prevention; the social context of prevention; prevention strategies and exemplary programs across the lifespan; program evaluation; and empowerment, community mobilization, self efficacy, and social change. Prerequisite: PSY 545C. Required for students in Applied Community Psychology Specialization; open to others.

**PSY 545FF. Introduction to Liberation Psychology. 1 Unit.****PSY 545G. A Natural Partnership: Mental Health Consultants and Religious Organizations. 1 Unit.****PSY 545GG. Qualitative Interviewing <ACP. 1 Unit.****PSY 545H. From NIMBY-ism to Neighborhood Empowerment. 1 Unit.****PSY 545HH. Creating Radical Change: Understanding Systems Thinking & the Dynamics Involved In Systems Change. 1 Unit.****PSY 545J. Social Psychology. 3-4 Unit.****PSY 545JJ. Social Justice Advocacy Skills. 2 Units.****PSY 545K. Community-Based Services for Children, Adolescents, and Families. 1 Unit.**

**PSY 545KK. Liberation Psychology: Intercultural Depth Psychology & Trauma Theory (ACP). 3 Units.**

Psychologies of Liberation have developed on every continent in recent decades to address the aftermath of violence, especially forms of physical and psychological abuse that have affected whole populations as in racial oppression, violence against women, homophobia, state terror, and genocide. The wounds of such violence have begun to be theorized as a form of collective trauma within these psychologies which link trauma theory with depth psychologies and community social justice activism. This course will present in historical context some of the analyses, literatures, and films that have emerged from Guatemala, El Salvador, Nicaragua, Chile, Argentina, South Africa, Germany, Vietnam, and the United States on these topics. We will explore the symptoms of traumatic experience and the difficulties of memorializing such experiences through official histories and monuments as well as through resistant counter-memories and counter-monuments in environments where majorities erase the past through amnesia about historical events. Various projects of dialogue, reconciliation, and restoration will be analyzed, and community liberation arts projects will be explored. Finally, we will discern the outlines of new practices and theories emerging as liberation psychologies, questioning what aspects of our own understandings may have been shaped by a traumatic past. We will begin the course with an analysis of traumatic experiences in specific environments, drawing on film and literature to focus on symptoms and cultural effects of both physical and psychological violence. In the middle weeks of the course we will sort through the outcomes of violence for victims as well as for perpetrators, bystanders, and witnesses, and we will trace their performances in historic attempts at dialogue, reconciliation, or denial. Finally, in the last several weeks we will explore the theories and methodologies, as well as innovative aesthetics and ethics that have developed as liberation psychologies, evolving in communities to promote collaborative forms of art, dialogue, and research that break with the status quo and develop new solidarities for social transformation.

**PSY 545M. Seeing the Glass Half Full: Grassroots Community Organizing. 1 Unit.****PSY 545N. Urban Provocations I: Angst Or Anticipation. 2 Units.****PSY 545P. Powerlessness, Power and Empowerment. 1 Unit.****PSY 545Q. Seeing the Glass Half Full: Asset-Based Community Development. 2 Units.****PSY 545R. Power, Empowerment and Community Practice. 2 Units.****PSY 545S. Community Outreach Events. 1 Unit.****PSY 545T. A Season of Non-Violence: An Exploration of the Works of Gandhi, Rustin, and King Through Documentary Film. 3-4 Unit.****PSY 545U. Community Organizing <ACP>. 1 Unit.****PSY 545W. Community Coalition Bldg. 3 Units.****PSY 545X. The California Mental Health Services Act: Implications for Clinical Practice. 1 Unit.****PSY 545Y. Home-Based Mental Health Service Delivery: It's Not About an Office With A Ficus Plant Anymore. 1 Unit.****PSY 545Z. Mental Health Paradigm in Action: 21st Century Recovery Model <ACP>. 2 Units.****PSY 546. Multicultural Counseling. 3 Units.**

This course provides an introduction to the theory and practice of counseling members and practice of counseling members of various ethnic groups-in particular African-Americans, Hispanic- and Asian-Americans. Topics include cultural norms and values, problems of communication and rapport, therapists' unaware biases, and special clinical issues. Required for MFCC Track.

**PSY 546B. Multicultural Counseling Assessment & Interventions. 3 Units.**

This course is designed to provide students with advanced counseling skills necessary in working with diverse individuals, groups, and families. Students will learn how to select and apply culturally relevant interventions with persons representing multiple, and intersecting, diverse backgrounds including race, culture, ethnicity, sexual orientation, gender, socioeconomic status, age, ability, religion, and spirituality. Culturally relevant models of counseling theory and practice will be explored to enhance student clinical conceptualizations and treatment interventions. Student acquisition of knowledge and skills will be facilitated through course material and experiential activities (in-class practice of skills).

**PSY 546D. The Psychology of Disability and Chronic Illness. 1-2 Unit.****PSY 546E. Counseling Clients With Disabilities and Chronic Illness. 2-3 Unit.**

Twenty percent of Americans live with some kind of disabling condition that can cause profound physical, mental, financial and spiritual losses. Counselors need knowledge and special sensitivity to provide assistance to people facing disabilities and chronic illnesses from multiple sclerosis to heart disease. This course presents a comprehensive psychosocial and clinical overview of what counselors need to know to help such clients cope with physical limitations, access social services and entitlement programs, build self-esteem and self-respect and create full and productive lives.

**PSY 546F. What Psychotherapists Should Know About Disability. 1 Unit.****PSY 546G. Management in the Multicultural. 3 Units.****PSY 546H. Psychotherapy As Liberation & Social Transformation: a Diversity Workshop. 1 Unit.****PSY 547. Human Sexuality. 3-4 Unit.**

Human sexual anatomy and response, sex roles, homosexual and heterosexual behavior, female and male sexual dysfunction and contemporary clinical treatment methods for sexual problems are studied in this class. There is consistent focus on students' own beliefs, attitudes and feelings, and examination of sexual mores, ethical issues, and sociocultural issues such as heteronormativity, homophobia and gender bias. Required for MFT Concentration, open to others. This is the gateway course for the LGBT specialization.

**PSY 547A. Child and Adolescent Sexuality. 1-2 Unit.**

**PSY 547B. Clinical Applications of "the Sexual Crucible. 1 Unit.****PSY 547C. Humor and Healing. 1 Unit.****PSY 547D. Sexual Minorities: a Survey of Angeleno Subcultures. 3-4 Unit.****PSY 548. Professional Ethics and the Law. 3-4 Unit.**

This class provides an overview of legal and ethical issues associated with practice as a psychotherapist, counselor or psychological researcher, including latest laws, court decisions and regulations. Topics include confidentiality, child abuse reporting, record keeping, patients' rights, scope of practice, "duty to warn" and special ethical issues in treating children. Required for MFT Concentration. A prerequisite for entering clinical training.

**PSY 548L. Professional Ethics and the Law II. 3-4 Unit.****PSY 549. Contemporary Family Issues. 3-4 Unit.**

This class introduces students to selected issues of contemporary family life as a foundation for work with diverse individuals and families as a marriage and family therapist. Domestic violence is surveyed, including child, partner, elder, and sexual abuse, with emphasis on prevalence, detection, prevention and treatment. Skills needed for effective parenting are presented, will focus on use of this information in therapy. Other topics include family finance, forms of family life, HIV-AIDS and the family, and the effects of social and economic factors of family life. Required for MFT Concentration.

**PSY 549A. Urban Families: Contemporary Issues. 3-4 Unit.****PSY 550. Chemical Dependency and Psychopharmacology. 3-4 Unit.**

This class begins with an overview of physical mechanisms involved in psychopharmacology, as a foundation for understanding drugs used as adjuncts to therapy, as well as alcohol and other chemical dependency phenomena. Further topics include medical aspects and major treatment approaches for alcoholism and other chemical dependencies, including evaluation, theories of etiology, legal aspects, at-risk populations, prevention of substance abuse, and community resources for assessment, treatment, and follow-up for the abuser and family. This course or 550A is required for MFCC Concentration. Students entering before 1/98 may use this course to meet the 550A requirement, but may not take both 550 and 550A.

**PSY 550A. Substance Abuse I. 3 Units.**

This class considers definition, medical aspects and major treatment approaches for alcoholism and other chemical dependencies, including evaluation, theories of etiology, legal aspects, at-risk populations, education concerning prevention of substance abuse, and community resources for assessment, treatment, and follow-up for the abuser and family. Required for MFCC Track.

**PSY 550B. Assessment & Treatment of Addictive Disorders. 3 Units.**

This course examines conditions in self and society associated with the use and abuse of addictive substances, particularly alcohol and drugs, and explores a variety of traditional and nontraditional approaches and models for treatment of alcoholism and chemical dependency. Further topics include medical aspects, evaluation, theories of etiology, legal issues, prevention, and follow-up for the abuser and family. Some attention will be given to family issues of substance abuse, and to addictive issues related to work, gambling, eating and sexuality. Required for the MFT Concentration.

**PSY 550C. Chemical Dependency. 3-4 Unit.**

This course examines conditions in self and society associated with the use and abuse of addictive substances, particularly alcohol and drugs, and explores a variety of traditional and nontraditional approaches and models for treatment of alcoholism and chemical dependency. Further topics include medical aspects, evaluation, theories of etiology, legal issues, prevention, and follow-up for the abuser and family. Some attention will be given to family issues of substance abuse, and to addictive issues related to work, gambling, eating and sexuality. Required for the MFT Concentration.

**PSY 550D. Chemical Dependency and Solution-Focused Therapy. 1 Unit.****PSY 550F. Prevention & Treatment of Relapse From Addictive Disorders. 1 Unit.**

This workshop will examine the bio-psycho-social aspects of the relapse (a return to chronic use after a period of abstinence or significantly reduced use) process. The student will be introduced to the concept of withdrawal, post acute withdrawal and craving from both a biological, psychological and systemic perspective. Students will learn to assess the client's specific diagnostic, and social vulnerabilities to relapse as presented at various stages of recovery and to create an appropriate prevention strategy. Students will also learn how to treat clients who currently are experiencing relapse in order to strength their recovery. Students will be exposed to various evidenced based modalities of treatment and prevention of relapse including: medical interventions, psycho educational and cognitive behavioral approaches, as well as systems and experiential techniques (mindfulness).

**PSY 551. Group Process and Group Psychotherapy. 2 Units.**

This course includes theory and experiential work on group process with particular attention to group psychotherapy. Readings and participation in a simulated therapy group are included, with a study of leadership, boundary issues, and groups for different population.

**PSY 551A. Group Treatment Methods I. 3-4 Unit.**

This course includes theory and experiential work on group psychotherapy, with particular emphasis on skills for leading different kinds of therapy groups. Participation in a classroom therapy group as member and/or leader is included, with study of group formation, norms, leadership, boundary issues, and groups for different populations. Prerequisite: PSY 501 Required for MFT Concentration.

**PSY 551B. Group Treatment Methods II. 2-3 Unit.**

The major goal of this course is to explore in depth the essential issues of group treatment and facilitation. Students will strengthen core clinical skills through participation in class discussions, through observation, participation and/or leadership of the demonstration group and through group supervision. There will be a particular focus on students' individual and interpersonal dynamics in response to the course material and process. Students will additionally explore issues related to forming a therapeutic alliance, working with client resistance, deepening client expressions of feeling, understanding transference and countertransference and handling termination of the therapeutic relationship.

**PSY 551C. Small Group Process. 3-4 Unit.**



**PSY 552B. The Clinical Color of Money. 1 Unit.****PSY 552C. Money: Literal and Metaphorical Applications. 1-2 Unit.****PSY 553. Crisis Intervention. 2-3 Unit.**

This course examines psychotherapeutic techniques utilized in crisis intervention and their application to situations encountered in clinical practice including suicide, family and interpersonal violence, survival of disasters and catastrophes, diagnosis of HIV and AIDS, and developmental crises of adult life. Students' knowledge and confidence in dealing with crises is strengthened through exploring specific clinical models of crisis intervention, and through exploration of their own experiences and attitudes toward crises and crisis resolution.

**PSY 553A. Intervention After Exposure to Trauma. 1-2 Unit.****PSY 553B. Holistic Healing. 2-3 Unit.****PSY 553C. Urban Violence Traumatic Stress Syndrome (UVTS): Strategies for Educators and Clinicians. 1 Unit.**

This interactive course explores the dynamics and impact of ongoing violence on children who live and attend school in war-like conditions. Psychoneurological and developmental effects are explored, as well as associated cognitive and emotional stress responses. Recommended treatment techniques, and best practices for schools are presented and discussed.

**PSY 553D. Crisis Intervention Workshop. 1 Unit.****PSY 553E. Gangs and Gang Recovery. 1 Unit.**

Participants in this workshop develop an understanding of the dynamics and culture of gang life and explore therapeutic issues that may be encountered in working with gangs, with gang members and/or with at-risk youth. The workshop is beneficial also to those who do not intend to work directly with these populations, but who are interested in developing a deeper understanding of issues of race, culture, and diversity as they are illuminated by looking at this growing subculture in our larger society.

**PSY 553F. Preventing School Violence. 1 Unit.**

This workshop will attempt to articulate the myths and realities of violence in schools within the United States. The workshop will explore the roles that verbal aggression, bullying and climates of disrespect among students, faculty, school administration and parents play in the etiology more severe acts of violence. Comprehensive, multi-disciplinary approaches to school violence prevention which takes into account differences in stages of individual development and the influences of social contexts, families, peer groups, schools, and neighborhoods will be presented and discussed.

**PSY 553G. Children in War: Special Topics in Psychology. 1-2 Unit.****PSY 553H. Disaster Psychology: Acute Stress Management. 2 Units.****PSY 553J. Behavioral Management of Stress and Anger. 1-2 Unit.****PSY 554. Integrating the 12 Steps With Psychotherapy. 2 Units.**

Students gain an experiential knowledge of the 12 Steps and an understanding of how the therapist can utilize this knowledge in the psychotherapeutic process with individuals participating in the 12 Steps programs. Each participant explores the 12 Step process in relationship to a variety of psychotherapeutic orientations.

**PSY 554B. Clinical Applications of the 12 Steps. 1-2 Unit.**

This workshop provides an in-depth analysis of the Twelve Steps as originated by Alcoholics Anonymous, resulting in the articulation of an integrative theory utilizing both psychotherapy and the Steps. Students gain a working knowledge of the Steps and how their process parallels a variety of psychotherapeutic modalities including existential, cognitive and psychodynamic. Students are introduced to an integrative theory suggesting how therapists can utilize this understanding in psychotherapeutic work. Prerequisite: PSY 501A.

**PSY 554C. The Twelve Steps for Sex, Relationships, Food and Money. 2 Units.**

Twelve-Step programs modeled on Alcoholics Anonymous have been established for a wide variety of addictions beyond alcohol and drugs, including problems with relationships, codependency, gambling, food, debts, and sexuality. This course begins with an all-day meeting focusing on underlying dynamics of these addictions, on Twelve Step programs in general, and on students' personal relationship to the subject matter. During the remainder of the quarter students' visit a number of Twelve-Step meetings, write about their learning in an online conference, and do reading/writing on one or more program of choice. A goal is to promote personal awareness and to provide useful insight for work with clients with related issues.

**PSY 555. Gestalt Theory and Therapy. 2-3 Unit.**

Basic principles of Frederick Perls' Gestalt therapy are learned through lectures, readings, and experiential work as client, therapist, and observer of the client-therapist dyad.

**PSY 555A. Jungian Psychology. 3 Units.****PSY 555B. Introduction to Contemporary Gestalt Therapy. 1 Unit.**

This workshop is designed to familiarize participants with Gestalt Therapy concepts and their application in clinical practice, as well as to provide students with direct experience of Gestalt work. Methodologies include theory lectures, experiential exercises, clinical demonstrations, role play and class discussion. Participants learn about the historical context of Gestalt Therapy and its theoretical foundation, and explore integration of the theory in clinical work through exercises and demonstrations.

**PSY 555C. Gestalt: Phenomenological Theory And Therapy. 3-4 Unit.****PSY 555D. Introduction to Relational Gestalt Theory and Therapy. 1 Unit.****PSY 556A. Personality Disorders I. 2 Units.**



**PSY 556B. Personality Disorders II. 2 Units.****PSY 556C. Treating Narcissistic Clients. 2 Units.****PSY 556D. Treating Borderline Clients. 2-3 Unit.****PSY 557. Irresistible Communication: Understanding Hypnotic Suggestion. 1 Unit.****PSY 558. Jungian Psychology (SDP). 2 Units.**

This course presents the theory and practice of Jungian Psychology and explores the application of basic Jungian concepts in clinical practice. Particular emphasis is placed on the encounter with the unconscious with a focus on the students' own experience as well as on mediation of unconscious processes within the therapeutic relationship. Prerequisite: PSY 531A.

**PSY 558A. Jungian Theory and Techniques: Special Topics in Psychology. 1 Unit.****PSY 558B. Spiritual Psychologies and Psychotherapy. 2-3 Unit.**

Both Buddhist and Sufi spiritual traditions offer paths for personal transformation. This class offers an opportunity to work together; exploring how these spiritual understandings of the person and the change process can come together with psychological work. A significant goal of this course is to support each student on his or her personal path toward the integration of psychology and spirituality. Some knowledge of psychodynamic theory is helpful but not essential. The class should be of interest to long-term mediators as well as interested students without prior experience in spiritual practice.

**PSY 558C. Further Studies in Spiritual Psychology. 2-3 Unit.****PSY 558D. Taking the Red Pill: Theory and Practice of Jungian Psychology. 1 Unit.****PSY 558E. Kohlberg and the Tibetan Dali Lama: the Psychology of Moral and Spiritual Development. 3-4 Unit.****PSY 558F. Psychotherapy and Spiritual Practice. 1 Unit.****PSY 558G. Myth and the Popular Culture. 1 Unit.****PSY 558H. Spiritual Practice and Psychotherapy. 1 Unit.****PSY 558J. Mindfulness Skills for Psychotherapists: The Practice of Being Present. 1 Unit.****PSY 558K. An Introduction to Religious and Spiritual Issues in Clinical Practice. 1 Unit.****PSY 558L. Psychology of Love As a Path to Wholeness. 3 Units.****PSY 558M. Spiritual Psychology and Spiritual Psychotherapy. 1 Unit.****PSY 558N. Myth and the Psyche. 3 Units.****PSY 558Q. Introduction to Mindfulness-Based Relapse Prevention. 1 Unit.**

Addictions - whether to alcohol, drugs, food, gambling, or other behaviors - often stem from a desire to escape our current experience. By bringing awareness to this tendency, and by finding new ways to relate to our experiences, whether pleasant or unpleasant, we can step out of our habitual tendencies, and choose a more skillful response.

**PSY 559. Self Psychology Theory and Therapy. 2 Units.**

This course presents basic concepts of Self Psychology and reviews their application to short- and long- term psychotherapy. The emphasis is on the treatment of narcissistic and borderline personalities and on the use of the intersubjectivity of the therapeutic relationship. Prerequisites: PSY 501A and PSY 532A.

**PSY 560A. The Bodyself: the Psychophysiology of Body-Mind Relationship. 2 Units.****PSY 560B. Understanding Psyche Through the Body. 1 Unit.****PSY 560D. Understanding the Bodyself: the Psychophysiology of the Body-Mind Relationship. 2-3 Unit.****PSY 560E. Somatic Psychology: Waking Up the Emotional Body. 3-4 Unit.****PSY 560F. Somatic Psychology: Body, Sexuality and Human Freedom. 2 Units.****PSY 561. Transpersonal Theory and Therapy. 2 Units.**

This course explores spiritually oriented psychology from a variety of perspectives. Topics may include personality theories which acknowledge spiritual elements of the person; relationship between Western psychology and Eastern spiritual traditions; meditation and altered states of consciousness; mind-body-spirit relationships; intuitive and psychic knowing; transpersonal approaches to psychotherapy; and ethical issues in the field.

**PSY 561A. Contemporary Perspectives on Transpersonal Psychology: Integrating Principles of Eastern Yogic Spirituality With Clinical Practice. 1 Unit.****PSY 561B. Contemporary Perspectives on Transpersonal Psychology: Integrating Principles of Eastern Yogic Spirituality With Clinical Practice Part II <sdp>. 1-2 Unit.****PSY 563. Psychology of Women. 2 Units.**

This course examines women's experience, development and position in society - considering the psychology of women in its own right and also in contrast to theories developed by and about men. With Jean Baker Miller's work as a foundation, the class also explores Carol Gilligan's ideas on women's moral development, Jungian perspectives, self-in-relation theory, lesbian issues, and a critique of developmental psychology as applied to women.

**PSY 563A. Psychology of Women and Aging. 3-4 Unit.****PSY 563C. Narratives of Women's Lives. 2-3 Unit.**

Through the lens of Narrative Re-authoring therapy, students explore the multi-storied lives of women, experimenting with ways to help clients retrieve their lives from problem-saturated narratives, including stories of abuse and eating disorders, among others. In order to help prospective clients to expand their choices, students gain practice in bringing forth alternative, liberating narratives of clients' lives.

**PSY 563D. Narratives of Women's Lives Workshop. 1 Unit.****PSY 563E. Menopause: A Developmental Process. 1 Unit.****PSY 563F. Psychology of Women Through Literature and Film. 3-4 Unit.****PSY 563G. Women and Depression. 1 Unit.****PSY 563H. Women and Mental Disorders. 3-4 Unit.****PSY 564. Introduction to Brief Therapy. 2 Units.**

This course articulates some of the basic processes, principles, and techniques of doing brief therapy with individual, child, couple, or family problems, integrating humanistic, systematic cognitive-behavioral, and solution-oriented therapies. The course explores how problems develop, how to create a therapeutic environment for change, how to intervene effectively, and how to present interventions in a way that will open a client to change.

**PSY 564B. Solution-Oriented Therapies. 1 Unit.**

This workshop introduces participants to various briefer therapies that concentrate on exploring and developing clients' resources and possibilities rather than deficits or pathologies. The workshop draws on the work of de Shazer, White, and others, exploring both philosophical assumptions and techniques and methods through lecture, experiential exercises, and videotape presentations.

**PSY 564C. Narrative Therapy. 1 Unit.****PSY 564D. Postmodern Therapies. 2-4 Unit.**

Postmodernism has turned reality on its side by bringing the notion of objectivity into question. Three therapies have emerged that have attempted to work entirely within the realm of the subjective. They re-define the therapist's stance as one that is "non-expert" or "not-knowing." This course will examine Solution-focused, Narrative and Collaborative Language Systems therapies and how they represent a paradigm shift in the field.

**PSY 564E. Introducing Narrative Therapy in Clinical Practice. 1 Unit.****PSY 564F. Queer Counseling and Narrative Practice. 2 Units.****PSY 564G. LGBT Counseling: Post Modern Skills and Collaboration. 2-3 Unit.****PSY 564H. Narrative Therapy in Practice. 3-4 Unit.**

Students will learn the underlying assumptions, the working principles, and the basic practices of engaging resource-oriented narrative therapy. This will be a highly interactive class with weekly discussion of readings, collaborative dyadic/group role-play and exercises, viewing of film and videotaped clinical work, and in-class instructor clinical interviews with students. Included in our studies will be narrative approaches to working with adults, children, couples, trauma, and addiction.

**PSY 565. Existential Theory and Therapy. 3 Units.**

This class provides an introduction to the theory and practice of existential psychotherapy. Issues of responsibility, death, isolation, freedom and meaninglessness are addressed, and strategies for psychotherapy with adults and couples are presented.

**PSY 565A. Existentialism, Psychotherapy and Irvin Yalom. 3-4 Unit.****PSY 565B. Existential Psychology. 3-4 Unit.****PSY 565C. Existential Psychology: Roots, Therapy And Practice. 3-4 Unit.****PSY 566. Couples Counseling. 3-4 Unit.**

This course presents a variety of perspectives on the theory and practice of psychotherapeutic work with married and unmarried couples, including family systems and other approaches and with attention to issues of sexual orientation, ethnicity and culture. Required for MFT Concentration. Prerequisite: PSY 535.

**PSY 566B. Couples Counseling. 2-3 Unit.**

This course presents a variety of perspectives on the theory and practice of psychotherapeutic work with married and unmarried couples, including family systems and other approaches, and with attention to issues of sexual orientation, ethnicity and culture.

**PSY 567. Treatment of Children. 3 Units.**

This class surveys theory and practice of therapeutic work with children and adolescents, including diagnosis, treatment planning, work with young people of different ages and backgrounds, comparative methods and legal/ethical considerations. Required for MFCC Track.

**PSY 567A. Treatment of Children and Adolescents. 3-4 Unit.**

This class surveys theory and practice of therapeutic work with children and adolescents, including diagnosis, treatment planning, work with young people of different ages and back-grounds, legal/ethical considerations, and treatment for a wide range of particular problems such as learning disabilities and adolescent substance abuse. This course is required for MFT Concentration. Prerequisite: PSY 543C.

**PSY 567B. Introduction to Play Therapy. 1-2 Unit.****PSY 567C. Social Cognition: the Social-Psychological World of the Child. 3-4 Unit.**

**PSY 567E. Assessment and Treatment of Children. 3-4 Unit.****PSY 567F. Parental Support and Participation in Child Therapy. 1-2 Unit.****PSY 567G. Storytelling and Bibliotherapy With Children. 1-2 Unit.****PSY 567H. Ethnic Child Play Therapy. 1 Unit.**

This workshop is designed to introduce students to a culturally based practice of play therapy. Students will become familiar with the stages of ethnic identity development and will also learn to develop ethnically and culturally sensitive hypotheses when working with children in play therapy. Students will explore personal bias and heighten self-awareness skills. Play therapy concepts including symbolism and metaphor will be explored within an ethnic context. Students will be introduced to an experiential play therapy model and learn to design a playroom and to implement interventions that promote healing and resolution of presenting issues.

**PSY 567I. Structured Play Group Intervention for Children Diagnosed with Pervasive Developmental Disorders. 1 Unit.**

This workshop introduces students to a structured playgroup/behavioral treatment approach for children with special needs (pervasive developmental disorders, but also behavioral problems or problems with social skills). Topics include stages of language and social development; assessment of children for potential participation; and implementation of the playgroup process, illustrated with videotaped examples. Behavioral intervention, visual strategies and sensory-based interventions will be discussed and illustrated.

**PSY 567J. Treating Adolescents: Bridging Psychodynamic and Narrative Approaches. 1 Unit.****PSY 567K. Contemporary Issues in Adolescent Development. 4-5 Unit.****PSY 567L. The Sandtray in Therapy With Children And Adolescents. 1 Unit.**

In this interactive workshop, participants experience the creative process of the sandtray, a healing intervention used with children, adolescents, adults, families and groups, to allow creative process to reveal itself in symbolism for an experience which brings forth healing. The workshop offers the opportunity to develop clinical skills with sandtray as a diagnostic tool or a healing intervention, while exploring symbolism and metaphors which drive the creative process. The workshop begins with a focus on theoretical and conceptual issues, then moves into experiential work providing hands-on experience with the sandtray. Elective for CS Specialization; open to others if space available.

**PSY 567M. Working With Resistance in the Treatment Of Children and Families. 1 Unit.****PSY 567N. Case Consultation Seminar. 2-3 Unit.****PSY 567P. Working With Juvenile Offenders: Treatment Implications and Interventions <CS>. 1 Unit.****PSY 567Q. Psyche, Symbol & Transformation: Earnest Play With Intuition. 1 Unit.****PSY 567R. Early Attachment Between Parent & Child: How the "secure Enough Self" Is Formed In Intersubjective Relationship (or Not). 1 Unit.****PSY 567S. Play Therapy Interventions. 1 Unit.****PSY 567T. Treatment of Children & Adolescents. 2 Units.**

Course provides students with the foundations of the developmental and attachment theories and clinical practice when working with children and adolescents. Students will learn clinical interventions related to the beginning, middle and end stages of treatment, including art therapy techniques when working with families, individuals, adolescents and children in multiple settings. Students are expected to build upon previous knowledge of children's developmental stages so that they familiarize themselves with representations of normative development. Attachment theory related to the treatment of children is presented through lecture, class experiential and role-playing. Treatment guidelines and clinical interventions for specialized treatment issues such as trauma, abuse, severe mental health disorders and disabilities that integrate the art into clinical treatment are highlighted.

**PSY 568. Treatment of Adolescents. 2 Units.****PSY 568A. Child Advocacy and Social Policy. 3-4 Unit.**

This course explores fundamental tenets of child advocacy and social policy. As a professional discipline, child advocacy fosters children's access to resources, power and education within society. Scholarly studies are examined on a broad range of societal issues related to the healthy development and education of children in society. Topics may include ethnic violence, drugs, poverty, the juvenile justice system, health and mental health care, and child abuse. The class is designed to assist students in building an ongoing professional commitment to advocating for the welfare and rights of children in society. Offered in Fall Quarter only. Required for students in Child Studies Specialization; may also be open to others. Prerequisite: PSY 543C.

**PSY 568B. Adolescent Assessment and Treatment Planning. 1 Unit.****PSY 568C. Group Counseling for Adolescents. 1-2 Unit.****PSY 568D. Adolescence: Developmental and Critical Issues. 2 Units.**

This workshop examines the developmental process of adolescence from psychological, psychoanalytic and sociological perspectives. Through readings, lectures, role-play and self-dramatization students look at adolescent identity formation and potential for developing psychopathological behaviors during this process, as well as a variety of theoretical and clinical issues related to adolescent development and treatment.

**PSY 568E. Issues of Gay/Lesbian Youth. 1 Unit.**

This workshop addresses the mental health concerns of gay and lesbian youth. Students are given an introduction to the needs and experiences of lesbian and gay youths. Clinical issues considered include homophobia, sexual abuse, HIV/AIDS, and suicidality. Gay and lesbian youth speakers offer an opportunity to understand and discuss current issues from the youths' perspective.

**PSY 568F. The Adolescent in Society. 3-4 Unit.**

**PSY 568G. Clinical Interventions with Adolescents in Groups. 2-3 Unit.**

Group psychotherapy for adolescents is a specific clinical modality in which the adolescent is helped to define his/her identity- the major task of adolescent development. This 2 unit elective covers a variety of issues that arise with this clinical intervention. These include indications and contraindications for adolescent group, issues of composition selection and types of groups; group therapy as a prime modality or as adjunct to individual or family treatment. Issues of confidentiality, group rules and structure are reviewed. Special attention is given to group leadership, transference and countertransference.

**PSY 568H. Sexual Identity Issues in Adolescence. 1-2 Unit.****PSY 568J. Adolescent Suicidality. 1 Unit.**

This one-day workshop examines theoretical perspectives and clinical concerns regarding the suicidal adolescent. Therapist countertransference, the psychotherapy process, community resources, and particular study of suicidal issues for gay and lesbian adolescents will be explored through readings, lecture, video clips, case vignettes, and discussion.

**PSY 568L. Treating Adolescents: Coping With Emerging Identity, Angst and Acne. 1 Unit.****PSY 568M. Multicultural Gay Male, Lesbian, Transgendered Youth. 1 Unit.****PSY 568N. Gay and Lesbian Development of Self. 1 Unit.****PSY 568P. Problem Behaviors Among Adolescents. 1 Unit.****PSY 568Q. Working Affirmatively with LGBT Youth: an Interactive Approach. 1 Unit.****PSY 568R. LGBT Youth: Addressing Issues of LGBT Questioning Youth With Parents, Educators and Students <lgbt>. 1 Unit.****PSY 568S. Developmental Outcomes of Trauma and Maltreatment. 1-2 Unit.****PSY 568T. Identifying and Treating Suicidal Youth. 1-2 Unit.****PSY 568U. LGBTQ Youth Development: Conceptualization & Intervention Skills. 1 Unit.****PSY 569. Parenting Paradigm: Parenting Skills Designed for Therapists. 1 Unit.****PSY 572A. Treatment Issues in Domestic Violence. 1 Unit.****PSY 572B. Child Abuse: Social Policy and Clinical Interventions. 3-4 Unit.**

This course introduces concepts and tools for working with individuals and couples around relationship conflict and potential or actual violence. Issues for therapists including their awareness of their own fear and hopelessness, skill levels, and perceived limitations in dealing with conflicts are discussed. Ethics and legal issues for therapists are explored as well.

**PSY 572C. Family Dynamics of Domestic Violence. 1 Unit.**

This workshop examines the essential issues of domestic violence including dynamics related to child abuse, family generational patterns, and multigenerational implications. Students' knowledge and confidence is strengthened through the instruction of key elements of the cycle of domestic violence. This seminar also includes discussion of multicultural implications, personal attitudes and experiences to assist students' development and competence as a clinician.

**PSY 572D. Violence and Its Impact on Victims. 1-2 Unit.****PSY 572E. Understanding the Traumatized Child. 1-2 Unit.****PSY 572F. Domestic Violence: Overview and Clinical Considerations. 1 Unit.****PSY 572G. Spousal Abuse and Domestic Violence. 2-3 Unit.**

Essential issues of domestic violence are considered in this course, including dynamics related to spousal, child and elder abuse, family issues and multigenerational patterns. Students' knowledge and confidence are strengthened through examination of the cycle of domestic violence. Also included are applications for gay and lesbian couples, and review of students' personal attitudes and experiences, as a contribution to future clinical competence. Required for all MFT students; offered all day on two Fridays or two Sundays.

**PSY 572H. Treating Internalized Homophobia in Relationships: LGBT Approaches to Domestic Violence. 2 Units.****PSY 572J. Exposure to Community Violence: Effects On Children and Adolescents. 1 Unit.****PSY 572K. Domestic Violence and Children. 1 Unit.****PSY 572L. Intimate Partner Abuse, Domestic Violence and Lgbt. 2 Units.****PSY 572M. Trauma & Its Aftermath: Evidence Based Treatment of Traumatized Children and Adolescents. 1-2 Unit.****PSY 572N. Affirmative Approaches to Intimate Partner Violence. 2 Units.****PSY 572P. Domestic Violence: Child, Intimate Partner, and Elder. 3 Units.**

This hybrid course has been designed to foster a grounded and well-informed understanding of the individual and inter-generational effects of domestic violence in children, intimate relationships, and the elderly and to equip mental health professionals to recognize, assess, and effectively intervene in these cases. The course will begin by presenting a global perspective on violence and oppression and interventions being utilized around the world. It will then narrow the focus to issues specific to intimate partner, elder, and child abuse within the United States. There will be 2 full day class meetings along with four online learning modules, which consist of reading, viewing, researching, and responding. The course will conclude with a final paper of approximately 9-12 pages.

**PSY 573. Introduction to Object Relations. 2 Units.**

This course provides an overview of psychological development seen through the human need for relatedness to others. From an infant's first experiences with others through adulthood, the development of the separate and unique individual is explored from an object relations psychoanalytic perspective. Readings include Winnicott, Bowlby, Klein, and Mahler. Prerequisite: PSY 531 Psychoanalytic Theories of Personality.

**PSY 573A. Introduction to Object Relations Theory. 2 Units.**

This course provides an overview of psychological development seen through the human need for relatedness to others. From an infant's first experiences with others through adulthood, the development of the separate and unique individual is explored from an object relations psychoanalytic perspective. Readings include Winnicott, Bowlby, Klein, and Mahler. Prerequisite: PSY 531 Psychoanalytic Theories of Personality.

**PSY 573B. Object Relations: Couples and Family Therapy. 2 Units.**

This course extends the application of object relations theory to marital and family therapy. It includes an historical review and comparative analysis of family systems and object relations family therapy. The course will emphasize the work of Klein, Winnicott, and David and Jill Scharff, and focus on the clinical application of theoretical concepts.

**PSY 573C. Techniques of Object Relations Therapy. 2 Units.**

This course focuses on the clinical application of Psychoanalytic Object Relations Theory, emphasizing the work of Klein, Mahler, and Winnicott, and their influence on contemporary clinical practice. It is a "how to" course designed for students with some background in the theory of object relations or students with some experience working with clients.

**PSY 573D. Clinical Applications of Winnicott's Thinking. 1 Unit.****PSY 573F. The Dynamics and Treatment of Borderline Disorders. 1 Unit.****PSY 573G. Attachment: in Theory and Practice. 2-3 Unit.**

In this course, knowledge from the fields of attachment theory and infant development are brought together, to facilitate understanding of child development and psychotherapeutic interventions with both adults and children. The synthesis of these two perspectives is currently very influential in the field, for current psychoanalytic thinking and for a variety of practical issues such as foster care placement policy. Clinical topics addressed in the course include attachment, autonomy, symbiosis, trust, mastery, relationships, and the development of a healthy sense of self. Theorists include Bowlby, Main, Stern, Beebe and Emde, with cross-cultural research also emphasized. The focus is on material relevant in the psychotherapeutic encounter.

**PSY 573K. Melanie Klein: Object Relations for Relational Therapies. 2-3 Unit.****PSY 573M. Object Relations in Clinical Practice. 2-3 Unit.**

In this course, students will explore concepts and practices of object relations theory in clinical practice. Through reading, lecture, and group discussion, students will deepen their theoretical understanding of object relations theory. Through role play and group supervision, students will begin to apply those concepts to the clinical encounter. Particular attention will be given to the experience of listening for diagnostic and treatment information and to development of an approach to primitive conflicts that can be integrated with more relational clinical practice. In all aspects of the course, attention will be given to issues of culture, ethnicity, gender, and sexuality.

**PSY 573N. Object Relations: Working Through the False Self Disorder. 1 Unit.****PSY 573P. Attachment: Theory and Clinical Application. 1 Unit.****PSY 573Q. Therapist Use of Self: Empathic Attunement in Psychotherapy. 1 Unit.****PSY 573S. Introduction to Attachment Theory. 1 Unit.**

Early attachments have a profound effect on the nature and quality of relationships throughout life. Secure attachments in infancy foster healthy relationships in adulthood, while insecure attachments, trauma and loss hinder the development of healthy relationships and may lead to emotional disorders. This workshop focuses on the development of early attachments and their effect on subsequent relationships, as well as clinical implications for effective treatment.

**PSY 573T. Attachment and Affective Neuroscience Perspectives: Clinical Applications. 2 Units.****PSY 573TT. Psychoanalytic & Affective Neuroscience Theories of Affect. 1 Unit.****PSY 573V. Attachment & Repair in Adolescence and Through the Use of Play. 1 Unit.****PSY 573W. Making Melanie Klein Relevant: Accessing And Transforming Infantile States. 1 Unit.****PSY 573X. The Theory of Donald Woods Winnicott. 2-3 Unit.****PSY 573Y. Personality Development and Object Relations Theory. 1-2 Unit.****PSY 574. Psychology of Humor. 3-4 Unit.****PSY 574B. Psychology of Humor and Creativity: Liberating Functions of the Human Spirit. 2 Units.****PSY 574C. Humor, Creativity, and Psychotherapy. 1 Unit.****PSY 575. Using Self Psychology in Working With Parents. 1 Unit.****PSY 575A. Psychoeducational Aspects of Parenting. 1-2 Unit.**

In this applied workshop, a concentrated survey of psychoeducational approaches to parenting from infancy and toddlerhood through preadolescence is presented, with a review of contemporary theories and research in parenting. Study is infused with multicultural and socioeconomic perspectives, will all work subject to differing cultural, socioeconomic and public policy critiques.



**PSY 575C. The Parenting Experience Across the Lifespan. 2 Units.****PSY 575D. Parent Education in Therapy. 1 Unit.****PSY 575E. Psychoeducational Groups and In-Service Training Development. 3-4 Unit.**

This course introduces students to fundamental elements of designing and implementing psychoeducational programs for the general public and allied professionals (educators, social service agency personnel, etc.). The course emphasizes a hands-on approach, as each student develops a psychoeducational program or in-service training on a topic of his or her choice. Topics include: the fundamentals of group training, audience assessment, how to develop topics, how to generate effective handouts and audio-visual aids, presentation skills, and evaluation and assessment. Prerequisite: PSY 545C. Required for students in Applied Community Psychology Specialization; may be open to others.

**PSY 575F. Parenting Perspectives: Philosophies, Strategies and Practices. 1 Unit.****PSY 575G. Psychological Aspects of Parenting. 3-4 Unit.**

This course is designed to increase the student's understanding of the psychological basis underlying common parenting practices, broaden the student's knowledge of available parenting techniques, and make the student aware of parenting practices that are usually maladaptive or that intensify difficulties in the parent-child relationship. The concept of equifinality (that there are many different paths that will result in a healthy, functioning child) is stressed throughout the course.

**PSY 576. Counseling Older Adults. 3-4 Unit.**

Through class work and supervision of work with older clients, this course addresses fundamental aspects of conducting assessment and psychotherapy with older adults. Topics include therapists' issues in dealing with older adults, common problems older adults bring to therapy, adaptations to accommodate older clients, care giving, adult children of aging parents, minority elders and problems separately experienced by older woman and men. Students must be working therapeutically with at least one current client over the age of 55 throughout the quarter.

**PSY 577. Dream Analysis. 1 Unit.****PSY 577B. Working With Dreams. 1 Unit.**

This workshop explores dreams from Jungian and Gestalt perspectives in both an experiential and didactic format. Students explore their own dreams and learn how to use dreams as an integral part of their clinical practice.

**PSY 577C. Dream Interpretation. 2 Units.**

This course provides an introduction to the psychoanalytic psychology of dream formation and dream interpretation. Freud's original theories are explored as well as perspectives of Joan Riviere, Paula Heimann, and Melanie Klein. Students have the opportunity to hear and to present detailed examples of dream analyses in the context of ongoing treatment, in order to facilitate development of skills for working with dreams in the clinical setting. Students in the class are required to be currently seeing clients at a clinical training site.

**PSY 577D. Dreams and the Primitive States of Mind. 1-2 Unit.**

This course provides an introduction to the psychology of dream formation, dream interpretation, and the infantile unconscious. Freud's original theories as well as contemporary revisions and the works of Melanie Klein, Joan Riviere and others are explored. Excerpts from treatment hours are presented to illustrate specific issues and problems in dream interpretation. Class members have an opportunity to present clinical material.

**PSY 577F. Dream Theatre: the Body Moving Into the Imaginal. 1-2 Unit.****PSY 577G. Jungian Dream Work. 1 Unit.**

Carl Jung believed that dreams were meaningful expressions of the unconscious psyche-the source of creativity, memory, desires, and collective myth. This workshop provides students with an opportunity to explore the therapeutic value of Jungian dream work techniques. The intention is to support students in their creative process, psychological awareness, and personal growth. Each student is encouraged to gain an increased appreciation of creative uses of dream work for personal and clinical practice.

**PSY 577H. Working With Dreams on Multiple Levels. 1 Unit.**

This course is designed to teach students how to work with dreams from an individual process standpoint, a family relational and process perspective, and a community and ecological perspective. This workshop is two fold: process and technique. The process piece will focus on: 1) How to understand and work with the relational/intersubjective dimension of dreams. 2) How to establish the therapeutic dream framework with children, families, and community. 3) How to work with affect expressed in dreams. 4) How to work with transference and counter-transference issues and dreams. 5) How to decide your approach to dream work, what language to use, and how to really contact/integrate the Unconscious. The technique piece will focus on how to work with clients experiencing issues with trauma and nightmares, family conflict and dysfunction, and community level distress. The workshop will address three techniques for dream decoding; and three types of dream work from individual, family, and group perspectives. Overall this workshop should load your tool bag with new ways and techniques to work with dreams, a dimension of clinical practice so often overlooked. The Workshop will make use of readings, lecture, video presentations, role play , and class discussion. Prerequisites: Psy 543C Child and Adolescent Development.

**PSY 578. Working With Families of Divorce. 1 Unit.****PSY 578A. Understanding Divorce: Legal and Clinical Issues. 1 Unit.**

As more and more couples experience divorce, Marriage and Family Therapists are called upon to assist clients through a complex set of legal and emotional issues. This workshop provides students with information on court process and terminology, options available to clients, ethical issues for the professional, and innovative career roles for the MFT. Treatment issues when working with divorcing couples and their families are considered also through lecture, videotape and small group discussion.



**PSY 578B. Mental Illness and the Family. 2-3 Unit.**

In this course, students develop psychoeducational knowledge, coping skills and compassion to help family members create positive outcomes when dealing with a mentally ill relative, acknowledging each family member as a person of worth, attempting the best response to the devastation and chaos of mental illness. Students learn about major groups of mental disorders and current treatment approaches, including psycho-education, skill training with self-care, supportive therapy and family empowerment through community resources. Students become familiar with family attitudes and skills which promote positive effects for the ill family member and the family system.

**PSY 578C. Mediation and Conflict Resolution. 2-3 Unit.**

This course for MAP and MAOM students provides an introduction to principles of mediation and skills utilized in the mediation process. Particular emphasis is placed on learning skills, through role-plays of a variety of types of disputes including domestic, workplace and neighborhood conflicts. Students provide feedback to each other in the role-plays and are encouraged to be experimental in practicing skills.

**PSY 578D. Breakups Divorce and Separation. 1 Unit.****PSY 579. Development of a Psychoanalytic Perspective. 1 Unit.****PSY 580A. Community Psychology and Clinical Issues. 3 Units.****PSY 580B. Clients with Life-Threatening Illnesses. 1 Unit.****PSY 581A. Psychodrama Workshop. 2-3 Unit.**

In this workshop, the group is a vehicle for the experiential and didactic exploration of psychodrama and action methods. Students become familiar with the fundamental concepts and basic techniques of Moreno's psychodrama workshop. Students are encouraged to reflect on their own inventories of personal and social roles, and to explore new roles within the class/group. Practical applications of psychodramatic and action methods and the contraindications for their use are discussed.

**PSY 581B. Action Methods in Psychotherapy. 2 Units.**

This course, designed in lecture/workshop format, introduces the student to alternative approaches to psychotherapy which include art, movement, and drama. Students are expected to participate in experiential exercises and to lead classmates in various action methods. This course suggests ways to cultivate and utilize creativity in psychotherapy by combining the power of imagination, spontaneity, stimulation of the body through movement, and insights of psychology and social work. Prerequisite: Process of Psychotherapy I.

**PSY 581C. Creative Arts Therapy: Theory and Practice. 2 Units.****PSY 581D. Therapeutic Performance Art: Working With Shadow. 2-3 Unit.****PSY 581E. The Arts As Therapy. 1 Unit.****PSY 581F. Creative Arts Therapy with Children. 2-3 Unit.**

This course is designed to give students an introduction to the use of artistic modalities in child therapy in a variety of settings. The use of movement, music, drama, play, graphic arts and storytelling in therapy with children is explored through both theoretical and experiential learning.

**PSY 581G. Guided Imagery for the Therapist and Client. 1-2 Unit.****PSY 581H. Psychodrama With Children and Adolescents. 2-3 Unit.****PSY 581J. Inner Theater: Working With Active Imagination (SDP). 1 Unit.****PSY 581K. Psychodrama With Adolescents. 1 Unit.****PSY 581M. Dance: Its Role in Art, Society, and Therapy. 3 Units.****PSY 581N. The Creative Arts & Psychotherapy. 1 Unit.****PSY 581P. Therapy With Animals. 1 Unit.****PSY 581Q. Introduction to Art Therapy: Attachment And the Brain. 1 Unit.****PSY 582. Psychology of Violence and Survival. 2-3 Unit.**

This course explores the impact of violence and abuse from a wide range of traumatic experiences, including child abuse, spousal battering, physical and sexual assault, war, psychological abuse, racism, and institutional abuse. Clinical issues include treatment of Post Traumatic Stress Disorder (PTSD), and Dissociative Disorders (Complex PTSD and MPD), chemical and behavioral addiction, unique countertransference problems and therapeutic re-traumatization. Perpetrator psychopathology is also examined.

**PSY 583. Bldg With Emotion: Psych and Process of Space Planning. 2 Units.****PSY 584. Therapy As a Profession. 1 Unit.****PSY 584A. Resistance in the Therapeutic Environment: an Historical and Clinical Perspective. 1 Unit.****PSY 584B. The Regressed Patient: Addressing the Challenges to the Therapeutic Frame. 1 Unit.****PSY 584C. Resistance: New Perspectives. 1 Unit.****PSY 584E. Psychology of Leadership. 3-4 Unit.****PSY 585A. Psychomedical Perspectives: Treatment and Diagnosis of Anxiety Disorders. 1 Unit.****PSY 585B. Psychology of Pain Management. 1-2 Unit.**

**PSY 586. Eating Disorders: Theoretical and Clinical Implications. 2-3 Unit.**

This course is designed for the student who wants to understand and implement a psychodynamic approach in the treatment of eating disorders. Etiology and treatment of anorexia nervosa, bulimia, and compulsive overeating are explored from the perspectives of object relations theory, self psychology, and attachment theory. Essential medical, family and social characteristics of eating disorders are considered.

**PSY 586A. Understanding and Treating Eating Disorders. 1 Unit.****PSY 586B. Panic Disorder: the Body and Mind. 1 Unit.****PSY 586C. Dynamics and Treatment of Eating Disorders. 1 Unit.****PSY 586D. Psychosomatic Disorders. 1-2 Unit.****PSY 586F. Narrative Therapy & Eating Disorders: Developing Skills for Remaining Collaborative While Working With Dangerous Problems. 1 Unit.****PSY 587. Clinical Case Presentation. 1 Unit.**

This one-day workshop is intended to help students make effective oral clinical case presentations using a standardized protocol. Students should be prepared to participate by presenting material on a current client.

**PSY 587A. Intervention Options for the Developmentally Disabled. 1 Unit.****PSY 588. Psychology of Addictive Behavior. 1 Unit.**

As a continuation of Substance Abuse I, this workshop focuses on intervention with clients with a variety of addictive behaviors. Special attention is given to eating disorders; other topics include work, money, sex and relationship addictions, co-dependency, and cultural factors contributing to addiction. Students who have taken PSY 552 should not enroll. Recommended prerequisite: PSY 550A Substance Abuse I.

**PSY 588A. Sexual Compulsivity and Sexually Offending Behaviors. 1 Unit.**

This workshop provides information on physiological, psychological, ethical, legal and sociocultural aspects of compulsive sexual behavior, and fosters students' awareness of attitudes, assumptions and biases affecting clinical treatment. Students are educated in identification, diagnosis, intervention and treatment options for people with compulsive offending sexual behaviors and are instructed in principles of intervention and early treatment.

**PSY 588B. Working With Children With Sexual Behavior Problems. 1 Unit.****PSY 588C. Profiles of Self-Injury. 1 Unit.****PSY 589. Existential Psychotherapy. 1 Unit.**

This one-day workshop provides an introduction to the theory and practice of existential psychotherapy. Issues of responsibility, death, isolation, freedom and meaninglessness are addressed, and strategies for psychotherapy with adults and couples are presented. Students who have taken PSY 565 should not enroll.

**PSY 589Q. Inner Empowerment: Centering At Work. 1-2 Unit.****PSY 589S. Trauma in Childhood & Adolescence. 1 Unit.****PSY 590. HIV and Aids Counseling. 1 Unit.**

This workshop examines clinical issues in counseling of men, women and children with AIDS-related problems. In a supportive environment, students can safely explore their own questions and concerns regarding AIDS work. Opportunity is provided for supervised role playing of difficult client-therapist situations.

**PSY 590A. Narrative Practices in an HIV/Aids Community Center. 1 Unit.****PSY 590B. Treatment of HIV/STD- Related Issues with LGBT Clients. 1 Unit.****PSY 591. Grief and Loss. 1 Unit.**

The goal of this workshop is to introduce students to the study of grief and loss. Topics include current theories of normal and complicated grief; factors influencing grief reactions; funerals; bereavement following the death of a child; the death of a parent; death by violence; support groups and therapeutic intervention.

**PSY 591A. Grief and Bereavement for Adults and Children. 2-3 Unit.****PSY 591B. Death and Dying: Transforming the Dying Process. 1 Unit.****PSY 591C. Grief Counseling for Adults and Children. 1 Unit.****PSY 591D. Childhood Grief and Loss. 1 Unit.****PSY 591E. Redefining Grief & Loss: a Narrative Approach. 2 Units.**

This 2-unit class will introduce students to narrative practices that can be helpful when working with people who are dying and/or people who are living with grief. Using a theoretical model based in social constructionism and narrative therapy, we will explore the thinking and practice of re-membering conversations. Attention will be given to understand differences between the theoretical constructs in modern ways of thinking about death and bereavement with that of a postmodern approach. Students will be given opportunity to experience practical implications of these varying clinical approaches.

**PSY 592. Working With Adult Survivors of Child Sexual Abuse. 2-3 Unit.**

This workshop reviews research on the prevalence and incidence of childhood sexual abuse, presents both object relations and cognitive restructuring models of psychotherapy with survivors, and addresses issues of transference, counter-transference, compliance with reporting laws, and post-traumatic stress disorder treatment for adult survivors of childhood sexual abuse.

**PSY 593. Gay and Lesbian Affirmative Counseling. 1 Unit.**

This workshop explores critical psychosocial issues in the development and maintenance of a healthy gay or lesbian identity. Emphasis is placed on the role of the counselor in assisting clients to process emotional, sexual and spiritual issues related to being gay or lesbian in today's society. Specific attention will be given to counseling of gay and lesbian youth, elders and people of color. Eroticizing safer sex, lesbian health issues, and sex therapy with same-sex couples are also considered. This learning activity begins with a day of interactive workshops on a wide variety of issues and experiences in the Queer community, led by guest presenters including Questioning Teens, Spirituality and Leather, and Transgender Transitioning. The day also includes a panel confronting Bush's proposed constitutional amendment banning gay marriage, a keynote speaker and a theatrical presentation. Students then complete readings and write a brief paper integrating their learning from the experience.

**PSY 593AA. Clinical and Community Issues <LGBT>. 3 Units.****PSY 593B. Working with Lesbians: Clinical and Cultural Considerations. 1-2 Unit.****PSY 593BB. Affirmative Addictions, Treatment Sensitization, and Skills Workshop. 2 Units.****PSY 593C. Diverse Sexualities: Celebrating Queer Communities Through Psychology. 1 Unit.**

This learning activity begins with a day of interactive workshops on a wide variety of issues and experiences in the Queer community, led by guest presenters including Questioning Teens, Spirituality and Leather, and Transgender Transitioning. The day also includes a panel confronting Bush's proposed constitutional amendment banning gay marriage, a keynote speaker and a theatrical presentation. Students then complete readings and write a brief paper integrating their learning from the experience.

**PSY 593CC. Queer Literature: a Brief Survey of Fiction, Poetry, Drama, Memoir, and Film. 3-4 Unit.****PSY 593D. The Queen of Heaven and Her Wild Cherry Sister I: Toward a Lesbian-Centered Psychology. 1 Unit.**

Marrying a Jungian depth psychological approach to Gay Liberation thought, this workshop explores the archetypal dimensions of Lesbian Psyche in order to engage an ancient yet new and enlivening myth of the meaning and value for all women of the Great Mystery of same-sex love between women. Poetry, literature, music and images are offered to activate our imaginations and illuminate the secret role Lesbians have played in the cultural, literary, social justice and spiritual life of Western civilization. The instructor offers a Lesbian-centered theory of Lesbian development and psychology, mapping a potential path to a fully embodied conscious Lesbian selfhood. Students examine some ways psychoanalytic theorists since Freud have attempted to explain (and explain away) the phenomenon of erotic love between women. A methodology is presented for identifying and working with the particular trauma associated with growing up Lesbian in a hetero-patriarchal context.

**PSY 593DD. Multicultural Mental Health. 3 Units.****PSY 593DD/C. Multicultural Mental Health. 3 Units.**

The goal of this course is to provide working practitioners with culturally competent affirmative methodology to work clinically with LGBT people of color and other people struggling with oppressions related to identity, difference and disadvantage. This will be accomplished through weekly reading, online instructor/peer comments and feedback, case vignettes, and through personal self-reflection including observing transference/countertransference material throughout the quarter.

**PSY 593E. The Queen of Heaven and Her Wild Cherry Sister II: Further Exploration of Lesbian-Centered Psychology. 1 Unit.****PSY 593EE. Trans-Affirmative Theory: The Ideas Behind Trans Love, Eros and Protest. 1 Unit.****PSY 593F. I'm Coming Out: Introduction to LGBTIQ Counseling Theory and Practice, from Stonewall to the Present. 1 Unit.**

This workshop is a basic introduction to modern theories of Lesbian, Gay, Bisexual, Transgendered, Intersex and Queer/Questioning counseling, organized around the central theme of "coming out," considered as a metaphor for the call from psyche to deepen relationship with one's own subjectivity and live in greater congruence with authentic self. Topics include an overview of how mental health treatment has been impacted by the LGBTIQ liberation movement; homophobia, heteronormativity and internalized oppression of LGBTIQ people; and basic treatment models that have developed post-Stonewall, including LGBTIQ-affirmative, postmodern, and contemporary Uranian psychoanalytic work. Attention is also paid to cultural and ethnic differences and how they intersect with LGBTIQ identities.

**PSY 593FF. Clinical and Psychological Issues. 3 Units.****PSY 593G. LGBT Identity Issues: Theories Of Personality, Racial and Cultural Concerns. 3-4 Unit.****PSY 593GG. Counseling Bisexuals: Providing Bi- Affirmative Therapy in an Era of Sexual, Gender and Cultural Fluidity. 1 Unit.****PSY 593GH. Bisexual Affirmative Psychotherapy Affirmative Therapy in an Era of Sexual, Gender and Cultural Fluidity. 1 Unit.**

This one-day workshop will explore the social and political context in which today's counselors will provide affirmative therapy to bisexuals and others who identify as sexually fluid. Theories of bisexual identity development, myths about bisexuality, patterns of bisexuality, and post-modern concepts of sexual fluidity will be discussed. In addition, bisexual mental health issues will be examined in the context of their intersections with gender fluidity and cultural diversity. Workshop participants will explore ways of providing bi-affirmative therapy that is trans-affirmative and culturally competent. This workshop will incorporate both didactic instruction and experiential learning opportunities.

**PSY 593H. Working With Gender Variant Clients Conceptualization and Intervention. 1 Unit.**

This workshop introduces students to contemporary language, intervention and clinical theory and skills for working with transgender clients. Rather than exploring gender theory, students develop an understanding of practice-based intervention and case conceptualization skills for working with transgendered clients. Attention is also focused on issues of gender-based power and privilege in therapy, as well as transpositive models of assessment, counseling and psychotherapy.

**PSY 593HH. Lgbt Addictions. 1 Unit.****PSY 593J. The Transgendered Client: Biology, Psychology, History, and Spirit. 1 Unit.****PSY 593JJ. Transgender & Gender Diverse Clients: an Affirmative Approach. 1-2 Unit.****PSY 593K. LGBT History and Mythology. 3-4 Unit.****PSY 593KCERT. LGBT History and Mythology. 3 Units.**

This class is based on the idea that for LGBT clients to develop self-esteem, personal empowerment, self-efficacy, and social consciousness, they will be best served by clinicians who can share with them their LGBT history. This class explores the clinical importance of understanding and being able to impart to LGBT clients a reclaiming of LGBT history, rooted in essentialist ideals that LGBT people have an inborn, archetypal, erotic, romantic, relational, psychological, even soulful connection to LGBT ways of being in the world. This course posits a clinically relevant hypothesis that same-sex eros, gender variance, and transgender identities, have always existed and must be studied through a lineage of interconnectedness and consciousness building.

**PSY 593KK. Sufi Path of Love and Gay Individuation. 1-2 Unit.****PSY 593LL. Gay & Lesbian History Through Documentary Film. 3-4 Unit.****PSY 593M. Contemporary Lgbt Identity Issues: Sexual Orientations and Gender. 2 Units.****PSY 593MM. LGBT- Affirmative Approaches to Family Treatment <lgbt>. 1-2 Unit.****PSY 593N. Counseling Lgbt People of Color. 2-3 Unit.****PSY 593NN. Treating Families Through the LGBT Affirmative Lens. 3-4 Unit.****PSY 593NN/C. Treating Families Through the Lgbt-Affirmative Lens. 3 Units.**

In accordance with the focus on Relationships and Families contained within APA Guidelines for the Treatment of LGBT Clients (see APA, 2000), practitioners taking this certificate class will be invited to explore the various ways in which clients create LGBT couples and families within existing heterosexist societal conditions so as to discover and utilize the clinical interventions needed to create the most affirmative psychological conditions possible.

**PSY 593P. LGBT Counseling: Narrative And Solution-Focused Skills and Collaboration. 2-3 Unit.****PSY 593PP. LGBT Soul Psychology: the Alchemy of Same-Sex Love, Bi-Love and Gender Variance. 1 Unit.****PSY 593Q. Lgbt Perspectives in Health Psychology Research and Practice. 1 Unit.****PSY 593QQ. Therapeutic Process With Transgender Clients (LGBT). 2 Units.****PSY 593R. Queer Theory. 1 Unit.****PSY 593RR. Advanced Multi-Theory Approach to LGBTQIA Clinical Work (LGBT). 2-3 Unit.**

This course will study and apply literature from a wide variety of theoretical orientations (psychoanalytic, self psychology, CBT, humanistic, existential, sex therapy, and narrative) to clinical work with LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Ally) clients/patients. An integration of theory is important to the effective treatment of LGBTQIA clients/patients. The historical context of ideas will be discussed, especially in relationship to the LGBTQIA-Affirmative movement. Intersections of socio-cultural factors that influence minority mental health will have a strong emphasis. Clinical concepts to be discussed in context of working with LGBTQIA clients include (but are not limited to): unconditional positive regard, the unconscious, true/false self, self-object transferences, negative cognitions & schemas, intersections of identity, multiculturalism, empowerment, egalitarianism, homeostasis, and externalization) as they relate to LGBTQIA psychological healing. This course meets the additional process class, representing an alternative theoretical orientation (2 units) requirement for students. This course meets the LGBT Specialization elective unit requirement.

**PSY 593S. Working Affirmatively With Bisexual Clients: Clinical and Community Issues. 1 Unit.****PSY 593T. Same-Sex Artists and Imagery in American Cinema <LGBT>. 1 Unit.****PSY 593V. Feminism - Not for Women Only: Theory and Clinical Practice <LGBT>. 1 Unit.****PSY 593W. Multicultural Mental Health <LGBT>. 3-4 Unit.****PSY 593X. Lesbian Love, Identity, Sexuality: Working With Clients. 1-2 Unit.****PSY 593Y. Lgbt Addiction Recovery: an Affirmative Approach to Healing and Transformation. 1-2 Unit.****PSY 593Z. Affirmative Psychotherapy. 3-4 Unit.**

**PSY 593ZCERT. Affirmative Psychotherapy. 3 Units.**

The goal of this class is designed to provide working professionals with an introduction to the principles of the school of Affirmative psychotherapy that emerged in the 1970s LGBT liberation movement. This class also attempts to develop a practical and "general form" to address these historic guidelines in the therapist's clinical practice through education and sensitization. Through reading, online exercises, discussions and creative use of the hybrid class environment, we will attempt to engage the clinician's expertise in different modalities (e.g., humanistic; psychodynamic; CBT; postmodern; and existential) to achieve a preliminary and respectfully eclectic "working model" of how to do Affirmative therapy.

**PSY 594. Non-Western Psychology: Buddhist Views of Self and Mind. 2-3 Unit.**

This workshop introduces concepts of mind and self contained in traditional Buddhist philosophy and teachings. The objective of Buddhist practices such as meditation is to understand the process of mind and to transform the neurotic mental activity of ego that is seen as the basic cause of suffering. The workshop includes an introduction to meditation, a discussion of therapeutic aspects of Buddhist meditation, and an examination of Western diagnostic procedures from a Buddhist perspective.

**PSY 594A. The Psychology of the Higher Emotions. 4 Units.****PSY 594B. Meditation: the Practice of Conscious Psychotherapy. 1-2 Unit.**

This one day workshop exposes students to a variety of meditative practices designed to assist them in remaining more fully present with clients. Particular emphasis is placed on helping beginning student therapists learn skills to maintain inner stillness and calm in the face of stress-inducing clinical situations. No prior meditation experience is necessary.

**PSY 594C. Buddhist Cognitive Psychology: a Meditation Retreat on Mindfulness and Clear Comprehension. 4-5 Unit.****PSY 594D. Life and Teaching of the Historical Buddha. 3-4 Unit.****PSY 594E. Psychology of Consciousness: Buddhism and Western Psychotherapy. 3-4 Unit.**

This course explores some philosophical, psychological and clinical implications of Buddhism as it interfaces with Western psychotherapy and the Western worldview. States of consciousness, theories of the self, contrasting paradigms, birth and death, emotions and awareness are explored. The common boundary and areas of potential conflict are examined. The topics of meditation theory and practice are included.

**PSY 594F. Absorption and the Four Foundations of Mindfulness. 5 Units.****PSY 594G. Art of Relationship in Tibetan Buddhism. 4 Units.****PSY 594H. Buddhism: Values, Mindfulness, and Right Livelihood. 1 Unit.****PSY 594J. Introduction to Buddhism and Buddhist Meditation. 1 Unit.****PSY 594K. Buddhism and Psychoanalysis in Dialogue: Implications for Current Clinical Practice. 1 Unit.****PSY 594L. Integrative Depth Psychology. 1 Unit.****PSY 594M. Frontiers in Integrative Depth Psychology. 3-4 Unit.****PSY 594N. David Epston: Master Class in Narrative Therapy. 1-2 Unit.****PSY 594P. The Shadow Side of Spirituality: a Clinical Consideration of the Traumatizing Legacy of Organized Religion. 1 Unit.****PSY 594Q. Spritual & Depth Psychology Research Seminar. 1 Unit.****PSY 594R. Depth Psychological Inquiry: Research And Soul. 1 Unit.****PSY 594S. The Embodied Spirit: Integratigraton of Mind, Body, Brain and Spirit & the Emergence of Authenticity. 1 Unit.****PSY 594T. The Myth of Osiris & African American Male Identity Development. 1 Unit.****PSY 594U. The Embodied Spirit, Part 2: Integration Of Mind, Body, Brain and Spirit and the Emergence of Authenticity. 1-2 Unit.****PSY 594V. The Psychological Teachings of the Historical Buddha. 4 Units.****PSY 594W. Introduction to Jungian Sandplay Therapy. 1 Unit.****PSY 594X. Depth in Nature: Trauma, Somatic, Mindfulness, & Equine Assisted Psychotherapy (SDP). 1 Unit.****PSY 595. Issues of Men in Therapy. 1 Unit.****PSY 595B. Psychology of Men: Developmental and Clinical Implications. 1 Unit.**

This workshop explores men's therapeutic issues in our changing world, including issues of relationships, work and family. Implications of "new" men's consciousness and the men's movement are considered. Special attention is given to issues which arise for male clients in relationships with male and with female tehrapists.

**PSY 596. Independent Learning. 1-5 Unit.**

PSY 596 A/B is the course designation for independent study directed and evaluated by a faculty member or approved evaluator. The learning activity may be designed to incorporate workshops, seminars or undergraduate classes with appropriate additional graduate-level reading and writing. The first independent learning activity in a student's program is designated 596A, with subsequent activities as 596B, C and so on.(To register for PSY 596, the student must submit Form A, Permission to register for Independent Learning Activity, with signature of the appropriate faculty member.).

**PSY 597A. Assessment & Treatment of Clients With Posttraumatic Stress Disorder & Co-Occurring Substance/Alcohol Abuse, Dependency, Or Addiction. 3 Units.**



**PSY 597B. Assessment & Treatment of Military Personnel/First Responders With Posttraumatic Stress Disorder (ptsd) & Co-Occurring Substance/Alcohol Abuse, Dependency, Or Addiction. 3 Units.**

**PSY 597C. Assessment & Treatment of Trauma Posttraumatic Stress Disorder in the Civilian Population--Ptsd III. 2 Units.**

**PSY 597CERT. Advanced Clinical Assessment And Treatment of the Spectrum of Traumatic Stress Injury Beyond Ptsd. 3 Units.**

This advanced course emphasizes the cutting-edge in our understanding, assessment, and treatment of the spectrum of traumatic stress injuries, beyond PTSD, including but not limited to co-occurring substance use disorders, post-traumatic anger, guilt, traumatic grief, moral injury, medically unexplained physical symptoms, phantom limb pain, depression and suicide, dissociative disorders, misconduct stress behaviors, malingering, sleep disorder, transgenerational trauma, and traumatic brain injury. The course also surveys prevention-related interventions used to promote resilience and post-traumatic growth, along with care-giver screening and treatment for compassion stress injury.

**PSY 597D. Assessment & Treatment of Trauma/ Posttraumatic Stress Disorder (PTSD) in The Military/First Responder Population --PTSD IV. 2 Units.**

**PSY 597E. Domestic Violence & Posttraumatic Stress Disorder in the Civilian Population. 1 Unit.**

**PSY 597F. Domestic Violence & Posttraumatic Stress Disorder in Military Personnel, & Military Couples/Families. 1 Unit.**

**PSY 597G. Working With Refugee Populations: Cultural Perspective Series. 2 Units.**

**PSY 597H. Trauma & Addictive Behaviors (CRT). 3 Units.**

**PSY 598C. Psychology of Personal Control. 1 Unit.**

**PSY 599. Master's Document. 1-6 Unit.**

PSY 599 is the course designation for approved independent work on the Master's Thesis or Master's Project under the direction of a faculty member. Students may elect 4-12 units over one or several quarters of study, but may register for no more than 6 units in a single quarter. Required for students in MPIC; may be elected by others. (To register for PSY 599, Form K with appropriate signatures is required.)

**PSY 600A. Applied Psychotherapeutic Techniques of Marriage, Family & Child Counseling. 1-6 Unit.**

**PSY 600B. Psychotherapy. 1.00 Unit.**

**PSY 620. Applied Psychotherapeutic Techniques. 1-6 Unit.**

PSY 620 A/B is the course designation for clinical training practicum in marriage and family therapy providing experience in psychotherapeutic counseling of individuals, couples and/or families under professional supervision. The training takes place in an approved clinical training site and generally includes participation in staff meetings and training activities. The student's first training site is designated 620A with subsequent traineeships in different settings as 620B, C and so on. Prerequisites: PSY 501A, PSY 541, and PSY 548, as well as attendance at the Clinical Training Orientation and PERFECT meetings. (To register for PSY 620, the student must submit Form D, Permission to register for MFT Traineeship and the Clinical Training Agreement.) 9 units are required for MFT Concentration students; a maximum of 18 units may be elected with no more than 6 units in a single quarter.

**PSY 621. Clinical Practicum. 0 Units.**

**PSY 623. Personal Psychotherapy. 0 Units.**

PSY 623 A/B is the course designation for students registering to fulfill the MFT Concentration psychotherapy requirement. Students gain experience as a client in individual, conjoint, family or group psychotherapy provided by a licensed therapist throughout the 12-week quarter, at a minimum of one hour per week. If a student begins work with a second therapist or changes to a different form of therapy with the same therapist, the new learning activity is designated PSY 623B. (To register for PSY 623, the student must submit Form C, Permission to register for Personal Psychotherapy.) Students in MFT Concentration are required to register for two or more quarters of PSY 623.

## Public Administration

**PAD 251. Independent Study. 1-5 Unit.**

**PAD 351. Independent Study. 1-5 Unit.**

**PAD 353. Internship. 1-5 Unit.**

## Publishing Arts

**PUB 510. Residency and Project Period I. 12 Units.**

**PUB 520. Residency and Project Period II. 12 Units.**

**PUB 530. Residency and Project Period III. 12 Units.**

## Religion

**REL 250. Prior Learning: Religion. 0 Units.**

**REL 251. Independent Study. 1-5 Unit.**



**REL 304. Spirituality in the Workplace: Integrating Religion and Management. 1 Unit.**

This workshop examines the integration of spiritual and work life. Topics include: work as a transcendent experience, selfless service, spiritual motivated career choice, compassion, and the integration of spirituality with work in a pluralistic society.

**REL 306. Sexuality, Spirituality and Social Power. 3-4 Unit.****REL 307W. Magic and Religion. 3-4 Unit.****REL 308. Foundations of Christian Thought. 3-4 Unit.**

This course explores the influences of various cultures and individuals on the gradual evolution of the Christian perspective. It incorporates the findings of the recently discovered texts known as the Gnostic Gospels, as well as the newly translated Gospel of Judas. The course takes an historical approach, exploring the worlds of the ancient Egyptians, Canaanites and others as well as ancient Judaism. It takes up some of the Greek influences derived from Plato and Aristotle and show how they were intimately entwined into the matrix of Christian belief. The Romans, the medieval philosophers and the 20th century with its new discoveries of texts related to the New Testament are also considered. The course proceeds from the premise that Christianity did not develop in a vacuum but is deeply reflective of a confluence of many influences and ostensibly random historical events. Grasping this rich matrix that contained and shaped early Christianity leads to a better understanding of Christian belief.

**REL 350. Prior Learning: Religion. 0 Units.****REL 351. Independent Study. 1-5 Unit.****REL 353. Internship: Religion. 1-5 Unit.****REL 371R. (sb) Religion and Spirituality in American Culture: Special Topics in Liberal Studies. 1 Unit.****REL 451. Independent Study. 1-5 Unit.**

## Science

**SCI 250. Prior Learning: Science. 0 Units.****SCI 251. Independent Study. 1-5 Unit.****SCI 302. History of Science: Coming of Age in the Milky Way. 3 Units.**

Through the study of the changing human perception of our place in the universe and our perception of heaven, hell, earth, God, and church, this course traces the evolution of science and its effect on the morals, ethics, and values in the world today.

**SCI 303. Environmental Science: the Human Impact. 3 Units.**

This course examines the physical, social, and economic impact of human activity on the planet's delicate life support systems by surveying pesticide usage, acid rain, air quality, water resource, waste management and land-use planning. Ecological cycles and energy flows on the earth are also discussed.

**SCI 304. Physiological Psychology: Brain and Behavior. 3-4 Unit.**

The fundamentals of the central nervous system are presented through illustrated lectures and discussions, emphasizing implications for behavior (both normal and abnormal) so that students develop an awareness of biological contributions to psychological processes and experience.

**SCI 305. The Environment and Human Health. 3 Units.**

This course examines the effects of environmental quality on human health, both physical and mental. Topics include a study of the effects of air and water pollution, radiation, toxic wastes, and pesticides in the open environment, home, and the workplace. Some tests and field trips are conducted in these settings.

**SCI 305A. Environmental Chemistry and Human Health. 3-4 Unit.**

This course is designed to develop students' conceptual, systemic understanding of the significance and role of chemistry and chemicals in life processes and the environment. The major topics explored include basic atomic theory, chemical bonding and types of chemical reactions, the elements involved in life processes, organic chemistry and biochemistry, environmental pollution and the biological effects of toxic chemicals on human health. Current events such as petroleum use, ethanol, and nuclear chemistry are also discussed. Utilizing an investigative approach to analyze everyday examples of chemistry, the course evokes and develops the personal experience of students in the class as participant-observers in an environmental system. This basic of understanding allows students to analyze critically issues that confront the environment on a daily basis and to become advocates for productive and sustainable solutions to those ideas.

**SCI 306. Biology of Aging. 3-4 Unit.**

This course reviews normative and pathological human aging from a variety of perspectives. The promotion of healthy aging is a concurrent theme. Students examine the influences of internal and external factors on an aging human body, and how these factors determine a human's life span and quality of life in the later years.

**SCI 308. Earth in Space: Solar System and Space Exploration. 3 Units.**

This course explores the Earth's place in the solar system through the non-mathematical study of astronomy, including how perceptions of the universe have changed as knowledge has increased. Emphasizing the results of recent space exploration missions, the planet's composition and origin are studied. Students also study the sociological issues that result from efforts to migrate off the planet. The course includes a session at a local planetarium, a field trip to NASA's Jet Propulsion Laboratory, and an evening session under the stars in the local mountains.

**SCI 309. Environmental Science: an Ecological Perspective. 3 Units.**

**SCI 310. Human Anatomy and Physiology. 3-4 Unit.**

This course explores constituent elements and the principles of general organization and functioning of the human body. By exercising analysis of the living body's functions and the role they play in everyday human life, the course involves students into a systemic vision of biological and physical reasons behind the structural and operational unity of the body. The major topics include the structures and functions of cells, tissues, and organs as the body's interrelated systems and fundamental aspects of their participation in life processes such as responsiveness, movement, reproduction, growth, respiration, digestion, and excretion. This course is built as a means of evoking and developing students' personal experiences with the normal and abnormal performance of the human body. On this ground, students will develop basic knowledge essential to effectively maintain the body's well-being and communicate about health related issues.

**SCI 310A. Humans in the Primate Order: Returning To Our Psychological Nature. 3-4 Unit.**

This course investigates human nature with special focus on the psychology of primates and demonstrates the origins of our creative, communal, and moral processes. Students develop an intellectual and experiential foundation for the return to our psychological nature, and consider ways to honor the natural in our personal and professional lives.

**SCI 311. Urban Ecology. 3-4 Unit.**

This interdisciplinary course examines our highly populated and built-up local urban setting through the lens of its natural ecosystem. Particular emphasis will be placed on watershed and place, including the history, connectivity, and sustainability of natural, built, and social environments. In the context of both theory and observed realities, students will critically investigate and analyze challenges to watershed health; the roles and perspectives of existing and potential watershed stakeholders; efforts underway to address the challenges, and applicability to other settings. Utilizing field explorations, readings, media and online resources, lectures, and discussions, students also will identify areas for ongoing investigation, education, advocacy, and action. SOCIAL.

**SCI 312. Environmental Action and Social Responsibility. 3-4 Unit.****SCI 313. Physics for Poets: Rules of the Universe for Non-Science Majors. 3 Units.****SCI 314. Despair and Empowerment in the Nuclear Age. 3 Units.****SCI 315. Marine Biology: Southern California Underwater Explorations. 3 Units.**

This class introduces students to local marine environment, threats to it, and what can be done. Excursions help students contrast an area polluted by one of the largest concentration of human population in the U.S. with one preserved from urban blight. A visit to the Cabrillo Museum followed by a midnight grunion run shows the diversity of our local marine world.

**SCI 316. Clones and Genetic Engineering. 3 Units.**

Through simulation activities, research, and debate, students focus on the scientific, social, political and ethical concerns raised by genetic engineering. Topics include the mathematics of genetics from Mendel and Darwin to the present genetic altering and splicing, and the discovery of new genes.

**SCI 317. Birds of Coastal Southern California. 1 Unit.**

This workshop explains the importance of birds to the environment by introducing students to local species. The workshop includes Saturday field studies in the Malibu and Playa del Rey areas.

**SCI 318. Revolutions in Physics: a Historical and Personal Approach. 3 Units.****SCI 319. Facing the Big Bang. 3 Units.****SCI 320. Perspective on 20th Century Physics. 3 Units.****SCI 321. The Human Impact on the Environment: Experiences in the Field. 3-4 Unit.**

Through field visits to sites around the city, students examine the impact humans have had on geology, meteorology, hydrology, animals, and plants. Students consider the effects of tourism, boating, sewage treatment, homes and highways on the marine, near shore, and urban environments. The course also examines the sociological and psychological implications of these impacts.

**SCI 322. Physics of Urban Systems. 3-4 Unit.**

This course develops students' conceptual understanding of the principles of physical laws that regulate and influence the functioning of urban systems. The major topics explored include energy transformation and flow, work and energy, how motion is measured and changed, heat, and systems. Utilizing an investigative approach, the course evokes and develops the personal experience of students in the class as participant-observers in an urban system. This basis of understanding allows students to critically analyze issues that confront urban systems on a daily basis, and to become advocates for productive solutions to those issues.

**SCI 323. Birds: Environmental Indicators. 3-4 Unit.****SCI 333. Ecopsychology: the Environment and Mental Health. 3 Units.**

Thousands of substances produced today can cause toxic mood disorders and degrade our mental as well as physical health. This course examines these environmental factors in psychotherapy. The view that humans are separate from, and in control of, the world is reconsidered and challenged.

**SCI 333A. Eco-Psychology. 3-4 Unit.**

Ecopsychology holds that human beings create a wellness for both themselves and for non-human beings through the process of connecting with nature. While ecopsychology itself is a relatively new development within mainstream psychology, the fields of wilderness therapy, adventure therapy, and therapeutic recreation provide a base of research, applied knowledge and experiential learning that extends back for more than 30 years. Through experiential exercises, students learn and practice skills to expand their ability to develop and maintain a deep connectedness with themselves, with others and with nature.

**SCI 335. Environmental Landscapes: Literature and Science. 3-4 Unit.**

While conducting observations of the natural world as found in an urban landscape, students study an American literary tradition that runs back beyond Thoreau and forward through John Muir, Aldo Leopold, Annie Dillard, Edward Abbey, Terry Tempest Williams, and others. Using the Ballona Wetlands -- its social and natural history as well as its status as present day biotic community -- as a case study, students seek a greater understanding of our relationship to the natural world; some of the scientific methodologies employed in the investigation of the natural world; advocacy for the restoration, preservation and protection of the natural world. Through an examination of the literary tradition in nature writing, students acquire an understanding of the through-line from observation, to understanding, to authorship, to audience, to advocacy and back again.

**SCI 336. Environmental & Social History of Los Angeles. 3-4 Unit.**

The place we now call Los Angeles emerged 17,000,000 years ago from the Pacific Ocean. In the intervening years, mountains forced their way up from the land forming the boundaries of a large basin. Vast quantities of water coursed down the north and south sides of mountains and hills we now call Santa Monica, Simi, Santa Susanna, San Gabriel, and Verdugo. For all but 8,000 of those years, this place and those mountains needed no name. They just were. Then came the Tongva, the Chumash, and others - the first humans to settle here. Their names for this place were various: Kaweenga, Pasheekwnga, Komiivet, to name a few. After what seems to have been 8,000 relatively peaceful years, representatives of the Spanish King arrived in an area somewhere near the confluence of the Los Angeles River and the Arroyo Seco, declared this place to be El Pueblo de Nuestra Senora la Reina de los Angeles de Porciuncula. This course examines the changes in the land going forward from that time.

**SCI 337. The Aging Revolution. 3-4 Unit.****SCI 338. Feminist Interventions Into Science & Technology. 2 Units.****SCI 340. The Earth's Moon in Culture, Literature, Mythology and Science. 3 Units.**

This seminar examines the powerful influence our Moon has had on the Earth's literatures, mythologies, and cultures, as well as our personal cycles and relationships with the Moon. Readings, discussions, and ongoing observations of the Moon are enhanced by a trip to NASA's Jet Propulsion Laboratory and a "star party" where students observe the Moon and the heavens.

**SCI 341. Science of Nutrition and Health. 3-4 Unit.**

The science of nutrition is a study of the processes by which an individual takes in and utilizes food. Today's American culture espouses many conflicting views on the ways nutrition affects your health and quality of life. This course introduces the science of nutrition; the basics of the relationship between diet, health, and society and its applications to daily life. It includes up-to-date coverage of the newest research and emerging issues in nutrition.

**SCI 343. Bio-Medical Advances: Problems for Contemporary Society. 3-4 Unit.****SCI 344. Cancer: Biological and Societal Perspectives. 3-4 Unit.****SCI 345. Aging and the Brain. 3-4 Unit.**

This seminar examines normal and pathological physiological and neurological age-related changes in the human brain. Students explore the possibilities that deleterious degenerative diseases and pathologies that affect the elderly have their origins in the malfunction of these intercellular communication systems. Students must have library research skills for this seminar.

**SCI 345A. Biological Aging. 3-4 Unit.****SCI 346. Visualizing the Body: Biological Imaging Of Human Structure and Function. 3-4 Unit.****SCI 347. Psychoneuroimmunology: How Stress Can Impact Health. 3-4 Unit.**

This course examines the ecology of the marine environment, including current issues in marine biology. It includes a study of the world's oceans with emphasis on marine organisms and ecosystems. Marine biology and ecology is the primary emphasis, with some discussion and study of relevant social and economic issues of the seas.

**SCI 347A. Marine Biology and Ecology. 3-4 Unit.**

This course examines the ecology of the marine environment, including current issues in marine biology. It includes a study of the world's oceans with emphasis on marine organisms and ecosystems. Marine biology and ecology is the primary emphasis, with some discussion and study of relevant social and economic issues of the seas.

**SCI 348. Ecology and the Environment. 3-4 Unit.**

All species of living things alter the environments in which they live. Environmental issues in today's world prove human beings are no exception. This course examines the principles of environmental science and ecology, applying them to environmental issues, in particular those relevant to Southern California and Los Angeles County. Students study ecological principles and explore environmental issues from a multidisciplinary approach - primarily environmental science, biology and ecology. Other disciplines include physical science, earth science, and history of environmental issues.

**SCI 349. The Human Experience on a Living Planet. 3-4 Unit.****SCI 350. Prior Learning: Science. 0 Units.****SCI 351. Independent Study. 1-5 Unit.****SCI 352. California Studies: the Geographical Diversity of the State's Nature and Culture. 3-4 Unit.**

From rocks to skyscrapers, deserts to redwoods, wilderness to enormous urban centers, there is more diversity in California's natural and cultural landscapes than in most countries. In this course students gain an understanding of the geology, climate, vegetation, geomorphology, and population diversity of the state. Students learn about the history and evolution of the region as a way of gaining a better sense of place and of our roles in preserving the richness of the state. Visuals, slides and texts bring the wonder of this geographic area to the classroom. Students have the opportunity to explore their own curiosities about this region through creative, independent projects.

**SCI 353. Internship. 1-5 Unit.****SCI 354. The Human and Natural Landscape of Mexico and Central America. 3-4 Unit.**

Between the two continents of North America and South America is a bridge that includes Mexico and Central America. Defined by some as Middle America this area has been the stage for empires, bold conquests, political upheavals and natural disasters. This course will describe the geographic importance this region plays as a land bridge between the two great continents of North America and South America, focusing and emphasizing the diversity of the physical and human landscape of Mexico. Topics that will be covered through the course include: Plate Tectonics and the influence of the geological processes on the landscape and the geomorphology of the region; and the climate patterns and regions, environmental issues, human history and human-landscape change of Middle America, and the adjustment of local cultures to the natural environment in which they live.

**SCI 356. The Science of Psychopharmacology. 3-4 Unit.**

This course assists students in developing an understanding of the science behind clinical drug therapies. Students explore the mechanism of action of drugs that affect the central nervous system and learn about their entry into the brain, their molecular targets and their global effects on the brain and behavior. Basic scientific models of disease, learning and addiction are used as discussion points to discover how drug therapies are developed using the scientific method.

**SCI 360. Articulating Nature: Expressing the Spirit and Anatomy of Place. 2-4 Unit.**

In this workshop, students discuss various seasonal changes beginning in the wetlands where the sea mingles with the shore, and then later, students soar through the Santa Monica Mountains. We experience Los Angeles as poets, natural scientists, and lovers of the wonders of natural Los Angeles. Students will read, walk, talk, and most of all - listen, inhale, touch, taste, watch, record, draw, and sculpt and share our products in a community celebration at Antioch by the sea.

**SCI 373. Natural Acts in Postmodern America. 3 Units.****SCI 374. Narratives From the Land. 3 Units.**

This is a week-long experiential exploration of the mountains, forests, and waterways of the southern Cascade/Mount Ashland region surrounding Ashland, Oregon, and a follow-up instructional sessions at the Antioch Los Angeles campus. Students explore the ways in which human narratives arise from and interact with the natural landscape, with special attention to the American West. Students try to perceive the underlying coherence of the various narratives vying for the power to define meanings for the residents and managers of western lands today, and use narrative theory to frame questions and understand one's own narratives. This course is team-taught in conjunction with HUM 389/THE 389 Narratives from the Stage.

**SCI 386. Systems & Systems Thinking. 3-4 Unit.**

This course presents principles of general systems theory and key aspects of their application in psychology, organizational units, urban development, education, and health care by analyzing the systemic nature of the human body, business, educational settings, family, and the modern city. The course develops systemic dispositions in students' personal and professional experiences by providing basic knowledge and skills essential for students to identify their lives and work environments as systems and to generate solutions for changing those environments effectively.

**SCI 390A. Water for a Dry Desert: Special Topics in Science. 1 Unit.****SCI 390B. Migratory Birds of the Pacific Flyway: Spec Top in Science. 1 Unit.****SCI 390C. The Great Earthquake of 1994: Special Topics in Science. 1 Unit.****SCI 390D. The Universe Story: Special Topics in Science. 1 Unit.**

All tribes have a creation story. This workshop uses the wonders of the local Santa Monica Mountains as a backdrop to examine the change in our view of the world and the universe throughout history. Students gain first-hand experience of a variety of ecosystems.

**SCI 390E. Bird Identification Workshop: Special Topics in Science. 1 Unit.**

The study of birds can reveal the consequences of human manipulation of the environment. In this workshop students learn to identify common birds that represent the rich variety of avian life in Los Angeles. Students examine the relationship between bird biology and behavior and learn the biological consequences for birds of the evolutionary path of flight. Careful observation of birds can be a useful way to monitor changes in the environment that may have adverse affects for both birds and humans.

**SCI 390F. Bird Identification: Spring Migration, Special Topics in Science. 1 Unit.**

Through this workshop, students gain appreciation for one of Spring's greatest gifts, the millions of birds on the move. Students learn to identify common birds, examine the relationship between bird biology and behavior, and learn the biological consequences for birds of the evolutionary path of flight.

**SCI 390G. Oases in the Urban Desert: Special Topics in Science. 1-2 Unit.**

This one-day course examines the scientific, ecological, environment, social, and psychological importance of some of the remaining open spaces and natural environments in the Los Angeles area and their importance to humans and wildlife. This class is conducted in the field and includes visits to small and large natural areas where the importance of the natural world can be studied. We examine first-hand the importance of these last oases in the desert.

**SCI 390H. Tropical Rainforest Ecology: Special Topics in Science. 1 Unit.****SCI 390J. Working for the Wild: A Personal Exploration of Planetary Responsibility. 2-3 Unit.**

What can we do for ourselves, for society, for local ecosystems and global life? In this intensive seminar we explore how to put out our personal passion and professional competence to work for the wild. This course facilitates the movement from anomie to action, from private rage to planetary responsibility. Meets at the Los Angeles Zoo.

**SCI 390K. Fall Bird Identification: Special Topics in Science. 1 Unit.**

**SCI 434A. Contemporary Neuro-Psychology. 3-4 Unit.**

This course proposes models for relating brain dysfunction and/or damage to observable empirically describable psychological behavior. Basic concepts covered are: the relationship between brain and behavior, lateralization of brain function, emotions, and the neuro-psychology of development and aging. The course also considers a number of neuro-pathologies: neuro-linguistic problems, apraxias, memory problems, and the neuro-psychology of drug abuse.

**SCI 451. Science (Independent Study). 1-5 Unit.****SCI 453. Internship: Science. 1-5 Unit.**

## Social Services Administration

**SSA 360A. (sb) Fundraising Techniques in Non-Profit Organizations. 1 Unit.**

## Social Work

**SCW 344. Principles of Social Work. 3-4 Unit.**

This course explores the fundamental tenets of social work in this century. As a professional discipline, social work continues to undergo changes prompted by a critical self-examination and external forces. Students identify and analyze those forces and their relevance and impact. Opportunities are provided for detailed case studies, interaction with practicing professional social workers and field visits.

**SCW 350. Prior Learning: Social Work. 0 Units.****SCW 351. Independent Study. 1-5 Unit.****SCW 353. Internship. 1-5 Unit.****SCW 453. Internship. 1-5 Unit.**

## Sociology

**SOC 250. Prior Learning: Social Science. 0 Units.****SOC 251. Independent Study. 1-5 Unit.****SOC 301. Introduction to Urban Communities. 3-4 Unit.**

This course traces the history of modern cities and the modern urban experience through a rich variety of materials. Cities included in the course fall broadly into three categories: the ancient cities of Jericho and Ur; the industrial cities of the nineteenth century-Manchester and Chicago; and the current world cities of New York, London, and Tokyo. Los Angeles is featured primarily in the later half of the course as an example of a global city. The themes of the course focus primarily on the physical situation of the cities: living conditions, urban planning, architecture, and sanitation, although it will also consider such issues as the political and economic basis of urban life. It will also investigate the overall importance of cities and their relationship with the surrounding countryside.

**SOC 302. The Mediated Self. 3-4 Unit.****SOC 303. Social Psychology and Community Life. 3 Units.**

Social psychology is the study of individual people in relation to the social systems in which they are embedded, including families, organizations, and societies. Students focus on four social/personal problems of current interest in society: self-esteem, motivation, repressed memories, and education. Each of these problems are examined in both terms of their foundation in individual psychology and as interpersonal events embedded in a social context.

**SOC 303A. Media Literacy in the Information Age. 3-4 Unit.**

This course offers students the theoretical and analytical tools necessary to approach the notion of mediated information and spectatorships from Gutenberg to Blogging. We will overview the history and zeitgeist auspices of press, radio, TV, the Internet, and the current state of amalgamation, interactivity, agency, globalization and commodification in which media operate. We will use the frameworks provided by the Frankfurt school, McLuhan's Laws of Media, Semiotics and Baudrillard's simulacra. Using a range of concrete examples and exercises we will apply these frameworks to discern the social function of media and the dilemmas these currently pose. Students interested in one extra unit are encouraged to apply course content to the creation of a concrete independent media statement of their choice.

**SOC 304. Education, Justice, and Social Change. 3 Units.**

This course examines various approaches to the study of education and their relationships to social change. Through a collaborative and interactive process, students investigate the correspondence between the events of educational life and broader concerns of social justice. Pedagogical activities include lecturers, discussion, small group work, case study and simulation.



**SOC 305. Social Theory of the City. 3-4 Unit.**

What does it mean to live in a city? How does urban life shape and construct our identities and experiences? What role do urban processes play in the construction of racial, ethnic, class, gender, sexual, and political identities? What do people mean when they talk about "the ghetto," "the inner city," or "bringing life back to downtown"? In this course, traditional urban concerns such as community, anonymity, social difference, spatial divisions, urban renewal/gentrification, safety, violence, and crime are examined anew through the lens of a broad range of social theory. Students work with theory from sociology, geography, media studies, ethnic studies, feminist studies, and queer studies to analyze critically the intersections between urban spatial form and the (de)construction of social categories. The course is organized around the analysis and deconstruction of a series of dualisms: center/periphery, native/foreign, white/black, rich/poor, civilized/savage, safe/criminal, private/public, male/female, and straight/queer. These dualisms reflect popularly held, but overly simplistic, assumptions about how social life in the city works. We will take the artificial divisions between these purportedly oppositional concepts as our entry point into a discussion of the greater complexity of urban social life.

**SOC 306. Evolutionary Psychology: Sex and Behavior. 3 Units.****SOC 307. Race, Gender, and Migration. 3-4 Unit.****SOC 308. School Change and the Discourse of Democracy. 3 Units.**

This course examines the relationship between democracy and education. From this analysis, a definition of democratic education is developed. This definition is then used to assess the degree of democratic discourse in two examples of current school reform efforts.

**SOC 309. The Contemporary Family and Social Stresses. 3 Units.****SOC 310. Ideology, Knowledge, and Education. 3 Units.**

This course analyzes four themes: the nature of ideology, of knowledge, of education, and the interrelationship among these. The course suggests that certain approaches to ideology and knowledge are "better suited" than others in the development of democratic nature. Educational reform texts are examined to determine their ideological and knowledge orientations. The learning process is "democratically better" in terms of instructor and student involvement and is characterized by dialogue, reading, writing, small group work, presentations, and shared responsibility.

**SOC 311. Urban Youth. 3-4 Unit.****SOC 312. Environmental Action and Social Responsibility. 3-4 Unit.****SOC 312A. Los Angeles: Problems, Politics, Policy. 3-4 Unit.**

Los Angeles is in the midst of a major economic and social transformation. This is reflected in deepening economic inequalities, racial polarization, and social unrest. This course focuses on the political, economic, and social forces that shape the city and resulting urban social problems, including poverty, housing, transportation, crime and violence, pollution, racism, and neighborhood change. Problems of urban sprawl, loss of open space, water and energy resources as they play out in the Los Angeles scene are also investigated. The course examines the city's political forces including the role of business, citizens' groups, community organizations, the media, the Mayor's Office, and other sectors in addressing these problems and shaping the city's future.

**SOC 313. The Cultural Shades of Downtown Los Angeles. 1 Unit.**

This Dash-hosted one-day field trip visits Chinatown, Olvera Street, Union Station, the arts district, Little Tokyo, Central Market, the garment district, and the financial district. Students are introduced to urban setting observation tools used to grasp and record the unique social patterns of each visited zone. In addition, students are immersed in the local cultures of these areas via window shopping, lunch time, snack time, walking and the experience of riding on the Dash system in downtown Los Angeles. A concluding debriefing session is held at the Los Angeles Public Library. No grade equivalent allowed.

**SOC 313A. Urban Environmental Movements. 3-4 Unit.****SOC 314. Violence Against Women: a Social-Psychological Analysis. 3-4 Unit.**

Physical and sexual abuse of girls and women, rape, spousal battery, sexual harassment, and pornography all establish dominance over women. This course analyzes the various manifestations of violence against women in contemporary American culture. A feminist perspective of violence against women, which utilizes historical, psychological and sociological methodologies, is presented for the students' critical analysis.

**SOC 316. Human Rights and Children. 3-4 Unit.**

This upper-division course uses a case study approach to address the issue of human rights and children. The rights of children are examined from a national and international perspective as well as from the point of view of political philosophy. The national perspective uses Supreme Court cases that have examined and established children's rights such as limiting or forbidding child labor, protection of the dependent and incompetent, constraints on parental authority, children's' rights to access to education and medical services.

**SOC 317. Prisons, Profiling, and Policing. 3-4 Unit.**

This course examines the social and economic functions of prisons in contemporary American society. Students investigate how and why prisons have become the preferred solution to crises of global capitalism, the perceived fracturing of American identity, and radical protest politics over the last several decades. Students examine the proposal, increasingly advocated by the families and communities most affected by crime and mass incarceration, of abolishing the prison system altogether. The prison crisis demands that we take an active position and deal with the ethics of incarceration. Students engage with community groups in Los Angeles and beyond working for prison reform and abolition. Student projects are practical and action-oriented.

**SOC 318. Women and Mental Disorders. 3-4 Unit.**

This course examines the ways in which women and mental disorder have been linked in American psychiatric and mental health literature. A gender perspective on several categories of mental disorder is offered, including depression, PMS, hysteria and borderline personality disorder. Clinical approaches to women, including psychoanalysis, feminist therapy and pharmacological treatment are considered. The historical gender bias of psychiatry and other mental health professions is explored.



**SOC 321. Politics and Music in 20th Century Western Culture. 3-4 Unit.**

This course examines how Western politics over the past century have been negotiated in music. This entails looking not only at instances of specifically "political music," but also at the multifarious uses and effects of music in 20th century Western political discourse. Drawing on informed critical analysis of musical practices, contextual study of historical events and influences, and investigation of creative processes, students explore how political ideologies and practices are both represented and shaped by the cultural practice of music. The first goal is to become familiar with writing, listening, and speaking critically about the relationship between musical works and history.

**SOC 322A. Urban Ethnography: the Pensive Observer. 3-4 Unit.**

This course offers ethnographic training in Naturalistic Observation, a sharp, unobtrusive fieldwork tool appropriate to the short-term study of concrete urban public behavior patterns. Students focus on the repeated and systematic observation of one single kind of public behavior taking place in Los Angeles. Examples of these may be standing in-line rituals, elevator riding etiquette, or cell phone multitasking. Through lectures, readings, one field trip, several fieldwork drills, educational media, and samples of ethnographic research reports, students learn to discern the larger, deeper cultural and political meaning of these deceptively innocuous behaviors. The course cultivates the students' historical outlook, theoretical reasoning, research ethics, theory-grounded design of data collection protocols, systematic and selective application of observation and documentation skills, qualitative data coding, data-driven interpretation methods, as well as the command of appropriate formats to report and disseminate their findings.

**SOC 323. Identity, Community, Social Change. 3-4 Unit.**

This interdisciplinary course examines the theoretical contributions of urban sociology, urban anthropology and cultural studies relevant to situate the concepts of identity formation, agency, group identification, negotiation, activism and hegemony in urban settings. Through a combined exposure to lectures, readings, role-plays, world cafe-format conversation, discussion, educational media and on-line resources, students learn to detect, name, explore, describe, analyze and apply these theoretical concepts and their causal relationships. Weekly sessions will adhere to an inductive, scenario-driven learning model. Each class introduces a concrete urban experience of individuals and/or groups in Los Angeles, proceeds to assess its cultural and historical significance, gradually unfolds its theoretical backdrop, and concludes by revealing its overarching political design.

**SOC 324. Social History of Los Angeles. 3-4 Unit.**

Whether or not you subscribe to the views of the iconic rapper Ice-T, there is no denying that Los Angeles, the nation's second largest city, informs national debate on issues as diverse as global warming, public transportation, immigration, real estate, public art and architecture, race relations, cosmetic surgery, teen stars and the movie industry. This course explores some of these themes in a historical context, looking to create a "useable past" that will better enable us to confront major social issues in our present and future. Students consider how myth and fantasy have shaped the city we live: Los Angeles's Spanish and Mexican past, identity as a nineteenth-century utopian paradise, hard-boiled noir fantasy of the 1930s, and late twentieth-century racial dystopia are but a handful of different lenses people have used to comprehend the city's complexity. We'll decide which - if any - of these is appropriate for understanding our Los Angeles, the one that we live and work in each day. Students will have an opportunity to showcase their own interpretation of Los Angeles in a final project that will make history come alive in new and exciting ways. We will take several opportunities throughout the quarter to visit some of the places about which we will be reading.

**SOC 325. Middle Class Dilemmas and Social Issues. 3 Units.**

Sociological approaches allow students to explore social issues in the U.S. from the perspective of particular class interests. Students are encouraged to identify their personal role and participation in the generation of social issues that rise from dilemmas of the middle class.

**SOC 326. Cross-Cultural Interactions. 3-4 Unit.****SOC 327. Theoretical Foundations of Sociology. 3 Units.****SOC 328. Population Dynamics: a Contemporary World Crisis. 3 Units.****SOC 329. The City: Myth, Madness, and Maturity. 3-4 Unit.**

This course provides an overview of the role and function of the city in contemporary America. Special emphasis is placed on Los Angeles in the 1990s. A context is developed in which to examine the extent to which primary institutions directly contribute to the perpetuation of urban poverty. Students gain insights into their values, norms and belief systems about the contemporary urban environment.

**SOC 330. Men and Masculinities. 3-4 Unit.**

This course examines male identities and activities in a variety of men's roles and examines dimensions and diversities of men's lives, such as sexualities, race, ethnicities, class, age, and appearance. Through a wide range of sources and methods, the course develops comparative and historical perspectives on masculinities, including contemporary men's movements, while also addressing feminist social and political issues.

**SOC 331. Microeconomics: Applications to Contemporary Social Issues. 3 Units.**

This course introduces students to the fundamentals of microeconomic and economic analysis for critical social issues of the day. An analytical framework is developed to assess the government's role in the distribution of resources and to perform economic analysis on contemporary issues.

**SOC 332. Children and Education: Crisis and Challenge. 1 Unit.****SOC 333. Children's Welfare and Education: Crisis and Challenges. 3 Units.**

This seminar examines the effects of class and gender on childhood experiences and individual life opportunities. Focus is placed on child welfare and educational institutions. Students learn to analyze public policies relevant to child welfare and education, and to develop strategies for change.

**SOC 334. Classical and Multicultural Social Theory. 3 Units.**

Social theory is what we do when we try to make sense of the social world. This course examine sthinking about the social world through the classical statements of social theorists (Marx, Weber, Durkheim, and Freud), and a host of contemporary social theories done from marginalized perspectives (Virginia Wolfe, Cesaire, Fanon, Audre Lorde, Cornel West, and Gloria Anzaldua).

**SOC 335. Human Sexuality. 3-4 Unit.****SOC 335A. Human Sexuality: Construction of Gender, Desire, and Eroticism. 3-4 Unit.**

This course explores the complex issues of sexuality, gender, gender identity, sexual orientation, and "normal" and "abnormal" sexual behavior/practices through the lens of social constructionism. In so doing, the course investigates the philosophical underpinnings of "natural" sexuality while challenging the assumptions and beliefs upon which it is built. The course attempts to deconstruct the notion of an innate, transhistorical, and transcultural sexual body through the examination of the scientific, psychological, moral, cultural, and political constructs that have shaped this discourse.

**SOC 336. Religious Worldviews: How Religion Constructs Our World. 3-4 Unit.****SOC 337. Community and the Individual: Alienation and Connection. 3-4 Unit.**

The triumph of the industrial economy is the fall of community. But the fall of community reveals how precious and how necessary community is. For, when community falls, so must fall all the things that only community life can engender and protect: the care of the old, the care and education of children, family life, neighborly work, the handing down of memory, the care of the earth, respect for nature and the lives of wild creatures. This class examines the breakdown of community, its causes, its aftermath, and its future. It assists students in understanding the social context in which alienation, loneliness, depression, and other contemporary maladies arise.

**SOC 338. Culture, Technology and Society. 3-4 Unit.**

This course explores the historical and social development of modern science and technology, from early nineteenth century to the present, as it applies to a wide variety of discoveries and innovations: steam engine, electronics, telecommunications, nuclear energy, the automobile, petrochemicals, and computers to name some of the most important. These studies reveal that it is impossible to study the role of science and technology without incorporating a number of other, related topics including bureaucracy, professionalism, the role of intellectuals, influence of corporations, the state, the military, and so forth. One major concern in this course is the process of social change, especially but not limited to the advanced industrial societies. The class analyzes the intricate web of relationships that brings science and technology into these realms of social existence.

**SOC 339. People of Los Angeles: Navigating The Urban Landscape. 3-4 Unit.**

This course provides an overview of the formal and informal, intentional and coincidental methods and mechanisms used by people who live in Los Angeles to make life bearable/livable and/or/enjoyable. The presence and impact of poverty are identified and explored; evidence of how social justice impacts or fails to impact the lives of individuals and communities is assessed.

**SOC 340. Sadomasochism in Everyday Life. 1 Unit.****SOC 341. Child Advocacy Practicum. 3-4 Unit.**

Child advocates constitute the main support group for underserved, abandoned special needs and/or abused children, many of whom are in the custody of the child welfare system. Advocates work to protect children's rights and serve as a public and personal voice for their needs. This practicum combines theoretical and practical knowledge concerning child advocacy with direct observation and experience of advocating on the behalf of children and teens. The overarching theoretical material consists of Resilience Studies, a body of literature that has developed over the past 15 years that is best conceived in the context of preventative mental health, or "positive psychology," and has applications to personal relationships, families, classrooms, and schools-particularly with children and adolescents in stress, trauma, and/or poverty. The course also focuses on children's legal and moral rights. The course explores the factors shown to be associated with successful adaptation and resistance in the face of oppression and deprivation and how to provide the types of experiences and environments that encourage the development of resilience. Students spend half of the class and study time observing or participating in forms of child advocacy in the courts, schools, hospitals, and the foster care system. During class, students explore how knowledge of resilience gives students the skills to be effective advocates even in the worst circumstances.

**SOC 342. Questioning Art: Personal, Spiritual and Social. 3-4 Unit.**

This class takes a multidisciplinary approach-psychological, biographical, sociological, and metaphysical- in exploring the various purposes of the arts and their place in the social world. Among the topics discussed are aesthetic expression in the context of Western and non-Western cultures, and an investigation of both universalistic and relativist claims about the very nature of art. Examples will be drawn from the visual arts, literature, performance and music.

**SOC 343. Community Organizing. 3-4 Unit.**

The course examines community organizing within the context of community development. The course is structured to have students dialogue about issues, work in groups and use the classroom as a laboratory for community organizing. Topics covered in this course include: the historical and current context for community organizing in Los Angeles, the relationship to social justice and organizing in "third world" countries, the impact of social change theories, organizing strategies, tools and methodologies, and new approaches used in organizing communities. Students learn about some of the community organizing battles taking place in Los Angeles, nationally and internationally.

**SOC 346. Aging in Soc. 3 Units.****SOC 346A. Sexual Minorities: a Survey of Angeleno Subcultures. 3-4 Unit.**

This survey course of sexual minorities of Los Angeles explores constructions of community and identity within an oppositional environment. Groups studied include lesbians, bisexuals, gay men, swingers and polyfolk, sex workers, porn capitalists, criminals and victims, pervers and paraphiliacs. Students are expected to make at least 3 independent field trips.

**SOC 348. Gay & Lesbian History: a Personal Journey Through Narratives. 3-4 Unit.**

**SOC 348A. Gay & Lesbian History Through Documentary Film. 3 Units.**

This course explores the past 100 years of gay and lesbian history, powerfully evoked through numerous award-winning documentary films and one classic historical text. Each class includes the screening of a full-length film, followed by deconstructive conversations exploring the cultural, political, and psychological impact on gay and lesbian individual and community identity in America. This interdisciplinary on-line humanities course explores the diverse array of American utopian communities that emerged during the 19th century. Exemplary communities include: the Shakers, the Harmony Society, the Zoarists, New Harmony, Yellow Springs communities, Brook Farm, Fruit lands, the Amana Society, the Oneida community, the Icarians, and Modern Times. These communities are placed in their historical, sociological, and economic context, and the variety of impulses that conditioned the rise of utopian communities is examined.

**SOC 349. Sexuality in Childhood and Adolescence. 3 Units.****SOC 350. Prior Learning: Social Science. 0 Units.****SOC 351. Independent Study. 1-5 Unit.****SOC 352A. Human Sexualities. 3-4 Unit.**

This course deconstructs the issues of gender, gender identity, sexual orientation, and the concepts of "normal" and "abnormal" sexualities, all through a socio-cultural lens. Film presentations, class discussions, and interactive class exercises will engage students in exploring the development of their own sexual identities, while fostering an appreciation of the rich historical context of sex and sexuality in America throughout the past century. The many topics studied include patriarchy, fantasy, femaleness/maleness, intimacy, open relationships, family of origin discourses, eroticism, and LGBT issues.

**SOC 353. Internship. 1-5 Unit.****SOC 359. Latino(a) Experiences and Representations in Nuestra Senora de Los Angeles. 3-4 Unit.****SOC 360. Capitalism and American Democracy: Problems and Possibilities. 3-4 Unit.****SOC 362. Social Change in an Era of Globalization. 3-4 Unit.**

In a world of intensifying conflict and change, against a backdrop of economic and technological globalization, this course examines a wide variety of social forces, movements, ideologies, parties, and revolutions throughout the twentieth century, with emphasis on the period since the 1960s in the United States. The course situates the processes of social change within an understanding of culture, economic development and class relations, gender and race/ethnic divisions, political governance and ideology, and personality factors among others.

**SOC 363. Sociology of Music. 3-4 Unit.**

This course examines how music has participated in the shaping of cultures, social values and structures, and identities. To fully understand this relation music must be understood as a socio-cultural activity that takes place within specific contexts-both the music and the context require our careful attention. Students explore the relationship between methods of music-making and social structure, the use of music to denote social inclusion and exclusion, the ways in which music reinforces and undermines such social boundaries as race, gender, and class, the social relations involved in the creation, production, and distribution of music, and, ultimately, the social interactions through which the "meaning" of music is negotiated.

**SOC 364. Observing Social Life in the City. 3-4 Unit.****SOC 367. Social Construction of Reality. 3-4 Unit.**

Over the past 40 years social construction theory has greatly influenced the discipline and practice of psychology, sociology and the social sciences more broadly. The theory claims that much of what we take for granted as real, natural or true, is in fact a social construct, i.e., something produced through the complex interactions of individuals, groups, institutions and structures. This course gives careful attention to the history and development of social constructionism and its implications in terms of our understanding of the self, the true, the beautiful and the good.

**SOC 373. Natural Acts in Postmodern America. 3 Units.****SOC 374. Intergenerational Responsibility and Conflict. 3 Units.**

Intergenerational responsibilities and obligations face dramatic shifts in the late 20th Century. This course discusses the problems of simultaneously caregiving the old and young, shifting kinship structures, conflicting value systems and intergenerational economic transfers. Theories of modernization, social class and cross-cultural conflicts are brought to the analysis.

**SOC 375. Social Cognition: the Psychological World of the Child. 3-4 Unit.**

A central problem of developmental psychology is the systematic understanding of the individual's journey from helpless infant to competent social adult. This course investigates four significant areas of children's thinking: 1) the child's ability to think of others as different from her/himself; 2) the child's ability to attribute to others, inner feelings, personality traits and intentions; 3) the developmental path through which these inferences resemble the strengths and biases of adult inferences; and 4) the child's understanding of the social context, with its rules and cultural norms.

**SOC 376. Narratives From the Land. 3 Units.**

This is a week-long experiential exploration of the mountains, forests, and waterways of the southern Cascade/Mount Ashland region surrounding Ashland, Oregon, and a follow-up instructional sessions at the Antioch Los Angeles campus. Students explore the ways in which human narratives arise from and interact with the natural landscape, with special attention to the American West. Students try to perceive the underlying coherence of the various narratives vying for the power to define meanings for the residents and managers of western lands today, and use narrative theory to frame questions and understand one's own narratives. This course is team-taught in conjunction with HUM 389/THE 389 Narratives from the Stage.

**SOC 379A. Urban Families: Contemporary Issues. 3-4 Unit.**

This course is designed to help students acquire a thorough understanding and appreciation for how contemporary families develop and co-exist within diverse urban settings and institutions. An analysis of race-ethnicity, social class, gender, and sexuality is integrated to provide students a fuller picture of contemporary family diversity. In addition, course materials and activities are aimed at helping students reflect on their own families and individual identities.

**SOC 380. Sociology of Childhood. 3 Units.****SOC 380A. Sociology of Childhood: Class, Education And Constructions of Difference. 3-4 Unit.**

This course focuses on the ways childhood is constructed, perceived, and experienced. Particular attention is paid to questions involving social and economic class, education through and outside of institutions, and ways ideological boundaries of difference are drawn around children. Among the questions asked are: How does poverty and wealth shape the world of the child? Do our institutions construct the success and failures of children based on class, race, and gender? How do children learn to perceive themselves and others as different? Are these differences real or imagined?.

**SOC 381. Children in Social Policy. 3-4 Unit.**

This class focuses on major social policies in the United States that impact children and their families. The historical, economic and political factors critical in the creation and sustaining of these policies are examined, using a critical thinking approach. While a wide range of interdisciplinary material are presented, students are responsible for examining current social policies and beginning to analyze their effects on children, especially children from ethnic minority groups, lower income families and other oppressed groups. The class focuses specifically on the inequalities and inequities in the distribution of economic and social resources through historical and contemporary social policies.

**SOC 382. Men, Masculinity, and Society. 3-4 Unit.****SOC 383. Disabilities in Soc. 3 Units.****SOC 384. Psychology of Rage and Anger: Theories and Interventions. 3 Units.**

This course examines, through empirical research, the quandary of anger in our society. The following issues are explored: the relationship of anger and aggression, the cultural norms that determine aggressive behavior, and the nature of the emotion of anger and the expression of anger?.

**SOC 384A. Social Psychology. 3-4 Unit.**

In attempting to understand human beliefs and behavior, social psychology looks at the interrelationship between individuals and groups. Social psychology is rooted in Lewin's field theory, which examines how a person's behavior is impacted not just by the individual's personality but the surrounding social environment. This course explores how various aspects of social psychology help explain issues such as aggression and altruism as forms of social behavior, how attitudes are formed and their relationship to behavior, how we present the self and issues around self-esteem, social identity, prejudice and stereotypes. Students also attend to the impact of cross-cultural experiences on these themes.

**SOC 385. Child Abuse: Social Policy and Clinical Interventions. 3-4 Unit.**

This course focuses on child abuse and its contemporary manifestations and consequences as one of the most serious social problems in the United States today. Issues to be addressed include the cultural and historical implications of current definitions of child abuse, identification of abused children, current treatment approaches and child welfare policies designed to protect children, to combat abuse and to intervene with troubled families. A secondary theme of the course is the role of the social work profession in policies designed to prevent and ameliorate child abuse.

**SOC 388. Foundations of Chinese Medicine. 1-2 Unit.**

In classical Chinese society, human health and illness and the human body are understood through principles found throughout the natural world, the cosmos, and human society. This workshop introduces students to Chinese approaches to medical/psychological diagnosis and treatment, and how these contrast with Western medical ideas and practices.

**SOC 390. Cross-Cultural Psychology. 3-4 Unit.**

This course explores some of the relationships between culture and psychological development. Cultural norms, values, beliefs, language, and knowledge are studied in terms of their influence upon physical, cognitive, personality, and social growth. Child-rearing practices and socialization approaches found in various cultures are a central focus.

**SOC 390A. Los Angeles Youth: Policies and Programs. 2 Units.****SOC 390AJ. The Politics of Surrealism. 1 Unit.**

While many people are aware of the psychological aspects of surrealism, fewer realize the radical politics espoused in Surrealism. In this workshop students explore the politics that shaped and motivated the Surrealist Movement. We examine a variety of Surrealist texts from the creation of the Surrealist Movement through contemporary examples.

**SOC 390AZ. Queer Theory. 1 Unit.****SOC 390B. A House Is Not a Home: Homelessness In Los Angeles. 1 Unit.**

Students learn the circumstances under which people become homeless, examine their daily struggles and identify local efforts being made to address this persistent social problem. Students interface with an established downtown Los Angeles activist and visit a facility that serves this population and one which serves homeless persons with mental health challenges. No grade equivalents allowed.

**SOC 390C. Counting the Uncounted: la Homeless Count. 1 Unit.****SOC 390E. Trans-National Media Activism. 1 Unit.****SOC 395. Social Issues in Cyberspace. 3 Units.****SOC 395A. Philosophical Foundations: Theories of Western Rights and Justice. 3 Units.**

**SOC 395B. Philosophical Foundations: Contemporary Theories of Rights and Justice. 3 Units.****SOC 396. Socially Responsible Business. 3-4 Unit.****SOC 397. Women At Risk: Mental Health Issues for the Contemporary Woman. 1 Unit.****SOC 398A. Myth and the Construction of Masculinity. 3-4 Unit.****SOC 401. Participatory Media. 3-4 Unit.****SOC 403. Sociology of Schools As Organizations. 3 Units.****SOC 407. Men, Masculinities, and Gender. 3-4 Unit.****SOC 408. Sociological Perspectives on Children. 3-4 Unit.****SOC 409. Immigrant Experiences in the Global City: From Displacement to Self-Reinvention. 4 Units.**

This course offers historical, methodological and theoretical tools appropriate to grasp the unprecedented cultural, economic, and political experiences of twenty-first century immigrants who end up in major cosmopolitan areas. We particularly focus on those settling in Los Angeles, an alluring newcomers' magnet since the late 1700's and today's premier Western illustration of 'the global city'. Characterized by accelerated urbanization, intense flows of information, technology, and world capital, as well as significant dependence on immigrant labor, the global city is a multilayered space where inequality and exclusion coexist with unique forms of urban participation and allegiance. How do immigrants cope with this extreme urban vortex? How do they navigate the global predicament? And ultimately, how do they negotiate their journeys from displacement to self-reinvention? In search for possible answers that may aptly grasp the nuances of social experience, the latest contributions of Sociology and Cultural Studies suggest the application of an ethnographic approach. It consists on learning to build up a mindful scholarly stance aware of the insider/outsider paradox, as well as to compile and analyze testimonial information in such ways that we can attempt to respectfully look at those experiences in their context, and in this case, do our best to remain inclusive of the immigrants' own perspectives.

**SOC 420. Race and Racism. 3-4 Unit.**

The purpose of this course is to equip students with a comprehensive understanding, both theoretical and applied, of "race" as a category of identity and "racism" as a system of domination and inequality. Students develop a keen awareness of major scholarly figures in the field of ethnic studies and learn the politics of theorizing and defining racial categories as an intellectual exercise. Students weigh competing perspectives, using historical and contemporary evidence, to examine what race is and how it works, including biological determinism, cultural pluralism, and social construction. The course pays close attention to the political context and effects of these theories; for example, the relationship between biological determinism, the eugenics movement, and immigration restriction in the 1910s and 1920s; and the links between the social construction/racial formation perspective and the civil rights and ethnic studies movements from the 1960s to the 1990s. Students critically analyze how racial categories (especially whiteness) have been constructed through the intersecting actions of government, capital, cultural producers, and everyday people.

**SOC 424. Contemporary Issues in Adolescent Development. 4-5 Unit.**

This course explores issues faced by adolescents as they navigate the developmental trajectory from childhood to adulthood, focusing on issues that impact the social, emotional and psychological development of youth in the United States. Topics include: influence of the media and the commercialization of youth, academic performance and achievement, schools, peer relationships, sex and sexuality, youth violence and victimization, juvenile justice, diversity of identities, and preparation for the challenges of adulthood.

**SOC 427A. Transgender Identities. 3-4 Unit.****SOC 451. Independent Study. 1-5 Unit.****SOC 453. Internship: Sociology. 1-5 Unit.****SOC 454. School and Community-Based Interventions with Children. 4 Units.**

The goal of this course is to introduce students to the range of school and community-based interventions available for school-aged children. Through readings, lecture, video presentations and discussions students are expected to develop an understanding of: 1) approaches to intervention with young children in school settings; 2) approaches to intervention with young children in community settings; and 3) how school and community approaches to interventions with children can be integrated for maximum efficacy.

**SOC 475. Social Cognition: the Social- Psychological World of the Child. 3-4 Unit.****SOC 483. Contemporary Women in Historical Perspective. 3 Units.**

This course combines an historical perspective with a sociological one in order to illuminate the most significant themes in the lives of contemporary women in the United States. The focus of the course is on the material conditions and cultural expectations of women in modern America. The social construction of gender in U.S. society is explored in order to reveal the constraints and challenges women have faced as they sought to refashion the meaning of womanhood.

**SOC 490B. Figuring Foucault. 2 Units.**

Foucault's work has had enormous influence in a variety of fields of study (e.g. Psychology, History, Politics, Literature and Philosophy), and always provides provocative challenges to assumed ways of knowing and being. This workshop situates the diverse thought of Foucault within its various frameworks, and then attempts to unpack some of the key concerns of his work. Among the topics attended to: knowledge/power, the will to power, the panopticon, discourse, discipline, ethics, resistance, and sexuality.



## Spanish

### **SPA 104. Spanish. 3 Units.**

¡Bienvenidos a Español 104! Welcome to Spanish 104. This is the first semester of a yearlong Spanish course designed for students that have successfully completed 3 years of Spanish regular, or 2 years of Spanish Honors. In this course you will master the structures of the Spanish language and improve reading comprehension and conversational skills. This course is taught within the context of the Spanish and Spanish American cultures. The first semester focuses on a survey of primary resources such as articles, songs, and news from all over the world and the second semester focuses on a survey of literature written by authors from all over the Spanish-speaking world. Students will use these resources to acquire fluency in the language. In the first semester focus will be on teaching literacy skills by exploring in Spanish topics related to student wellness; culture and economics in a sample Spanish-speaking country; and impact of culture on identity. In the second semester topics will include the literary contributions of several Spanish-speaking writers, immigration and Latin American history, the role of theatre in Spanish literature.

### **SPA 105. Spanish. 3 Units.**

This is a one semester Spanish course designed for students that have successfully completed Spanish 4. In this course you will master the structures of the Spanish language and improve reading comprehension and conversational skills. This course is taught within the context of the Spanish and Spanish American cultures, it is a survey of literature written by authors from all over the Spanish speaking world. Students will use these famous works to acquire fluency in the language.

### **SPA 151. Independent Study: Spanish. 1-5 Unit.**

### **SPA 250. Prior Learning: Spanish. 0 Units.**

### **SPA 251. Independent Study. 1-5 Unit.**

### **SPA 271. Survival Spanish. 3 Units.**

### **SPA 280. Spanish I: A Conversational Approach. 3-4 Unit.**

This class, using the "Natural Approach" of foreign language acquisition, covers the basic survival tenses and grammar structures of the Spanish language. Emphasis is given to communicative skills and an introduction to Hispanic cultures -- in its Spanish, Latin, and North American contexts.

### **SPA 281. Spanish II: A Conversational Approach. 3-4 Unit.**

This course provides basic conversation, vocabulary and cultural studies. Emphasis is put on enhancing oral and written skills through individual and group presentations. As in the other two levels, everyday contexts and settings are used to introduce Spanish-speaking cultures.

### **SPA 282. Spanish III: A Conversational Approach. 3-4 Unit.**

The prerequisite for this course is Spanish II. This course stresses the fundamentals of pronunciation and grammar, practical vocabulary, useful phrases, and the ability to understand, read, write and speak simple Spanish.

### **SPA 283. Spanish IV: a Conversational Approach. 3-4 Unit.**

### **SPA 350. Prior Learning: Spanish. 0 Units.**

### **SPA 351. Independent Study. 1-5 Unit.**

### **SPA 353. Internship. 1-5 Unit.**

### **SPA 370A. Survival Spanish I: a Conversational Approach. 3 Units.**

### **SPA 370B. Survival Spanish II: a Conversational Approach. 3 Units.**

### **SPA 370C. Survival Spanish III: a Conversational Approach. 3 Units.**

### **SPA 381. Spanish III: A Conversational Approach. 3-4 Unit.**

### **SPA 451. Independent Study. 1-5 Unit.**

## Special Education

### **TESE 509. Assessment in Special Education. 3 Units.**

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



**TESE 512A. Student Teaching With Professional Seminar. 12 Units.**

The professional seminar provides student teachers with the support and critical feedback necessary to connect their practice with course principles and educational theory. A large portion of the seminar will be devoted to developing the candidate's ability to plan (with a special focus on assessing students' learning relation to the lesson's objectives), implement and evaluate effective lessons. The seminar provides an opportunity for participants to develop their professional support network by building stronger connections within their cohort. Student teachers are strongly encouraged to share openly about their teaching experiences, both positive and negative, and to listen to each other with patience and care. This course is part of on-going professional development within the Antioch University Teaching Credentialing Program. The weekly seminar is used to discuss procedures that are implemented, to analyze the results of implementation, and to examine issues that arise in the placement.

**TESE 515A. Student Teaching Mild/Moderate With Professional Seminar II. 12 Units.**

The professional seminar provides student teachers with the support and critical feedback necessary for them to connect their practice with course principles and educational theory. A large portion of the seminar will be devoted to developing the candidate's ability to plan, implement, reflect upon and evaluate effective lessons. This planning and reflection will be further worked on through the Candidates' completion of TPA 4 and reflection of their teaching practice. The seminar is an opportunity for participants to develop their professional support network by building stronger connections within their cohort. Student Teachers are strongly encouraged to share openly about their teaching experiences, both positive and negative, and to listen to each other with patience and care. This course is part of on-going professional development within the Antioch University Teacher Education program. The weekly seminar is used to discuss procedures that are implemented in the student teaching placements, to analyze the results of implementation, and to examine issues that arise in the placement. Student teaching placements run concurrent with this seminar. Completion of student teaching consists of demonstrating all eight Antioch Domains of Practice at least at the beginning level as observed by the University Supervisor and Cooperating Teacher. (Expectations for student teaching are more fully explained in the Student Teacher Handbook.

**TESE 516. Understanding and Teaching Students With Mild and Moderate Disabilities I. 4 Units.**

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

**TESE 517. Understanding & Teaching Students With Mild & Moderate Disabilities II. 4 Units.**

This course focuses on meeting the needs of students with mild and moderate disabilities, through effective teaching methodologies, instructional strategies, interventions, accommodations, and adaptations to core curriculum. Content areas include research based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction and curriculum, and integration of technology, including assistive technology. Emphasis is on adapting and implementing instructional techniques and materials, based on assessment, for learners with diverse needs and backgrounds to enhance development in areas of written expression, spelling, social studies, science, art, study skills, and transition related skills.

**TESE 518. Family Dynamics & Communication for Special Education Services. 3 Units.**

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

**TESE 538. Comprehensive Behavior Assessment and Positive Behavior Support. 3 Units.**

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

**TESE 541. Introduction to Autism Spectrum Disorder. 3 Units.**

The basics of autism spectrum disorders (ASD) covering historical perspectives, current definitions, and characteristics will be introduced. Emphasis will be placed on incidence and prevalence trends, and characteristics associated with language/communication, cognition/neurology, social skills, sensory issues, and behavior. Students will also be taught the implications for program planning and service delivery. Course completion requires five hours of fieldwork.

**TESE 601B. Individualized Education Design and Policy Implementation. 1 Unit.**

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

# Swahili

**SWA 351. Independent Study - Swahili. 1-5 Unit.**

## Teacher Education

**TEP 453. Internship: Teacher Ed Prep. 1-5 Unit.**

**TEP 500. Grassroots Organizing. 2 Units.**

Most progressive social change in the U.S. has been achieved through social movements (the civil rights movement, the anti-war movement, the labor movement, the women's movement, etc.) While strategies such as legal advocacy, social service provision, direct action mobilizing, and participation on electoral politics have all played a role in advancing progressive goals, movements anchored in grassroots organizing have been the engines driving progress toward greater equality, freedom, and democracy within the U.S. These sessions will introduce candidates to a specific change strategy-direct action labor/community organizing. Organizing is the process by which ordinary people gain the power needed to bring about change in oppressive policies or institutions.

**TEP 500A. Integrated Intensive Studies: Pedagogy, Multiculturalism, Social Studies and Curriculum Design. 6 Units.**

**TEP 500B. Grassroots Organizing for Social Justice. 3 Units.**

Most progressive social change in the U.S. has been achieved through social movements (the civil rights movement, the anti-war movement, the labor movement, the women's movement, etc.). While strategies such as legal advocacy, social service provision, direct action mobilizing, and participation in electoral politics have all played a role in advancing progressive goals, movements anchored in grassroots organizing have been the engines driving progress toward greater equality, freedom, and democracy within the U.S. These sessions will introduce candidates to a specific social change strategy-direct action labor/community organizing. Organizing is the process by which ordinary people gain the power needed to bring about change in oppressive policies or institutions.

**TEP 501. Teaching in Multicultural Classrooms. 2 Units.**

**TEP 502. Field Work: Methods Laboratory. 1 Unit.**

**TEP 503. Multiple-Subject Curriculum Design. 2 Units.**

**TEP 504. Social Science and Children's Experience. 3 Units.**

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

**TEP 505. Reading Instruction in Elementary Classrooms. 3 Units.**

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

**TEP 506. Literacy Laboratory: Student Teaching. 3 Units.**

**TEP 507. Real World Mathematics. 3 Units.**

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

**TEP 508. Student Citizenship and Classroom Organization. 3 Units.**

**TEP 509. Early Adolescent Development Seminar. 2 Units.**

**TEP 510. Science: Discovery Teaching, Action Learning. 3 Units.**

This course introduces methods of teaching science within the context of ecology with a focus on fostering English language development (including SDAIE and ELD) particularly the development of students' science-related language. Critical thinking, problem-solving, and problem-posing are at the center of unit and lesson planning. Candidates plan and implement balanced instruction with knowledge of how physical, life, and earth science content standards are achieved in conjunction with investigation and experimentation. Candidates design instruction informed by students' development and language usage. Candidates learn to use literature, to teach students how science was and is learned--through hands-on experiment and discovery. Teaching students to protect and sustain ecological systems is considered central to the course.

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

Candidates expand their foundational learning from TEP 505 by deepening and broadening their abilities to plan and deliver a comprehensive, integrated, interdisciplinary, and methodologically-grounded language arts program that supports access to the core language arts curriculum for all students. Theories and methods of instruction for English language development (ELD) and specially designed academic instruction delivered in English (SDAIE) are reviewed. Candidate competency is expanded to include more integrated instructional approaches to promoting fluency through reading, writing, spelling, oral language, vocabulary development and the use of various genres of literature and expository texts that reflect cultural diversity for all elementary grades.

**TEP 512. Student Teaching With Professional Seminar. 6 Units.**

Candidates begin on-site daily student teaching under the supervision of a Cooperating Teacher and University Supervisor. They take on increasing responsibilities for the class throughout the quarter. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the degree. Culturally-responsive instruction and teaching with mutual respect and care are reviewed and discussed in the context of candidates' standards-based teaching experiences. Candidates learn legal and professional requirements and expectations. Candidates' questions are explored with peers and instructor in a supportive, problem-solving context.

**TEP 512A. Student Teaching With Professional Seminar. 12 Units.**

Candidates begin on-site daily student teaching under the supervision of a Cooperating Teacher and University Supervisor. They take on increasing responsibilities for the class throughout the quarter. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the degree. Culturally-responsive instruction and teaching with mutual respect and care are reviewed and discussed in the context of candidates' standards-based teaching experiences. Candidates learn legal and professional requirements and expectations. Candidates' questions are explored with peers and instructor in a supportive, problem-solving context.

**TEP 513. The Arts in Culture and Learning. 3 Units.**

This course is designed to enable candidates to understand the role of art, artists, and culture in teaching children in a multicultural society. Candidates are introduced to interpretive models for understanding the role of art in building culture, particularly major cultural groups represented in California. Candidates learn how to integrate artistic methods into all disciplines by providing culturally-responsive instruction based on the Visual and Performing Arts Framework adapted to the needs of diverse students. Candidates will engage in direct art making activities, reflective writing and discussion, and attend an "Evening for Educators" Program at the Los Angeles County Museum of Art in order to better understand these strategies and processes and use them effectively in an elementary and middle school classroom. Music and its role in the classroom will also be addressed. The instructors of this course and TEP 510 Science: Discovery Teaching, Action Learning will coordinate several of the assignments culminating in an integrated thematic unit.

**TEP 514. Pedagogy and Technology. 3 Units.**

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

**TEP 515. Student Teaching with Professional Seminar. 6 Units.**

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

**TEP 515A. Student Teaching with Professional Seminar II. 12 Units.**

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

**TEP 516. Culture and Language in the Classroom. 4 Units.**

This course provides an orientation to the philosophy, curriculum, and learning objectives of the Program. A primary objective is to facilitate the candidate's beginning construction of his or her identity as a professional educator in multicultural settings. Candidates study first- and second-language acquisition. They explore the requirements of providing culturally-responsive instruction that allows for access to the core curriculum in each subject for all students. Candidates visit local classrooms, record observations and write reflective interpretations that are informed by theories of teaching.

**TEP 517. Children's Development and Classroom Organization. 4 Units.****TEP 518. Teaching Methods Intensive. 1 Unit.**

**TEP 519. Educational Technology. 2 Units.**

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

**TEP 520. Reading Instruction in Multilingual Classrooms. 3 Units.****TEP 521. Contemporary Mathematics Instruction. 4 Units.****TEP 522. Sociolinguistics Intensive. 2 Units.****TEP 523. Literacy Fieldwork. 2 Units.**

This is the fieldwork placement that parallels TEP 505 for candidates who are not currently teaching. They are placed in tutoring assignments with one small group of emergent readers and provide culturally-responsive instruction; adapting instruction to meet diverse needs, including specially designed academic instruction delivered in English (SDAIE). Candidates develop a literacy case study.

**TEP 524. Supervised Teaching. 4 Units.****TEP 525. Physical Education and Movement. 1 Unit.**

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

**TEP 526. Systems Thinking. 3 Units.**

This course presents principles of general systems theory and key aspects of their application in psychology, organizational and urban development and education. The course is built as a means of evoking and developing systemic dispositions in students' personal and professional experiences. Candidates will evolve with basic knowledge and skills essential to effectively identify their live and work environments as systems and generate solutions for effectively changing those environments.

**TEP 526A. Collaborative Inquiry: English Language Development I. 2 Units.****TEP 526B. Collaborative Inquiry: English Language Development II. 2 Units.****TEP 526C. Collaborative Inquiry: English Language Development III. 2 Units.****TEP 527. Dialogue Seminar. 0 Units.****TEP 530. Democracy and Civic Education. 1 Unit.**

In this intensive workshop, candidates further examine the role of teaching in civic education and study methods that promote students' ethical knowledge and development. Methods of facilitating students' identities as citizens of the class, the school, the community, and the society and the world are the focus.

**TEP 531. Teaching and Learning With Children's Literature. 2 Units.**

This workshop combines two intensive class sessions with independent and online work. It provides resources and critical decision-making strategies for the integration of literature into various content areas. The impact of literature on reading and writing development is emphasized. Literature that explores culture, socioeconomic class, developmental differences is identified and reviewed and affective dimensions of various genres are also examined.

**TEP 531A. Teaching and Learning With Literature / ELD. 2 Units.**

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

**TEP 531B. Enhancing English Language Development with Literature. 2 Units.****TEP 531C. Enhancing English Language Development With Literature. 3 Units.**

This course is intended to explore the kinds of stories and perspectives that are introduced to children. What messages do they receive and as adults what can we do about that information? For the teachers in the course we will explore children's literature that can enhance all students' access to the core curriculum, particularly English Learners. Candidates will practice using children's literature to develop the thinking, reading, and speaking skills of English Language Development students. Part of this practice will include how to use literature to advance students' thinking about issues of prejudice, fairness, and equity. We will learn to evaluate a wide variety of children's literature in terms of its appropriateness and accessibility for all students. We will explore how to enhance the literature collection in our library as well as working together to support the Horace Mann Upstanders Award.

**TEP 533. Field Practicum. 10 Units.**

The field practicum is designed as a laboratory for concurrent methods courses. Candidates are placed in schools where they observe and participate using the theories and strategies taught in these courses. Candidates work with children from diverse cultural and language backgrounds. The practicum is designed to cover topics related to the development of reflective practice.

**TEP 533A. Field Practicum. 6 Units.****TEP 534. Classroom Organization I: Theory. 2 Units.**

In this course, candidates study the social and developmental psychology of groups, and the psychology and philosophy behind popular methods of classroom "behavior management." Classroom models from democratic to autocratic are studied and candidates do observations in classrooms in which teachers use different methods. Candidates articulate their own concepts of "discipline" and "leadership" in educational, cultural, and philosophical terms.

**TEP 535. Classroom Organization II: Practice. 2 Units.**

In this course, which is a continuation of TEP 534A, candidates study the application of various models of classroom organization, particularly contemporary frameworks for "managing behavior." The course focuses on the interdependence of knowledge of appropriate developmental practice and self-knowledge and successful classroom leadership. Candidates reflect on their practice and identify and critique their management styles.

**TEP 536. Foundations of Social Justice Education. 4 Units.**

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

**TEP 537. Mediation and Conflict Resolution in Schools. 3 Units.**

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

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

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

**TEP 539. Rethinking Secondary Education: Single Subject Methodology. 4 Units.****TEP 544. Child Development & Learning. 3 Units.**

The course explores current child development theories and their classroom applications for children in grades K through 8. By exercising analysis of the child's behavior and results of professional research, the course involves candidates into a systemic vision of learning as an intrinsic part of natural interplay and unity of biological, cognitive, social and psychological processes in child development. The major topics include physical, cognitive, social-emotional development and resilience in childhood. This course is built as a means of evoking and developing candidates' personal experiences with the process of their own and other people's growing up and learning. The course emphasizes developmentally appropriate teaching practices. Candidates will gain knowledge and skills essential to the guidance of children including creating and maintaining effective learning environments. The course utilizes an array of reading materials and multimedia.

**TEP 545. Language Development & Acquisition. 3 Units.**

This course will examine theories of first- and second-language acquisition, language structure and its use, and the developmental and socio-cultural factors that affect language learning and use. We'll also consider how language policies and larger societal discourse shapes the work that we do in classrooms as well as the identities students take up and display in and through language. The course focuses on dialects and standard languages, the implications of the differential status of language and dialects, value systems, acculturation patterns, and language environments. Relevant federal and state laws, policies, and legal requirements governing the education of second-language learners are studied, along with a review of different school-based programs designed to support English language development. Throughout the course we invite you to examine your own beliefs about language, reflect on your experiences as both learners and teachers, and draw connections between theory and practice.

**TEP 560A. (SB) Psychology in the Classroom. 1 Unit.****TEP 565. Adaptation Pedagogy. 3 Units.**

In light of recent education policy changes that focus on rigorous and structured instructional practices that may exclude the specific needs of individual students, particularly of ELL and special needs students, it is more vital than ever to design curricula that allow appropriate and supportive access to the content for all students. Creating a flexible yet robust curriculum requires a novel perspective on teaching and learning that is referred to as Adaptation Pedagogy. This course is designed to parallel the fieldwork course (TEP 533) and will allow candidates to explore with increasing depth diverse methods for learning about specific student needs, for looking at the students' longitudinal academic development, for designing and implementing appropriate intervention strategies for students of need, and for exploring the candidate's implied and stated beliefs, attitudes, and expectations related to teaching in diverse communities. Topics will include ethnicity, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.



**TEP 596. Independent Learning. 1-5 Unit.****TEP 599. TPA Workshop. 0 Units.**

There are four workshops designed to provide credential candidates with the knowledge and skills necessary to complete California State's Teacher Performance Assessments (CalTPA). This course is designed to provide support for candidates to meet the California requirements for these assessments. The products of the workshops will be draft responses that candidates will submit individually to State calibrated assessors.

**TEP 600. Qualitative Research Methods. 3-4 Unit.****TEP 601. Teaching Exceptional Children. 3 Units.**

This course examines various impediments to learning that many children from diverse and mainstream cultures confront. These challenges include physical and mental disabilities and emotional and social problems. Methods of identifying, working with, and referring children with these challenges are covered as well as instructional practices, such as learning in least restrictive environments. Candidates learn to interact effectively with other professionals, and paraprofessionals with the purpose of supporting student learning and development.

**TEP 601A. Social and Legal Dimensions of Special Education. 2 Units.**

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

**TEP 601B. Teaching and Accommodating Students with Disabilities. 1 Unit.**

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

**TEP 602. Advocating for Healthy Children. 2 Units.**

This course covers knowledge about cultural and socioeconomic differences relative to nutrition, physical and mental health, and healthcare service issues. Candidates learn skills in working with students and families from diverse backgrounds for the purposes of providing effective interventions concerning health problems. Drug awareness and sexuality education programs are examined and candidates develop their positions on these issues. Candidates learn skills in identifying and reporting physical and psychological neglect and abuse, substance abuse, and information regarding various referral options.

**TEP 603B. Graduate Seminar. 1-6 Unit.**

This course will examine the "Home School" educational reform movement in the United States. Case Study methods will be employed as a basis for this exploration. The workshop format of the course will provide opportunities for students to experience, experiment, and reflect on the theory and practice of case study research. Students will be challenged to apply case study methods that explore a range of conceptual, methodological, ethical, political, and logistical issues surrounding "Home Schooling." In this course, students will take learning to task as the instructor's educational philosophy is constructivist in nature. Accordingly, activities are suggested by the instructor rather than required. Knowledge is created in order to adapt to the problems of the world; as new information is woven together with the existing knowledge of learners. New knowledge is constructed, new ideas are discussed, and various theories are explored, applied, tried, and tested. In this active, intellectual, and democratic setting, learners engage with and expand upon experience, exploration, thinking, and reflection. This course may be particularly helpful to students who are exploring various approaches to research or students who are contemplating using case study methods for their capstone experience.

**TEP 603H. Graduate Seminar: History of Ideas. 3 Units.**

We shall survey social, economic, religious and other influences that have come to bear on the formation of our political perspectives. We shall also look at some views of what can best be called "human nature" from the perspectives of the drives and motivations that lead to undertaking a specific political perspective. From this foundation we will turn to pursuing and understanding the motivations and rationales that might lead an individual to champion either the Liberal or Conservative perspective. Toward the end of the course you will be asked to argue for the political system you believe to be most appropriate, incorporating the issues raised in this course. You are asked to keep the following goals and dispositions in mind.

**TEP 604. Literature in Teaching and Learning. 3 Units.****TEP 606. Diversity in Schools. 3-4 Unit.**

This course is designed to help become more aware of the cultural and social scripts that they use to understand the world and that drive their practice. Candidates will be asked to examine and critique their own cultural biases and their "taken-for-granted" definitions of reality that shape their norms, values, and assumptions about our children, our schools, and the society in which we live. Candidates will look closely at the theoretical, cultural, social, political, economic, legal and historical context of education and the inequalities inherent in the educational system and process.

**TEP 607. Social Justice and the Non-Profit Sector. 3 Units.**

What does it mean to be a social justice educator? What community resources and agencies exist to support efforts for social and environmental change, and to challenge inequity? What should we know about non-profit organizations and how they work? What are the implications of all this for us as educators? Through the course, candidates will explore and research these and other related questions.

**TEP 608. Politics of Education. 3 Units.**



**TEP 609. Interdisciplinary Reading Instruction For Middle School. 1 Unit.**

This intensive workshop helps to prepare middle school teachers to improve the quality of their students' reading in any subject. Candidates study theoretically driven strategies to increase their students' independent reading, beginning with totally assisted reading instruction through guided and shared instruction, to independent, fluent reading. Special attention will be given to strategies for students in subject matter courses who are reading below grade level. This workshop is required for anyone who will have a middle school student teaching placement, and highly recommended for all candidates.

**TEP 610. Organizing for Educational Reform. 2 Units.****TEP 611. Constructing a Literature Review. 3 Units.**

This course provides support for MAE candidates to continue developing their thesis projects. Designed with both seminar and individual student-faculty sessions, the course will provide skills and guidance for candidates to initiate the literature review, obtain all necessary permissions to conduct their research, take and write up field notes, and begin implementing their thesis projects through data collection and analysis.

**TEP 612. Professional Writing Seminar. 3 Units.**

This seminar combines lecture and discussion with writer's workshop activities to provide candidates with the conceptual tools and opportunities to develop and practice graduate-level professional writing. In preparation for thesis writing, candidates will read, deconstruct, and summarize professional articles, practice organizing skills for large-scale writing projects, engage in research writing, becoming thoroughly familiar with the American Psychological Association (APA) publication guidelines, and begin the preparation of the literature reviews for their theses.

**TEP 613. Sociology of Schools As Organizations. 3 Units.**

This course explores the relationship between sociological educational research and current classroom practice. Candidates will develop familiarity with foundational sociological literature and emerging perspectives on the sociology of education. Students will examine the ways in which formal schooling practices engaged in by beginning and experienced teachers are directly influenced and shaped by the race, culture, religion, gender, and socio-economic status of students and teachers. Students are required to explore the relationships between the theory they learn through their reading and their practices as teachers, future teachers, and teacher-researchers.

**TEP 614. Foundations of Educational Research. 2 Units.****TEP 615. Critical History of Curricular and Educational Reform. 4 Units.****TEP 616. Critical Evaluation of Education Research. 3 Units.****TEP 617. Professional Intensive. 1 Unit.**

This workshop will address the psychological, emotional, and neurological factors that often interfere with students' learning. A framework for understanding and instructing the individual child in the classroom will be built using the didactic and experiential methods, demonstration and case examples. Candidates will explore how to recognize learning difficulties, emotional trauma and Attention Deficits, utilize effective interventions, collaborate with other professionals, and work with parents.

**TEP 617A. Professional Intensive I: Organizing for Educational Justice. 1 Unit.**

Candidates in this class will learn new skills necessary to provide equitable experiences and accommodations for the special education student within a mainstream environment. Candidates use informal assessment, instructional planning and evaluation, behavior encouragement techniques, mainstreaming principles, and consultation skills. As a result of this course, candidates will be able to interface with special education personnel, implement and evaluate special learner programs, and work effectively with exceptional learners in the regular education environment. They will use their knowledge of legal obligations with respect to students with special needs and will be able to clearly identify students for appropriate referral. Candidates will be able to advocate for the needs of special students and be aware of family issues with respect to disability, culture and language.

**TEP 617AA. Access and Equity for Special Populations. 1 Unit.****TEP 617B. Advanced Use of Educational Technology. 1 Unit.**

This course will enable credential candidates to build upon skills and knowledge gained during preliminary preparation by investigating best practices in using classroom technology, to prepare students to be life-long learners in an information-based, interactive society. Candidates will make appropriate and efficient use of software and related media to create and teach technology-integrated lessons within a constructivist pedagogy. They will revise and adapt lessons to reflect best practices learned in integrating technology into the curriculum.

**TEP 617C. Social Justice Health. 1 Unit.**

Candidates will learn to deliver comprehensive support for student's physicals, cognitive, emotional and social well being based on an understanding of the relationship between student health, learning and discrimination. Each candidate will learn to promote personal, classroom and school safety through informal assessment, instructional planning and the implementation of appropriate prevention and intervention strategies. Each candidate will learn to access local and community resources to support student health, as well as major state and federal laws related to health and safety, including reporting requirements and parents' rights. Candidates will learn to implement appropriate elements of the adopted health curriculum with an emphasis on health related social justice issues.

**TEP 618. Leadership in Educational Reform. 4 Units.****TEP 619. Producing and Disseminating Educational Research. 3 Units.****TEP 620. Professional Intensive II. 1 Unit.****TEP 621. Thesis Completion and Publication. 6 Units.**

**TEP 621A. Thesis Study. 3-6 Unit.**

The course's central goal is to help students further examine their research question and determine any necessary next steps to complete their thesis. Students will study and practice professional data interpretation, writing, organization and presentation skills. Students will review other these and offer critique of each others work. In this course, students will prepare their poster session presentations and collaborate in the creation of the Capstone Event. The course will be conducted through interactive practices that are intended to enhance the skills of civic education for each student.

**TEP 622. Integrated Curriculum I. 2 Units.**

This intensive workshop helps teachers in K-8 classrooms prepare for and improve their skills in a hands-on, interactive context. Topics include curriculum development, lesson planning, field trips, writer's workshop, classroom arrangement, parent meetings, and homework.

**TEP 622A. Professional Inquiry and Collegial Observation I. 1 Unit.****TEP 622B. Professional Inquiry and Collegial Observation II. 1 Unit.****TEP 622C. Professional Inquiry and Collegial Observation III. 1 Unit.****TEP 623. Review of Educational Research. 3 Units.**

This course is designed to introduce candidates to issues central to critical qualitative educational research, with emphasis on action research methods and becoming teacher-researchers. Candidates use critical reading, writing, inquiry, and discussion. Candidates reflect on, develop, and articulate their own perspectives relative to the course content. Candidates begin to design an action research project, which they will continue to build upon throughout the year.

**TEP 624. Integrated Curriculum II: Elementary School. 3 Units.**

This course follows TEP 622 and helps teachers hone their skills and deepen their reflection on their long-term planning and integrated curriculum designed for students ages 510. Developmentally appropriate teaching is emphasized. Candidates identify the abilities, interests, and concerns of this age to inform their planning and teaching.

**TEP 625. Financing School Change. 2 Units.**

This course is designed to provide MAE candidates the technical and practical knowledge, understanding and skills necessary to successfully pursue grant funding from government agencies, public, private and corporate foundations for creating community programs, conducting academic and community based research projects. Candidates will learn how to develop compelling, well-written proposals, and the strategies used by successful grant writers to significantly increase their funding success. The course is intended to prepare candidates interested in pursuing careers in education, research, non-profit management, and public service. This course will compliment university courses in research methodology.

**TEP 625A. Financing School Change. 2-3 Unit.****TEP 626. Critical History of Curriculum. 3 Units.**

In this course, the history of curriculum and pedagogy is studied along with the theories of learning that guided its development. The ways current curricula and methods of assessment are generated and adopted are studied, including the impact of State/Federal and university policy. Candidates identify key contemporary curricular issues in their schools and learn to trace their sources and critique them through historical and political analyses. Candidates develop and learn to articulate their own well-formulated positions on appropriate curriculum and instruction. Candidates identify their own theories of curriculum and how to implement them.

**TEP 627. School Leadership. 3 Units.**

Teachers as leaders are studied as a construct for both classrooms and wider contexts. Candidates study organization and group leadership models, and consider their applicability to work in schools. Leaders of social change are studied and their methods are identified and analyzed in terms of their applicability to school change leadership. Effective communication, presentation, persuasion, and interpersonal effectiveness skills are identified and practiced. Candidates construct a change plan in their interest area that involves their work in leadership. Reflection upon oneself as leader and identifying strengths and areas to strengthen in one's work as a leader are forested.

**TEP 628. Thesis Completion and Publication. 3 Units.**

This culminating seminar provides the context for candidates to complete the final production of their thesis/projects. Candidates explore venues for presenting their research and forms of writing and production appropriate for those venues.

**TEP 628A. Project Production and Dissemination. 3 Units.****TEP 629. Data Collection and Analysis. 3 Units.**

This workshop-style seminar follows TEP 611 and serves to guide MAE students through the process of data collection and analysis for their thesis projects. During the quarter, candidates apply appropriate data collection methods, develop scoring and evaluation criteria to evaluate outcomes, and begin to document findings from their research. In addition, candidates initiate analysis of the qualitative and/or quantitative data they collect as well as the reliability and validity measures of their results.

**TEP 629A. Educational Research: Inquiry II. 3 Units.**

This course follows TEP 623 and provides support for MAE candidates to continue developing their action research projects. Designed with both seminar and individual candidate-faculty sessions, the course will provide skills and guidance for candidates to complete the literature review, clearly identify and study their project's methodological approach, and obtain all necessary permissions to conduct research beginning the following quarter, if not earlier.

**TEP 629B. Educational Research: Inquiry III. 3 Units.**

This course follows TEP 629B and provides support for MAE candidates to continue developing their action research projects. Designed with both seminar and individual candidate-faculty sessions, the course will provide skills and guidance for candidates to complete the literature review, clearly identify and study their project's methodological approach, implement their action research projects, continue data collection and analysis, and begin interpretation of their data.

**TEP 629C. Collaborative Inquiry III. 2 Units.****TEP 630. Apprenticeship for Social Justice. 3 Units.****TEP 631. Resilience and the School Community. 3-4 Unit.****TEP 632. Social Justice / Education. 3 Units.**

In this course, candidates will examine approaches to teaching for social justice that incorporate community building, empowerment, critical pedagogy, and social action. Candidates will study theoretical frameworks for understanding social justice in education and will acquire tools and skills to apply these concepts in their own teaching. Candidates will reflect on the meaning of being a social justice educator, identifying personal and institutional barriers to equity and inclusiveness, and developing the commitment and resources to navigate around or over these barriers.

**TEP 634. Critical Media Literacy. 3 Units.**

The twentieth century brought about an explosion of different ideas about how children develop and learn and how they should be educated. Some radical, some conservative, these models continue to be presented as the best ways for children to learn. Is there one way? This course explores a number of alternative secular school approaches, both public and private, with the purpose of investigating core differences in conceptions of children, learning development, and the aims of education.

**TEP 635A. Review of Educational Research. 3 Units.**

This course is designed to introduce candidates to issues central to critical qualitative educational research, with emphasis on action research methods and becoming teacher-researchers. Candidates use critical reading, writing, inquiry, and discussion. Candidates reflect on, develop, and articulate their own perspectives relative to the course content. Candidates begin to design an action research project, which they will continue to build upon throughout the year.

**TEP 635B. Constructing a Literature Review. 3 Units.**

This course follows TEP 635A and provides support for MAE candidates to continue developing their action research projects. Designed with both seminar and individual student-faculty sessions, the course will provide skills and guidance for candidates to complete the literature review, clearly identify and study their project's methodological approach, and obtain all necessary permissions to conduct research beginning the following quarter, if not earlier.

**TEP 635C. Data Collection and Analysis. 3 Units.**

This course follows TEP 635B and provides support for MAE candidates to continue developing their action research projects. Designed with both seminar and individual student-faculty sessions, the course will provide skills and guidance for candidates to complete the literature review, clearly identify and study their project's methodological approach, implement their action research projects, continue data collection and analysis, and begin interpretation of their data.

**TEP 635D. Project Production and Dissemination. 3 Units.**

This course follows TEP 635C and is designed to provide support for MAE candidates to complete their action research projects. Designed with both seminar and individual student-faculty sessions, the course will provide skills and guidance for candidates to develop the final sections of their project, including the findings, discussion and conclusion. Candidates will also review and critique the projects of their fellow cohort.

**TEP 636. Educating the Democracy Educating for Democracy. 3-4 Unit.****TEP 637. Global Perspectives in an Era of Change. 3 Units.**

This course is designed to help candidates develop the competence to function effectively and ethically in a complex, rapidly changing world that is increasingly interdependent yet fraught with conflicts and disparities. Learning to look at the world from a global perspective assures that graduates have had at least one significant academic exposure to the world beyond the US borders and the opportunity to consider their implications of this knowledge of the international community and their own lives. Topics addressed will include contemporary popular culture, nationalism, globalization, international education, human rights, economics, regional, ethnic or religious conflict and the role of government. Through concentrated study of a particular country, culture or region or through in-depth focus on a particular global issue with reference to two or more parts of the world, or through the study of global affairs by comparative method, candidates may cultivate a broader and more thoughtful perspective; increase their global awareness; and learn the importance of the particularities of place, time, and culture to understand our world in order to become a world citizen. Topics vary for each Global Perspectives class by quarter.

**TEP 638. Leadership & Change. 3-4 Unit.**

This course will familiarize candidates with traditional and modern concepts of leadership and organizational change. Candidates will apply these concepts to hypothetical situations and those based on real world experiences within the students' organizations. Historical and contemporary leaders will be examined to trace common themes of leadership and to contrast differences. In addition, candidates will explore various leadership styles and traits to discover their own leadership styles and strengths. Lastly, candidates will research real world leaders to discover how they bring both stability and change to people and organizations.

**TEP 639. Global Perspectives in an Era of Change II. 3 Units.**

This course is designed to help candidates develop the competence to function effectively and ethically in a complex, rapidly changing world that is increasingly interdependent yet fraught with conflicts and disparities. Learning to look at the world from a global perspective assures that graduates have had at least one significant academic exposure to the world beyond the US borders and the opportunity to consider their implications of this knowledge of the international community and their own lives. Topics addressed will include contemporary popular culture, nationalism, globalization, international education, human rights, economics, regional, ethnic or religious conflict and the role of government. Through concentrated study of a particular country, culture or region or through in-depth focus on a particular global issue with reference to two of more parts of the world, or through the study of global affairs by comparative method, candidates may cultivate a broader and more thoughtful perspective; increase their global awareness; and learn the importance of the particularities of place, time, and culture to understand our world in order to become a world citizen. Topics vary for each Global Perspectives class by quarter.

**TEP 640. North American Perspectives in an Era of Change. 3 Units.**

This course is designed to help candidates develop the competence to function effectively and ethically in a complex, rapidly changing world that is increasingly interdependent yet fraught with conflicts and disparities. Learning to look at the world from a national perspective assures that graduates have had at least one significant academic exposure to the world within the US borders and the opportunity to consider their implications of this knowledge of their own lives. Topics addressed will include contemporary popular culture, nationalism, education, human rights, economics, regional, ethnic or religious conflict and the role of government.

**TEP 641. Global Perspectives in an Era of Change III. 3 Units.**

This course is designed to help candidates develop the competence to function effectively and ethically in a complex, rapidly changing world that is increasingly interdependent yet fraught with conflicts and disparities. Learning to look at the world from a global perspective assures that graduates have had at least one significant academic exposure to the world beyond the US borders and the opportunity to consider their implications of this knowledge of the international community and their own lives. Topics addressed will include contemporary popular culture, nationalism, globalization, international education, human rights, economics, regional, ethnic or religious conflict and the role of government. Through concentrated study of a particular country, culture or region or through in-depth focus on a particular global issue with reference to two of more parts of the world, or through the study of global affairs by comparative method, candidates may cultivate a broader and more thoughtful perspective; increase their global awareness; and learn the importance of the particularities of place, time, and culture to understand our world in order to become a world citizen. Topics vary for each Global Perspectives class by quarter.

**TEP 642. Current Trends in Neuroscience. 3-4 Unit.**

The goal of this course is to introduce candidates to the current research in neuro-cognitive understanding, focusing primarily on the executive functions of the pre-frontal cortex. Candidates will briefly review the physiology of the brain and a brief history of brain research. Implications of the research for successful communication, management and differentiation in real world environments will be studied. Understanding brain-compatible approaches will be emphasized.

**TEP 643. Advanced Leadership. 3-4 Unit.**

This course will build on the concepts visited in the Education 638 course. Students will examine organizational structures and processes to diagnose leadership needs. Students will also use scenario situations in a laboratory setting to gain insights into practical leadership applications and gain further insight into their own leadership strengths and preferences. Research will be done to gain an understanding of modern leadership philosophy. Lastly, students will study real world leaders to discover how they bring both stability and change to organization organizations.

**TEP 644. Education-Community Contexts & Interactions. 3-4 Unit.****TEP 645. An Intro to Ecoliteracy. 3-4 Unit.**

As we begin the 21st century on Earth, the living inhabitants of the planet stand positioned at the foot a great wave of social crisis and global ecological catastrophe. They are already nearly drowned in an ocean of post-WWII social transformations, in economies of capital, and in the cultural revolution that has resulted from rapid advances in military science and technology - that which is frequently referred to under the moniker of "globalization." Thus, our moment is new - never before have the collected mass beings of the planet Earth been so thoroughly threatened with extinction as they are now and never before have so many of us raised this problem consciously and desperately together in the hopes of transforming society towards a better, more peaceable kingdom as a result. And yet, the present does not arise in a vacuum, but rather out of the concreteness of history itself. We move, then, in a sea of possibilities and swirling energies. Amidst these energies arises the great wave; and it is crashing and we who are threatened with annihilation and asked to threaten others with the same are its driftwood. Will we then be smashed to splinters upon the polluted beach of no tomorrow? Will we surf the awesome tube of this grave peril and move laterally across it into newly imagined freedoms? Or will we head outward into deeper waters still, floating upon unfathomable depths, along with dangers and possibilities even as of yet unforeseen?.

**TEP 647. Grant Proposal Development. 3 Units.**

This course will introduce and familiarize students with the technical and practical knowledge, understanding, and skills necessary to successfully pursue grant funding. Students will be able to apply these skills to secure funding from government agencies, public, private and corporate foundations to create educational-related projects/programs, as well as for conducting academic and community-based research. This course will be a learning lab where students will walk through the steps to develop an actual funding proposal that can be used as a base for funding opportunities in the future.

## Television

**TEL 250. Prior Learning: Television. 0 Units.****TEL 350. Prior Learning: Television. 0 Units.**

**TEL 351. Independent Study. 1-5 Unit.**

**TEL 353. Internship. 1-5 Unit.**

## Theatre

**THE 250. Prior Learning: Theatre. 0 Units.**

**THE 251. Independent Study. 1-5 Unit.**

**THE 302. Brecht and the Theater of Alienation. 1 Unit.**

This workshop introduces Brecht as poet, playwright and theoretician of the theatre. This workshop is designed to show that Brecht brought a unique political perspective to his work that challenged the traditional Western understanding of the relationship between individuals and society.

**THE 305. New Cinema Realities: Italian Neo-Realism and French New Wave. 3 Units.**

**THE 313. Theater and Film: East, West, and Fusion. 3 Units.**

**THE 314. African-Americans in Film. 3 Units.**

**THE 315. Cinema of Eastern Europe (1917-90): Revolution to Dissolution. 3 Units.**

**THE 316. Contemporary Theatre and Film: Performance, Theory and Practice. 3 Units.**

**THE 317. Agitation Propaganda Theatre. 3 Units.**

**THE 319. Contemporary Theatre in Los Angeles. 3-4 Unit.**

**THE 321. Politics and Theatre: All the World Is a Stage. 3-4 Unit.**

**THE 323. Therapeutic Performance Art: Working With Shadow. 2-3 Unit.**

**THE 324. Voice of Society and Politics in Theater: From Whoopi to Spalding. 3-4 Unit.**

In this course, students examine a variety of social issues, possibly including but not limited to racial justice, economic justice, child labor, election rigging, women's rights, discrimination/reverse discrimination, health care availability, etc. Students first explore a series of theatrical methods and creative devices, after which they will develop a solo theatrical presentation of their own perspective on the issues. This process includes weekly in-class writing, improvisation, movement, music, and other creative devices. Students come to understand the differences between commentary and theater, essay and performance, written report and live presentation.

**THE 325. Staging the Nation. 3-4 Unit.**

As a literal space, the theatre enables an audience to see a microcosm of "America" on stage. During the 19th-century, issues that had come to national prominence - from questions of slavery to temperance and suffrage -- were embodied by actors in a number of melodramas. We will investigate how the theatre functions as both a record and agent of social history and also examine the role of melodrama and its connection to national discourse.

**THE 331. Images of the Hero in Film and Drama: the Shifting Myth. 3 Units.**

**THE 339. African-American Playwrights in Review: Lifting the Veil. 3-4 Unit.**

This class explores the contribution of African-American playwrights to American theatre. Students will focus on the most important works in the canon of African-American dramatic literature and the historical emergence of the famed Negro Ensemble Company repertoire. Guest lecturers from the Los Angeles and New York Theatre visit the class and some field excursions to local theatre productions are planned.

**THE 350. Prior Learning: Theater. 0 Units.**

**THE 351. Independent Study. 1-5 Unit.**

**THE 353. Internship. 1-5 Unit.**

**THE 378. Visualizing Shakespeare's Racial Bodies. 3-4 Unit.**

In this class students investigate the idea of race as it is constructed in Shakespearean theatre both in the English renaissance and today. The four Shakespearean texts examined are those that most explicitly deal with the question of the racial other: Anthony and Cleopatra, The Merchant of Venice, Othello, and Titus Andronicus. A number of topics focus the analysis: How does the body and its mediation produce meaning in Shakespearean theatre? What is the relationship among text, image, audience and performer and how do these relationships inform our understanding of race, specifically, and otherness, more generally? How is canon formation and box office success linked to questions of race? No background in Shakespeare is required.

**THE 387. Social Issues/Solo Theatre. 3-4 Unit.**

In this course, students examine a variety of social issues, including racial justice, economic justice, child labor, the purchase price of democracy, women's rights, discrimination/reverse discrimination, health care availability, etc. Students then develop a solo theatrical presentation of their own perspective on the issues, incorporating writing, improvisation, movement, music, and other creative devices.

**THE 388. Dramatic Acts in Postmodern America. 3 Units.**

**THE 389. Narratives From the Stage. 3 Units.**

A week-long foray into repertory theater as staged by the Oregon Shakespeare Festival in Ashland, Oregon, along guided writing projects and a follow-up colloquium at the Antioch Los Angeles campus. The course features and students attend live performances; read the plays and selected critical materials; participate in a guided tour of the production facilities; listen to relevant lectures by faculty and a Shakespearean actor; participate in pre- and post-production discussions, and write responsive essays. This team-taught course is in conjunction with SOC 376/SCI 374 Narratives from the Land.



**THE 390. Do You Hear What I Hear?: What Our Voices Reveal. 1-2 Unit.**

This workshop addresses various aspects of the "voice" from the collective to the personal. As members of society, we hold views and attitudes about our world. These views encompass our "voice", which serves as a basis for how we interact in the world and with each other. Our actual spoken voices are the auditory expressions of our "voice", which convey personal information about our experiences, beliefs, and outlooks. This workshop will address various aspects of voice and speech from the cultural to the personal. In the lecture sections, students will consider these aspects and will be exposed to current ideas on vocal communication. Students will consider "Standard Speech", variations of English speech, and the assumptions embedded in their uses. Students will be presented with audio/visual examples of speech varieties for discussion. In the experiential sections, students will participate in a vocal warm-up and will be exposed to exercises drawn from theatrical vocal training including relaxation, breath control, volume, articulation, etc. Students will address their own vocalizations and what they may convey in a relaxing and informative format. Wear comfortable clothes, and be prepared to enjoy being exposed to what actors know: the power of the voice to communicate your "voice." No grade equivalents allowed.

**THE 390A. Introduction to Theatre of the Oppressed. 1 Unit.****THE 451. Independent Study. 1-5 Unit.**

## Thesis

**THS MAE. Thesis Completion. 0 Units.****THS MAP. Thesis Completion. 0 Units.****THS MGT. Thesis Completion. 0 Units.****THS MPIC. Thesis Completion. 0 Units.****THS USMA. Thesis Completion. 0 Units.**

## Urban Studies

**URB 110. Introduction to Community Mapping Processes. 1 Unit.****URB 111. Applying Community Engagement Skills. 1 Unit.****URB 112. Linking Community Bldg and Service Learning. 1 Unit.****URB 250. Prior Learning: Urban Studies. 0 Units.****URB 302. Green Urbanism: Nature's Services And Urban Design. 3-4 Unit.****URB 303. Intro to Urban Communities & Environment. 3-4 Unit.****URB 304. Sustainable Los Angeles: Vision, Practice, and Promise. 3-4 Unit.**

This course provides a vision of sustainability and justice in practice; we will spend five weeks visiting sites in LA where sustainability is in evidence, where projects are underway, where activists and innovators are working, where change is tangible. Our alternating classes will be a series of discussions, student presentations and reflections. This course is focused on activities in the field, observing and engaging with leaders and communities at sites and on issues that may include solar installations, environmentally friendly manufacturing models, community gardens, public gathering places, political initiatives, and more. The students have an opportunity to analyze and synthesize the City's progress up close, to measure real actions, to ask questions of practitioners, and to take their own vision and build personal interpretations and applications via education in both an experiential and a reflective format.

**URB 305. Social Theory of the City. 3-4 Unit.**

What does it mean to live in a city? How does urban life shape and construct our identities and experiences? What role do urban processes play in the construction of racial, ethnic, class, gender, sexual, and political identities? What do people mean when they talk about "the ghetto," "the inner city," or "bringing life back to downtown"? In this course, traditional urban concerns such as community, anonymity, social difference, spatial divisions, urban renewal/gentrification, safety, violence, and crime are examined anew through the lens of a broad range of social theory. Students work with theory from sociology, geography, media studies, ethnic studies, feminist studies, and queer studies to analyze critically the intersections between urban spatial form and the (de)construction of social categories. The course is organized around the analysis and deconstruction of a series of dualisms: center/periphery, native/foreign, white/black, rich/poor, civilized/savage, safe/criminal, private/public, male/female, and straight/queer. These dualisms reflect popularly held, but overly simplistic, assumptions about how social life in the city works. We will take the artificial divisions between these purportedly oppositional concepts as our entry point into a discussion of the greater complexity of urban social life.

**URB 311. Urban Ecology. 3-4 Unit.**

This interdisciplinary course examines our highly populated and built-up local urban setting through the lens of its natural ecosystem. Particular emphasis will be placed on watershed and place, including the history, connectivity, and sustainability of natural, built, and social environments. In the context of both theory and observed realities, students will critically investigate and analyze challenges to watershed health; the roles and perspectives of existing and potential watershed stakeholders; efforts underway to address the challenges, and applicability to other settings. Utilizing field explorations, readings, media and online resources, lectures, and discussions, students also will identify areas for ongoing investigation, education, advocacy, and action. SOCIAL.



**URB 312. Los Angeles: Problems, Politics, Policy. 3-4 Unit.**

Los Angeles is in the midst of a major economic and social transformation. This is reflected in deepening economic inequalities, racial polarization, and social unrest. This course focuses on the political, economic, and social forces that shape the city and resulting urban social problems, including poverty, housing, transportation, crime and violence, pollution, racism, and neighborhood change. Problems of urban sprawl, loss of open space, water and energy resources as they play out in the Los Angeles scene are also investigated. The course examines the city's political forces including the role of business, citizens' groups, community organizations, the media, the Mayor's Office, and other sectors in addressing these problems and shaping the city's future.

**URB 313. Autonomy, Sustainability, Justice: Community Organizing in LA. 3-4 Unit.****URB 315. Action Research for Economic Justice. 3-4 Unit.****URB 326. Art & Community Engagement. 3-4 Unit.****URB 327. Toolkit for Community Leaders. 3-4 Unit.**

Toolkit for Community Leaders is a hands-on exploration of social, economic and political change strategies, as seen through the study of several real Los Angeles community-based campaigns. This course provides practice and skills in the field of community advocacy. The course will focus on specific campaigns with one and two week sections on policy analysis, community outreach, campaign building, messaging and power analysis; with the purpose of building effective participation in a cohesive local community of advocates for social change. Using the POP model (Purpose, Outcome, Process) for assessment, students will have the opportunity to analyze and investigate existing campaign goals and strategies. Those campaigns will include the City of LA's Green Retrofit and Workforce Development Program, LAANE's Don't Waste LA and the Figueroa Corridor Coalition's Staples Center Community Benefits Agreement. Students will work to identify a final campaign project, analyze and describe the purpose, outcome and process, create policy or program recommendations, summarize support and opposition positions, and develop a messaging strategy.

**URB 350. Prior Learning: Urban Studies. 0 Units.**

A vibrant center of activity in the 1920s to skid row in the 1980s and now a gentrifying area of the 2000s, the forgotten eastern side of Downtown Los Angeles is rapidly transforming. As developers and professionals move into the area, what is happening to the pre-existing and adjacent communities? This one-day class explores how redevelopment affects communities differently through race and class, as well as the role of globalization, gentrification and the community's response to the "progress" of redevelopment. Students go on a bus tour of Downtown LA and the Figueroa Corridor including site visits to community-based organizations. No grade equivalents allowed.

**URB 351. Independent Study, Urban Studies. 1-5 Unit.****URB 353. Urban Studies Internship. 1-4 Unit.****URB 390. Listening to the City: Sound and Urban Space in Literature, and Art. 1 Unit.****URB 390A. Urban Housing and the Law. 2 Units.****URB 390B. Performing the Fotonovela: Performing The Self. 1-2 Unit.****URB 390D. Mic Check: This Is What a Social Movement Looks Like. 1 Unit.****URB 390G. The Contested Space of Downtown la. 1 Unit.****URB 390H. Olvera Street: Intersecting Colonial and Global. 1-2 Unit.****URB 390J. Future Without Cars? People, Bikes, and Community in 21st Century LA. 1 Unit.****URB 409. Immigrant Experiences in the Global City: From Displacement to Self-Reinvention. 4 Units.**

This course offers historical, methodological and theoretical tools appropriate to grasp the unprecedented cultural, economic, and political experiences of twenty-first century immigrants who end up in major cosmopolitan areas. We particularly focus on those settling in Los Angeles, an alluring newcomers' magnet since the late 1700's and today's premier Western illustration of 'the global city'. Characterized by accelerated urbanization, intense flows of information, technology, and world capital, as well as significant dependence on immigrant labor, the global city is a multilayered space where inequality and exclusion coexist with unique forms of urban participation and allegiance. How do immigrants cope with this extreme urban vortex? How do they navigate the global predicament? And ultimately, how do they negotiate their journeys from displacement to self-reinvention? In search for possible answers that may aptly grasp the nuances of social experience, the latest contributions of Sociology and Cultural Studies suggest the application of an ethnographic approach. It consists on learning to build up a mindful scholarly stance aware of the insider/outsider paradox, as well as to compile and analyze testimonial information in such ways that we can attempt to respectfully look at those experiences in their context, and in this case, do our best to remain inclusive of the immigrants' own perspectives.

**URB 451. Independent Study. 1-5 Unit.****URB 490. The City in Art. 1 Unit.****URB 490AW. Community Organizing. 1-2 Unit.**

# Urban Sustainability

## **URS 501. Urban Sustainability. 6 Units.**

This course provides the foundation for the Urban Sustainability Master program by explaining how to view and analyze the City from an ecological perspective, and providing examples of how sustainability can be applied to plans, policies, and projects in both existing and future urban areas. The goal is to present and analyze concepts, theories, and questions that will enable the student to define, practice, advocate for, and think critically about urban sustainability. This course incorporates urban ecosystem science, human/social ecology of urban places, and urban environmental history. In that context, first-semester students will explore and critique applications of sustainable practice.

## **URS 502. Research Methods. 3 Units.**

This course is designed to provide a broad investigation of social science and urban ecosystem science research methods and design, including various quantitative and qualitative research methods with more emphasis placed on the latter, in particular action research. Students will scrutinize, interrogate, and critique the methods and findings of the authors whose work they are reading. The emphasis will be on students becoming strong consumers of research, having the ability to read and evaluate quantitative and qualitative research in both social sciences and field sciences. Students will be given practical tools in this course, concentrating on field methods that will equip them to collect, analyze, and interpret data. The course will enable students to read, critique, and contribute to the existing literature. Students will have the option to engage in research projects of their own design as it fits their fieldwork and capstone projects. Students will work directly with faculty who can guide them in the knowledge acquisition required to be successful in these pursuits.

## **URS 503. Eco-Systems Thinking. 6 Units.**

This course will engage students in the study of systems theory as a lens to examine planning, policy, mediation, facilitation, activism, and advocacy in the urban ecosystem. Students will extend their consideration of urban sustainability by building on the theoretical foundations developed in the first semester's Urban Sustainability course. From those explorations of sustainable practice students will now examine and critique political and social systems and environmental infrastructure and the extent to which decisions have cascading/and or radiating effects that have implications for all of the system's component parts. The course will address how and where urban development occurs and how this affects ecosystem quality and services, habitat protection, water resources, energy consumption, indoor and outdoor air quality, and the overall quality of life and health of urban residents. Students will analyze the impact of these factors in the context of international development as urban populations grow rapidly across the globe. This course compares new and established ideas in urban sustainable practices and infrastructure. Focus will be on the agencies and organizations that regulate and make policy on the urban sustainability issues and how to effect change. Students will practice mediation, facilitation, conflict resolution, and strategic planning skills in the context of this class.

## **URS 504. Sustainable Urban Economies. 3 Units.**

This course focuses on the field of sustainable urban economy through theoretical and practical investigations into environmental solutions in economics, green business, and community engagement. Topics will include analysis of the scholarly literature and discussions of the interrelationship between international and local economies. Students will analyze sustainable economic ideologies and practices, a broad range of community perspectives, civic requirements, as well as geographic, built environment, capital and natural resource concerns. Students will examine and critique sustainable economic practices, programs and policies in the public, private and non-profit sectors.

## **URS 510. Fieldwork Planning. 1 Unit.**

Prerequisite for students engaging in fieldwork. Part 1: Introduction to Fieldwork Students will learn about various approaches to fieldwork through readings and discussions. These conversations will begin at the first residency and continue through the initial project period, during which time students will become familiar with the expectations of a fieldwork project. Faculty mentors will guide students through this orientation to fieldwork. Part 2: Fieldwork Planning Seminar During their second residency, students will work in groups supervised by mentoring faculty to begin designing their own field studies. Throughout the project period, faculty will guide students through the planning of their fieldwork projects, helping students articulate their learning objectives and solidify their obligations to their fieldwork sites. Throughout the project period, faculty will provide and foster a support network as students interact online to finalize their fieldwork plans.

## **URS 511. Fieldwork. 2 Units.**

Building on the work completed in the Introduction to Fieldwork and Fieldwork Planning Seminar, students will engage in their actual fieldwork projects. During that time, students will be in contact with each other and their mentor in a seminar format.

## **URS 522. Research and Writing for Practitioners. 3 Units.**

This course is designed to provide a broad investigation of social science and urban ecosystem science research methods and design, including various quantitative and qualitative research methods. Students will be given practical tools in this course, concentrating on field methods that will equip them to collect, analyze, and interpret data. The emphasis will be on students becoming strong consumers of research, having the ability to read and evaluate quantitative and qualitative research in both social science, and environmental and related field sciences. This course will rely on real-world examples through collaborations with individuals working on issues that are important to achieve urban sustainability. No prior knowledge of methodology or statistics is expected or assumed. Basic statistical methods will be covered in this class that will enable students to read, critique, and contribute to the existing literature. The course will use literature from the field of Science and Technology Studies (STS) to form a critical basis for engaging with qualitative and quantitative data. During the semester, we will explore three interrelated dimension of research, one focused on the theoretical foundations of science and research, another focused on the various methods available to researchers for data collection and analysis, and finally we will complete exercises in the practical application of various research methods. Course Learning Objectives Students in this course will be able to: - Critique competing approaches to research design and methods, and their philosophical differences. - Make informed choices regarding research and design methodologies for the questions they seek to answer, and to judge and evaluate the quality of projects and their chosen methodologies.

**URS 523. Eco Systems Thinking. 3 Units.**

As the dual crises of rampant inequality and climate change threaten the future of democracy and the future of our planet, Einstein's notion that "We can't solve problems by using the same kind of thinking we used when we created them" becomes the challenge of the day. Today's problems demand unprecedented reservoirs of human creativity, divergent thinking, and empathy as well as a heightened tolerance for complexity. Eco-systems thinking -- a way of seeing the world as a complex web of interconnected parts -- is a skill that helps us see patterns in relationships, view a problem through many perspectives, and identify leverage points for intervention. Coupled with a deep practice of collaborative experimentation, eco-systems thinking can help us get better at learning so that we can build more effective frameworks and strategies for solving our most intransigent urban problems. The purpose of this course is to sharpen our capacity for eco-systems thinking and creative problem solving at the same time that we build fundamental professional skills.

**URS 524. Urban Infrastructure. 3 Units.**

This course will explore the mechanics and implications of urban infrastructure and the urban metabolism to include topics such as: energy, water, transportation, housing, waste, food, land use and the built environment; while considering efficient and equitable delivery, distribution and ownership. Students who complete the course will be able to: . Comprehend and evaluate the conventional large-scale, resource-intensive industrial-era design infrastructure model. . Challenge and change the model by applying of new methods that use bio-mimicry and ecological systems design to produce smaller scale, distributed alternatives that are less resource-intensive. . Compare and analyze theories and strategies that promote equitable access, greater efficiency, and integration at the urban scale.

**URS 596. Independent Learning. 1-5 Unit.****URS 610. Capstone Part a. 3 Units.**

The Capstone is a year-long comprehensive project in which students apply the integrated learning of social, economic and scientific perspectives through the overarching lens of natural systems thinking, in order to demonstrate the habits of mind, breadth of knowledge, practitioner skills and social justice perspective that comprise the mission of the University and the program. With the vision of a larger matrix or network of systems that function interdependently, students will address a problem or initiative within the student's town, city, business, community or country. Under the mentorship of a faculty member, students design, create and record the process of a significant project on paper with sample components that have been tested in the field. Projects can be done by individuals or teams, and innovation is encouraged. The seminar component will keep students in contact with each other and their mentors through online conferencing as well as class and individual meetings during the residency. Students complete their capstone projects and prepare for presentation during the final residency of the program. The final semester requires a significant amount of time working with mentors and team members to complete approved projects and prepare all necessary deliverables.

**URS 611. Capstone Part B. 6 Units.**

The Capstone is a year-long comprehensive project in which students apply the integrated learning of social, economic and scientific perspectives through the overarching lens of natural systems thinking, in order to demonstrate the habits of mind, breadth of knowledge, practitioner skills and social justice perspective that comprise the mission of the University and the program. With the vision of a larger matrix or network of systems that function interdependently, students will address a problem or initiative within the student's town, city, business, community or country. Under the mentorship of a faculty member, students design, create and record the process of a significant project on paper with sample components that have been tested in the field. Projects can be done by individuals or teams, and innovation is encouraged. The seminar component will keep students in contact with each other and their mentors through online conferencing as well as class and individual meetings during the residency. Students complete their capstone projects and prepare for presentation during the final residency of the program. The final semester requires a significant amount of time working with mentors and team members to complete approved projects and prepare all necessary deliverables.

**URS 612. Fieldwork. 3 Units.**

Building on the work completed in the Introduction to Fieldwork and Fieldwork Planning Seminar, students will engage in their actual fieldwork projects. During that time, students will be in contact with each other and their mentor in a seminar format.

**URS 620. Adaptive Leadership for Sustainable Change. 1 Unit.**

This 1- unit course offers an introduction to the practice of adaptive leadership, with a specific focus on applying student learning to change initiatives in progress through Fieldwork and Capstone experiences. In this course, students will be introduced to ways of thinking, ways of being, practical tools, and implementable tactics that will develop and enhance leadership effectiveness in service to mobilizing greater progress on important issues.

**URS 621. Greenhouse Gas Emissions Inventories. 1 Unit.**

A greenhouse gas emissions inventory is an accounting of greenhouse gases (GHGs) emitted to or removed from the atmosphere over a period of time. An inventory is usually the first step taken by entities that want to reduce their overall environmental footprint. This course will teach the basics of climate science and GHG accounting, and illustrate the possible options a corporation or organization might consider in the design of a GHG inventory. As an applied skills course, participants will employ GHG inventory tools and techniques to complete a GHG inventory for a "constructed case" project.

**URS 622. Radical Cartographies: Mapping for Social Justice. 1 Unit.****URS 623. Funding Your Mission: Grant Writing. 1 Unit.**

1-unit course will introduce students to fundraising for a 501c3 non-profit organization, with a focus on grants and grant writing. The entire grant cycle will be covered, including research, grant applications, letters of inquiry, proposals, and grant reporting. Students will write on behalf of an existing organization and complete a full grant application. Students also will learn about the components of a diverse contributed income portfolio, various types of campaigns, and laws and ethics related to fundraising.

**URS 624. Science for Urban Sustainability. 1 Unit.**

**URS 625. Group Facilitation. 1 Unit.**

This one unit class will introduce the students to the knowledge, skills and attributes needed for effective group facilitation. Students will focus on group dynamics and processes and the role and skill of a facilitator. Facilitators help groups make decisions, manage conflict, help build positive and productive relationships among the group members and get things done. This class will provide the students with a solid overview of group phenomena based both on theory and application. The class will explore elements of effective groups, the role of the facilitator, and group dynamics. The question of what makes an effective group or team is at the core of this class.

**URS 626. Practical Map Making. 1 Unit.**

The course is organized around three smaller projects, and a final project which will draw on all of the skills gained in completing the first three projects. Each project includes online research into ways that cartographers represent data, discussion on the online forum, and the use of GIS and drawing software to represent geographic information. Through the course projects, students confront realistic problem scenarios that incorporate such skills and concepts as creating symbolization schemes, dealing with map projections, creating terrain representations, classification schemes, multivariate representation and representation of data uncertainty. Those who successfully complete the course are able to design and produce effective reference and thematic maps using GIS software, and can interpret and critique maps and related information graphics.

**URS 627. Bldg Effective Online Communication Strategies for Social Change. 1 Unit.**

While non-profits have traditionally treated online channels like electronic megaphones, effective virtual communication is rooted in listening and engagement. In social change work our goal is to build power and movements. Online communications can support that goal by establishing a federated sense of ownership in movement dialogue and action. The purpose of this course is to build student understanding and experience of ways effectively to align an online communication campaign with the goals and aspirations and activities of their campaigning and advocacy work. This course will expose students to methods and strategies for creating an effective online communication campaign to advance social change activities. Towards this end, each student will:

- choose a topic/issue/product upon which to base their campaign
- learn how to build a story narrative with a particular audience(s) in mind
- learn how to advance that story over time and through various communications channels to engage and involve the target audience(s)

Through the process of building a comprehensive/articulated communication plan students will leave the course with an understanding of:

- how to effectively coordinate use various online communication channels (Facebook, email, Twitter, etc.)
- how to evaluate the effectiveness of their messaging with available analytics tools and by "listening" for results and propagation of messages.
- how to build a calendar and workflow for responsive two-way communication with large diverse audiences.

**URS 628. The Power of Story: Creating Strategy, Meme and Messages for Social Change. 1 Unit.**

Story has become a major arena of struggle in the current era. More and more, campaigns for social change and organizers for human rights and justice are recognizing the need for more sophisticated strategy around developing story and making meaning within their mobilizations, actions, campaigns and movement building work. This is a 1-unit course designed to provide students with an introduction to the basic tools for developing story-based strategy into social change work and the opportunity to apply them to real working campaigns, organizations, ideas and social movements.

**URS 629. Introduction to Environmental Journalism. 1 Unit.**

This 1-unit course is a practical introduction to environmental journalism, which has an impact on open space, wildlife and humans and in many ways creates public agenda about the environment. It will help you find and develop story ideas, gather information and view issues from many different perspectives to produce fair and accurate articles. Just as in media newsrooms, we will discuss story ideas, as well as our successes and failures in previous assignments. A guest speaker involved in current environmental issues will help provide you with a better understanding of the complexities of real-life controversies, and of possible career opportunities. You are expected to be aware of major environmental issues of the day in your region, and keep track of environmental coverage in leading publications such as the Los Angeles Times and New York Times, and in research publications for environmental writers: Science and Nature. Your grade will be based on class participation, news judgment, clarity, accuracy, balance and the ability to meet deadlines.

## Women Studies

**WOM 350. Prior Learning: Women's Studies. 0 Units.****WOM 351. Independent Study. 1-5 Unit.**

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