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# Antioch University Los Angeles General Catalog 2016-2017

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## Use of This Catalog

The fees, programs and policies contained in this catalog are effective with the Summer 2016 term. 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 website at [www.antioch.edu/policies](http://www.antioch.edu/policies) (<http://www.antioch.edu/policies>). [Throughout this catalog, individual University policies are referenced by number, and may be accessed from this site.]

The University and the Campus reserve the right, in their sole discretion, to amend or remove current policies, to adopt new policies as it deems necessary or appropriate, or to update the academic calendar the tuition refund policy, the curriculum or course offerings 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, and to monitor their Antioch email account for notification of changes.

### For More Information

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

Office of Enrollment Management  
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](mailto:registrar.aula@antioch.edu)**

# About Antioch University

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Antioch University was founded in 1852 in Yellow Springs, Ohio as a private, liberal arts college. Horace Mann, known as the founder of the American public school system and the first president of Antioch, pioneered the introduction of coeducation, non-sectarianism, and non-segregation in order to educate “minds free from prejudice and yearning after truth.”

With diverse campuses in New Hampshire, Ohio, Seattle, Los Angeles and Santa Barbara, Antioch University today stands stronger than ever. As a private, nonprofit, comprehensive institution, Antioch University is a singularly accredited, highly integrated University. Antioch offers face-to-face, hybrid and fully-online coursework, and bachelor's, master's and doctoral degree programs in the following academic areas: Arts and Humanities, Business, Management, and Leadership; Counseling and Health Professions; Education; Environmental Studies and Sustainability; Interdisciplinary and Liberal Studies; and Psychology.

## Mission, Vision, and Statement on Diversity and Inclusion

### 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.

### Statement of Commitment, Inclusion and Diversity

In recognition of our mission, vision, and core values, Antioch University governors, trustees, faculty, staff, students, and alumni pledge to engage in ongoing development as an inclusive learning community. Our goal is justice and empowerment for all. To this end, we respond to the spectrum of human diversity so that no one is marginalized. Firmly rooted in our longstanding tradition of challenging inequities and promoting social change, we are committed to continued growth as an international university that addresses the complexities of the diverse regions we serve. To move beyond tolerance toward inclusion, affirmation and the celebration of our differences, we embrace challenges and recognize that the responsibility for this rests with each member of the community and with the university as an educational institution. We commit to creating and maintaining a learning environment free from discrimination, and we encourage and support those who identify and speak out against discrimination in pursuit of social justice. We demonstrate our commitment to the celebration of difference through self-examination, respectful interactions, and through formal and informal policies and practices that give life to these ideals within Antioch University and the world around us.

## 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 Governors 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 Provost, who provides campus leadership and is responsible to the Vice Chancellor of Academic Affairs of Antioch University. AULA's Provost, in concert with the faculty Department 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 should be directed to the appropriate Department Chair or the Provost. 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

### Antioch University Administration

William Groves  
Acting Chancellor  
J.D., The Ohio State University College of Law

Laurien Alexandre  
Provost, Graduate School of Leadership and Change; Special Assistant to the Chancellor  
Ph.D., University of California, Irvine

Suzette Castonguay  
University Director of Human Resources and Payroll  
M.A., Antioch University

Bob DeWitt  
Chief Operating Officer  
Ph.D., University of Illinois at Champaign-Urbana

Timothy Forbess  
Vice Chancellor of Institutional Advancement  
M.Div., United Theological Seminary

Allan Gozum  
Vice Chancellor for Finance and Chief Financial Officer  
Ed.D., University of Pennsylvania

Maureen Heacock  
University Registrar  
Ph.D., University of Minnesota

Susan Howard  
University Director of Financial Aid

M.Ed., Antioch University

MB Lufkin

Vice Chancellor for Marketing

Ed.D., Plymouth State University

Karen Magner

University Director of Admissions Operations

Ed.D., Pepperdine University

Felice Nudelman

Chief Global Officer for Innovation and Partnerships

M.F.A., The Pratt Institute

Rebecca Todd

Associate General Counsel for Regulatory Affairs

J.D., Cornell Law School

Iris Weisman

Vice Chancellor for Academic Affairs and Student Services

Ed.D., North Carolina State University

Leslie Bates

Executive Assistant to the Chancellor and Secretary to the Board of Governors

B.A., DePauw University

Michelle Ward

Executive Assistant to the Chancellor

B.S., Central Michigan University

#### **Antioch University Provosts**

Dale Johnston, Antioch University Los Angeles

Ph.D., University of New Mexico

Melinda Treadwell, Antioch University New England

Ph.D., State University of New York, Syracuse

Daniel Malcoy, Antioch University Seattle

Ph.D., Queen's University, Ontario, Canada

William Flores, Antioch University Santa Barbara

Ph.D., Stanford University

Marian Glancy, Antioch University Midwest

Ph.D., University of Dayton

#### **Antioch University Board of Governors**

Charlotte M. Roberts, Chair

Sherrill's Ford, NC

Howard Coleman, Vice Chair

Bellevue, WA

James "Jay" Morley, Jr., Treasurer

Annapolis, MD

William Groves, Acting Chancellor & Corporate Secretary

*(ex-officio)*

Bruce Bedford

St. Michaels, MD

Maureen Curley

Medford, MA



Katrin Dambrot  
Mendham, NJ

Lance Dublin  
San Francisco, CA

Enrique Figueroa  
Madison, WI

Carole Isom-Barnes  
Huntersville, NC

Elsa Luna  
Los Angeles, CA

Holiday Hart McKiernan  
Indianapolis, IN

Janet Morgan  
Springfield, MA

Paul Mutt  
Seattle, WA

William Plater  
Indianapolis, IN

Anne Smith  
New York, NY

Lawrence Stone  
Reston, VA

Martha Summerville  
New Haven, CT

Governor Emerita

Lillian Pierson Lovelace  
Santa Barbara, CA

# 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.*

## AULA Administration

Dale Johnston, PhD

Provost

David Houser, MBA

Regional CFO & Vice President for Finance

Sandy Lee, MA

Chief Operations Officer

Emelita Dacanay, MA

Executive Director, Enrollment Management

Andrea L. Richards, PhD

Dean of Assessment and Student Learning

Robert Stapp, MA

Director, Human Resources

Richard Andalon, EdD

Director, Retention & Integrated Student Services

Naomi Castro

Campus Finance Director

Liz Crozer, MA

Director, Institutional Advancement

Eric Day, PhD

Director, Antioch Counseling Center

Erick DeLa Rosa, MBA

Director of Admissions Recruitment

Grant Elliott, PhD

Director, Affiliated Graduate Psychology Programs

Rosa Garza-Mourino, MA

Director, External Partnerships

Karen Hamilton

Campus Marketing Manager

Audrey Mandelbaum, MFA

Administrative Director, Division of Undergraduate Studies

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
- Bachelor of Arts in Applied Studies
- Bachelor of Applied Arts in Urban Communities and Justice
- Bachelor of Applied Arts in Media
- Bachelor of Science in Applied Technology and Business Leadership
- 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
- Certificate in Web Development

## AULA Departments and Offices

### Academic Affairs

Dale Johnston, PhD, Interim Provost/CEO

Alaine Chapple, Executive Assistant to the Provost

### Academic Program Offices

Kirsten Grimstad, PhD, Co-Chair, Division of Undergraduate Studies

MeHee Hyun, PhD, Co-Chair, Division of Undergraduate Studies

Audrey Mandelbaum, Administrative Director

Rosa Garza-Mourino, Director, External Partnerships

Vacant, BA Program Coordinator

J. Cynthia McDermott, EdD, Chair, Education Department

Debbie Magana, Education Program Coordinator

Susan Nero, PhD, Chair, Management Studies Department

Danielle Minobe, Management Studies Department Program Coordinator

Joy Turek, PhD, Chair, Psychology Department

Grant Elliot, PhD, Director, Affiliated Graduate Psychology Programs

Heather Huff, Psychology Program Coordinator

Rachel Fusco, Psychology Program Coordinator

Donald Strauss, MFA, Chair, Sustainability Studies Program

Catherine McDonald, Sustainability Studies Program Coordinator

Steve Heller, MFA, EdD, Chair, Creative Writing Department

Kristen Schorer, MFA Program Coordinator

Howie Davidson, MFA Program Coordinator

### Admissions

Erick DeLaRosa, Director of Admissions Recruitment

Erica Ifill, Admissions Counselor  
Katharine Fairchild, Admissions Office Coordinator  
Hanan Haddad, Admissions Counselor  
Justin Rocha, Admissions Recruiter  
Andres J. Ruiz, Admissions Recruiter  
Rossaleana Williams, Admissions Counselor

## **Campus Services Center**

Sandy Lee, Chief Operations Officer  
Tara Foley, Interim Facilities Associate  
Vacant, 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  
  
Barbara Spielberg, Clinical Training Assistant

## **Communication & Marketing**

Karen Hamilton, Campus Marketing Manager

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

Pedro Lopez, Network Technician

## **Counseling Center**

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

## **Enrollment Management**

Emelita Dacanay, Executive Director of Enrollment Management  
Richard Andalon, Director, Retention & Integrated Student Services  
Yaru Wang, Enrollment Retention Associate  
Jaskaram K. Khalsa, Integrated Student Services Advisor  
Francis Hernandez, Integrated Student Services Advisor

Lisa Lepore, Student Advocacy  
Michelle Debus, Student Conduct Officer  
Vacant, Student Engagement

## **Finance**

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

## **Financial Aid**

Rebecca Santillan, Assistant Director of Financial Aid  
Kaitlin Evans, Financial Aid Counselor

## **Human Resources**

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

## **Library**

Lisa Lepore, Director of Library Services

Kenneth Pienkos, Reference & Instruction Librarian

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, in collaboration with the Office of the Vice Chancellor for Academic Affairs of Antioch University, publishes the Antioch University Los Angeles Catalog. We make every effort to provide accurate and up-to-date information; however Antioch University Los Angeles reserves the right to change, without notice, statements in the catalog concerning policies, fees, curricula, course offerings and other matters.

As a matter of policy, and in accordance with the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972 and other state and federal laws, Antioch University Los Angeles does not discriminate on the basis of race, color, sex, national origin, religion, handicap, age, sexual preference or marital status in recruiting and admitting students, awarding financial aid, recruiting and hiring faculty and staff, or operating any of its programs and activities. (*AU Affirmative Action and Equal Opportunity policy 4.005*)

Antioch University Los Angeles is an integral part of Antioch University, which is accredited by the **Commission on Institutions of Higher Education of the North Central Association (NCA) of Colleges and Schools**, (<https://www.hlcommission.org>) **30 North LaSalle Street, Suite 2400, Chicago, Illinois, 60602-2502, 312-263-0456**

## California Commission on Teacher Credentialing Accreditation

The California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government. It was created in 1970 by the Ryan Act and is the oldest of the autonomous state standards boards in the nation. The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California. Antioch University Los Angeles is fully accredited by this agency.

## Authorization

Antioch University Los Angeles is authorized for operation in the state of California by the State of California Bureau of Private Postsecondary Education (BPPE). (<http://www.bppe.ca.gov>)

Antioch University's credentials also include federal government recognition of eligibility for various forms of federal assistance, grants, and contracts, including the eligibility of Antioch students for federal financial aid and veteran's benefits. The University is in compliance with appropriate federal laws and regulations concerning civil rights, affirmative action, tax exemption, and eligibility for foundation support.

*/\* Style Definitions \*/ table.MsoNormalTable {mso-style-name:"Table Normal"; mso-tstyle-rowband-size:0; mso-tstyle-colband-size:0; mso-style-noshow:yes; mso-style-priority:99; mso-style-qformat:yes; mso-style-parent:""; mso-padding-alt:0in 5.4pt 0in 5.4pt; mso-para-margin:0in; mso-para-margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:11.0pt; font-family:"Times New Roman","serif";}*

# General Admissions

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Antioch University Los Angeles currently accepts applicants for the following:

- Bachelor of Arts (BA) in Liberal Studies
- Bachelor of Arts in Applied Studies
- Bachelor of Applied Arts and Media
- Bachelor of Applied Arts in Urban Communities and Justice
- Bachelor of Science in Applied Technology and Business Leadership
- 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
- Certificate in Web Development

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 Bachelors Students Applying to AULA Graduate Programs

Bachelors 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 Bachelors Students Applying to AULA Fast Track Graduate Programs

Bachelors 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 Bachelors Fast Track applicants. Additionally, Bachelors 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 University Registrar.

The Bachelors 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 Bachelors students who already attend AULA may consider applying for the Fast Track options. See the Fast Track (p. 99) 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 Bachelors students). The files and transfer credit of Bachelors applicants are reviewed before an admissions decision can be made by the Bachelors 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 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 Bachelors 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 Division/Department 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 Integrated Student Services (ISS) office 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 online and pay the nonrefundable application fee.

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.

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 5100) or Educational Foundations (EDU 3800A)

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 36 units of transfer credit may be admitted to the Bachelors program on a non-matriculating basis in order to undertake the Educational Foundations (EDU 3800A) course. For the MAP Program, students may be admitted on a non-matriculating basis to take the PSY 5100 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 non-immigrant 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
- Upon arrival in the U.S. a copy of the F1 Visa and a copy of the passport page with D/S stamped to the Primary Designated School Official (PDSO) or Designated School Official (DSO)
- 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 school designated official(s) 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), 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 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, 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 Enroll (SIE) form. The SIE 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 the Integrated Student Services (ISS) office to ensure that provisions are satisfied within the assigned time frame. 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 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 NSRO/NSO 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 University 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 Bachelors, 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 (BA) in Liberal Studies, a BA in Applied Studies, a BA in Applied Arts & Media, a Bachelor of Sciences in Applied Technology and Business Leadership, a Bachelor of Applied Arts in Urban Communities and Justice degrees and the Certificate in Web Development program. Students are admitted into these Programs for the Fall, Winter, Spring, and Summer Quarters. Readmitted students may be accepted for any quarter.

To learn more about the Undergraduate Programs including the application process and deadlines please click [Admissions](#). (p. 21)

## Admission to the Undergraduate Programs

The Bachelor's Programs offered at Antioch University Los Angeles provide students with a broad base of knowledge, skills, experience, and the intellectual flexibility to become critically informed participants in their professions and communities. The Programs foster students' critical awareness by examining the multiple contexts that shape knowledge and inspire courageous action. By linking knowledge to agency, the Programs challenge 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 in our world.

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

## Undergraduate Eligibility Requirements

To qualify for admission, all 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 undergraduate 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 Program and complete their degree
- o Their choice of an area of study and the rationale for that choice
- o Their experience with learning outside of the classroom, including community service

- For applicants into the Applied Studies programs (Applied Arts & Media, Applied Studies, Applied Technology & Business Leadership, Urban Communities & Justice):
  - Evidence of successful completion of at least 27 quarter units (18 semester units) in a cohesive area of study that can be applied to the major. These units are included as part of the overall transfer requirement of 36 quarter units (24 semester units) noted above.
  - An example of business correspondence

## 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.

## Undergraduate 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 Undergraduate Program. These agreements simplify how specific courses are accepted in transfer and can be used to fulfill Antioch University Los Angeles' undergraduate 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 undergraduate degrees. 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 Undergraduate Program section (<http://aulacatalog.antioch.edu/undergraduateprogram/bachelorofartsinliberalstudiesba/#spanpriorlearningspan>) for Prior Learning for further information.

## Career and Technical Education Courses

Antioch University Los Angeles accepts career and technical education courses under certain conditions. Career education courses consist primarily of specific job skill training. Examples of these courses include, but are not limited to: culinary arts, medical technology, and real estate. 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.

The BA in Liberal Studies program 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.

The BA in Applied Studies, the BA in Applied Arts & Media, the BS in Applied Technology and Business Leadership, and the BAA in Urban Communities and Justice degrees allow students with at least 27 quarter units in a cohesive area of professional focus to apply these career and technical education courses to one of the Applied Studies degrees.

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 undergraduate 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 study.

## 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.37) on Prior Learning for further information. These credits may however be applicable to the Applied Studies programs; please contact the Admissions Office to discuss this further.

## 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.getcollegecredit.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 Courses

AULA does not accept remedial courses for transfer toward any undergraduate degree, since these generally do not represent college-level coursework. 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.

## 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 Undergraduate section (p.37) 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. 24)
- Admission to the Master of Arts in Psychological Studies (MAPS) Program (p. 26)
- Admission to the Education Department Programs (p. 25)
- Admission to the Master of Arts in Nonprofit Management (MANM) Program (p. 24)
- Admission to the Master of Arts in Urban Sustainability (USMA) Program (p. 26)
- Admission to the Master of Fine Arts in Creative Writing (MFA) Program (p. 27)

## 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. For application deadlines, refer to the Academic Calendar (p. 150) 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, 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. 98) 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, and an interview.

## **Admission to the Education Department**

### **The Education Department Teacher Preparation programs and Masters degrees.**

AULA offers two stand-alone teacher credentialing programs as well as the CLEAR Credential program. The Department also offers 2 Master of Arts degree programs. New students are admitted in the Summer, Fall, Winter and Spring quarters. For application deadlines, refer to the Academic Calendar or the AULA website.

### **Teacher Preparation Programs**

#### **Preliminary Multiple Subject**

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

#### **Preliminary Education Specialist Mild/Moderate**

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

Students may complete both the Multiple Subject and Education Specialist credentials in a combined program in as little as 18 months.

#### **CLEAR Credential**

The CLEAR Credential will clear preliminary Multiple and Single Subject credentials in situations where induction is not available.

### **Master of Arts Degrees**

#### **Master of Arts in Education (MAETC)**

This Master of Arts degree is a continuation of either of the Preliminary teacher preparation programs.

#### **Master of Arts in Education with a Leadership and Change emphasis (MAEx)**

The Master of Arts in Education with an emphasis in leadership and change is a stand-alone masters degree. This degree is designed for individuals who are interested in leadership roles in schools or other education-related ventures.

### **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.

### **Application Requirements**

#### **The application for all Education Department credentials and degrees, with the exception of the CLEAR credential**

To qualify for admission, applicants must provide the following:

- Evidence of a bachelor's degree from a regionally accredited institution of higher education.

A personal interview with the Department Chair will be scheduled to allow the applicant the opportunity to present his/her goals and qualifications and to ask questions about Antioch University's Education program.

Credential candidates may have requirements beyond those for admission which are determined by the State of California. AULA is in compliance with all such expectations and fully monitors the completion of these for all candidates. These requirements include, but are not limited to, basic skills performance, the CalTPA, the RICA exam and fingerprint clearance. During New Student Orientation and throughout the program careful advising by the

faculty, Field Placement Coordinator and the Credential Analyst provide candidates with ongoing information about all such requirements. Advancement within the program is determined by the timely completion of these requirements.

## To apply for the CLEAR credential program

**Applicants must provide the following to the Education Department:**

- Evidence of possession of a Preliminary Multiple or Single Subject credential
- A completed CL-855 form
- A Clear Credential program registration form

## 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. 150) 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, 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. 100) section of this catalog for further details.

## Admission to the Master of Arts In Psychological Studies (MAPS) Program

### ADMISSION TO THE PROGRAM

A maximum of **6 units** (20% of the total number of units of the total number of units in the degree program) can be transferred into this degree program, provided:

1. The units are from graduate-level coursework in which the student receives a passing grade.
2. The units come from an accredited institution.
3. The units map onto core coursework, electives, or specialization courses. Applicants cannot transfer units for thesis or for the required pro-seminar courses.

Transferring in the maximum 6 units will reduce the student's residency by one half-time quarter.

If students wish to move from the Master of Arts in Psychological Studies program to the MAP (clinical licensure) program:

1. They must have an interview with a core faculty member within the MAP program to assess their eligibility to sit for licensure and to engage in clinical work;

2. They can transfer all successfully completed coursework from their MAPS to their MAP degree program except for their pro-seminar course(s). A student can transfer units completed toward a master's project to the MAP degree provided that their planned program of study (and specialization, if applicable) supports such a transfer of units.

3. MAP students who want to write a thesis (i.e., students who enter the MAP program and want to write a thesis) will be encouraged to join the pro-seminar course for structure and guidance. Students can successfully add thesis units for a master's project to their MAP degree program provided that their planned program of study (and specialization, if applicable) supports such a transfer of units.

## **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.

### **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.

# 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: Normal 0 false false false EN-US X-NONE X-NONE MicrosoftInternetExplorer4 /\* Style Definitions \*/ table.MsoNormalTable {mso-style-name:"Table Normal"; mso-tstyle-rowband-size:0; mso-tstyle-colband-size:0; mso-style-noshow:yes; mso-style-priority:99; mso-style-qformat:yes; mso-style-parent:""; mso-padding-alt:0in 5.4pt 0in 5.4pt; mso-para-margin-top:0in; mso-para-margin-right:0in; mso-para-margin-bottom:10.0pt; mso-para-margin-left:0in; line-height:115%; mso-pagination:widow-orphan; font-size:12.0pt; mso-bidi-font-size:11.0pt; font-family:"Footlight MT Light", "serif";}

Admission to the Post-MFA Certificate in the Teaching of Creative Writing Program (p. 29)

Admission to the Certificate in LGBT Affirmative Psychology Program (p. 29)

Admission to the Certificate in Conflict and Non-Conflict Related Trauma Studies Program (p. 28)

Admission to the Certificate in Applied Community Psychology Program (p. 28)

Admission to the Certificate in Web Development (p. 30)

## 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, 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.

## 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.

## Admission to the Certificate in Web Development

To qualify for admission, all applicants must complete the following:

### 1. Complete and submit Application:

- Basic demographic info
- Admissions Written Statement. We ask that applicant write a brief response (100 word Max) to each of the following prompts:
  - Please describe any previous experience or training you have with coding, web development, and/or any other related skills.
  - What are your goals after you complete the certificate? Please include if you are interested in applying these units towards an undergraduate degree at some point.
  - How did you hear about the program?

2. **After Applicant submits Application:** Applicants are required to complete part one of this free online module <https://www.codecademy.com/learn/web> (approximately 5-10 hours), after completion applicants must email AULA Admissions with the email address they used to complete the course two weeks prior to start of classes.

3. **In-person meeting:** Once application is completed, an in-person meeting is required to be admitted to the program.

**Important Notice:** For students interested in receiving federal and state financial aid, please note that high school graduation or an equivalency such as a GED is required. Students can also fulfill this requirement by completing six credit hours or equivalent course work toward a degree or certificate, or by receiving a passing score on an exam demonstrating an ability-to-benefit from higher education. Also, please note that students seeking governmental financial assistance may be asked to provide proof of high school completion or equivalency, as well as transcripts from previous college-level work.

If you receive federal financial aid, per federal government guidelines under Gainful Employment you will be required to provide the following information after completing the program: type of employment acquired, salary earned, monthly federal student loan payment.

# Undergraduate Programs

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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 undergraduate 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. Antioch University Los Angeles now offers a Bachelor of Arts (BA) in Liberal Studies, a BA in Applied Studies, a BA in Applied Arts & Media, a Bachelor of Sciences in Applied Technology and Business Leadership, and a Bachelor of Applied Arts in Urban Communities and Justice degrees. Regardless of a student's major or area of concentration, the liberal studies curriculum is the central element across all of AULA's fields of study. This curriculum – based on a tripartite model of academic rigor, experiential learning, and social engagement – cultivates ethical understanding, respect for divergent perspectives, diversity, and an appreciation of historical and political issues. The learning activities – courses, internships, and independent studies – are often interdisciplinary and integrative by 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 BACHELOR'S PROGRAMS

The bachelor's programs offered at AULA provide students with a broad base of knowledge, skills, experience, and the intellectual flexibility to become critically informed participants in their professions and communities. The programs foster students' critical awareness by examining the multiple contexts that shape knowledge and inspire courageous action. By linking knowledge to agency, the programs challenge 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.

### UNDERGRADUATE LEARNING OBJECTIVES

All of the bachelor's programs infuse 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.

## OVERVIEW OF UNDERGRADUATE STUDIES

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
- **Customized instruction:** 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 bachelor's programs emphasize 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

## BACHELOR'S DEGREE REQUIREMENTS

The degree requirements for all undergraduate degrees include the following:

### 1. Unit Requirement

To complete a BA, BS, or BAA degree, students must earn 180-200 quarter units overall. The BA in Liberal Studies degree requires that a minimum of 90 units are upper division. The BA in Applied Studies, the BA in Applied Arts & Media, the BS in Applied Technology and Business Leadership, and the BAA in Urban Communities and Justice degrees require that a minimum of 75 units are 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. 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. Note that these General Studies units may include any combination of upper and lower division coursework, and units earned at other institutions as well as at Antioch. Students must complete a minimum of 100 units of General Studies overall.

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



## Communications

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

## Fine Arts

Visual Art (Painting and Sculpture, Printmaking, Installation, Performance, New Media)	Dance
Design	Film and Video
Music	Theatre Arts
Photography	

## Humanities

History	Literature
Philosophy	Religion
Anthropology (cultural)	Humanities
Foreign Language Literature	Ethnic Studies
Women's and Gender Studies	

## Quantitative Methods

Intermediate Computer Science	Advanced Computer Science
Finance	Mathematics
Research Methods	Statistics
Accounting	

## Sciences

Anatomy	Astronomy
Biology	Health Science
Nutrition	Physical Geography
Physiology	Geology
Environmental Studies	Chemistry
Physics	Anthropology (physical)

## 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	Human Services
Communication or Media Studies	Geography (cultural)

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

Students in the BA in Liberal Studies program must each complete a minimum of 6 units of learning outside of the classroom. Students in the remaining degree programs (BA, BS, BAA) must earn a minimum of 8 units of non-classroom learning. These units can be acquired at AULA or through experiences completed previously at another institution and approved by AULA for transfer credit. The following qualify as non-classroom learning activities:

- Internships undertaken while in residence at AULA
- Internships undertaken at another institution and approved by AULA for transfer credit
- 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."

## 5. Area of Concentration & Major Requirements

In the BA in Liberal Studies program, students have the option to choose an area of concentration to focus their studies. Students may select a Major Area of Concentration from the following:

- Addiction Studies
- Business and Social Entrepreneurship
- Creative Writing
- Liberal Studies
- Psychology
- Urban Studies

Students can also choose a Minor Area of Concentration in any of the above specialized areas, as well as the following:

- Child Studies
- Queer Studies

For the Applied Studies degrees, students choose one of the following four majors:

- BA in Applied Arts and Media
- Bachelor of Applied Arts in Urban Communities and Justice
- BS in Applied Technology and Business Leadership
- BA in Applied Studies

For additional information about these Areas of Concentration and Majors for each of these degrees, please see the requirements section in each of these degrees.

## 6. Other Requirements

### *Educational Foundations Course*

All entering undergraduate students are required to enroll in and successfully complete the Educational Foundations course (EDU 3800A) 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 Antioch's electronic library databases and journals; 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 two assessments to determine their incoming skills in academic writing, critical thinking, and math. The writing and critical thinking assessment provides 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, Teaching, Affiliate, 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 any of our Bachelor's Programs. 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**

Undergraduate 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. This includes 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, teaching, affiliate, and adjunct faculty are announced and listed in the Quarterly Schedule published prior to the student advisement and registration period each quarter.

#### **Classes**

Most undergraduate 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. There are sometimes opportunities for students to experience other delivery models such as five-week intensives and partially or fully- online courses to enhance scheduling flexibility.

Some undergraduate 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 or Major. 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 Undergraduate Studies Program Resources 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.). Undergraduate 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
- A structure of academic support for experiential learning
- A range of sites to choose from
- 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 and to take advantage of a variety of hands-on community and professional opportunities
- 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 2530, 3530, or 4530 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 uploaded to the Internship section of the Undergraduate Studies Program Resources 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 an approved ISP 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 Project 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 Undergraduate Studies Program Resources 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 1510, 2510, 3510 or 4510 with the appropriate subject prefix. In the proposal, the ISP faculty evaluator also specifies the title of the study, the learning objectives, learning resources, learning activities, and method of demonstrating learning, as worked out in conversation with the student. The ISP 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 with new learning objectives developed for each subsequent proposal. For these multi-term ISPs, the student must be evaluated each quarter. The ISP evaluator should assign the letter A, B, C, etc. to the Independent Study course number when exploring the same topic in consecutive quarters.

## 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 for BA in Liberal Studies students and cannot exceed 105 lower division units for all other program students.) 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 documents uploaded to the Prior Learning Workshop section of the Undergraduate Studies Program Resources 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 (<http://aulacatalog.antioch.edu/policiesregulationsandprocedures/studentstatus/#enrollmentmaintenancespanstatusspan>). (<http://aulacatalog.antioch.edu/policiesregulationsandprocedures/studentstatus/#enrollmentmaintenancespanstatusspan>)

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, undergraduate 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 Undergraduate Division 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 in the following areas: course selection, independent studies and internships, preparation for graduate study, development of professional plans. The advisor also assists the student 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 reviews the student's academic progress and the quality of her or his work on a regular basis.

New students are expected to contact their assigned advisor and set up an initial advisement meeting during weeks two to four and a follow-up meeting during weeks seven and eight, which are designated as advisement weeks for planning the student's course schedule for the next quarter, in preparation for registration during weeks nine and ten. 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 undergraduate 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 based on the student's individual circumstances and needs
- 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 Liberal Studies student's educational goals and which core courses are needed to build a strong foundation
- Which major requirements are fulfilled and which still need to be earned
- 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 do the following:

- 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
- For Liberal Studies students, 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
- Ensure that units of credit transferred to AULA from other institutions are 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
- Track 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

## FAST TRACK PROGRAMS

At Antioch University Los Angeles, our undergraduate students can "fast track" into our graduate programs during their final terms of study, if they apply and are accepted into one of the graduate programs. Our Fast Track options allow undergraduate students to begin a master's program while simultaneously completing a bachelor's degree. Undergraduate students enrolled in our Fast Track programs may apply the units earned during their first term of their master's program toward their completion of their bachelor's degree — reducing the time and cost of their undergraduate degree. For all Fast Track info, please see Fast Track Programs (p. 97).

## 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 AULA'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 other Antioch University campuses.

Students intending to pursue graduate study should contact graduate schools early in their undergraduate enrollment to find out the admission requirements so that they can tailor their undergraduate study accordingly. 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.

## BA in Applied Arts and Media

The BA in Applied Arts and Media is part of a suite of Applied Studies degrees, each of which provides an opportunity for students with technical, occupational, and other professional training to apply that learning toward the completion of an undergraduate degree that both embraces their technical



background and integrates it as a part of an interdisciplinary curriculum. Students who have 27 or more units in one cohesive technical area (units that would not be transferable into our Liberal Studies degree) can transfer those units in as part of an Applied Studies major and then complete the degree program through professionally-focused learning. These degree programs give students the opportunity to connect their technical expertise to a liberal learning framework that will make them more effective as problem solvers and leaders in their fields.

The Applied Studies degrees are considered a constellation of majors that share their core learning goals as well as degree requirements. The educational goals for the Applied Studies program reflect the integration of technical knowledge with liberal learning outcomes, as demonstrated by the following expected learning outcomes:

- Application of critical thinking and creative problem solving
- Utilization of effective written and oral communication skills
- Application of technological skills within a particular field of expertise
- Articulation of multiple and global perspectives related to one's professional practices
- Analysis of how social justice issues impact professions and communities
- The capacity for critical self-reflection, particularly regarding professional competence
- Integration of theoretical concepts with technical training and lived experience

These educational goals apply to each of the Applied Studies degrees; more specific objectives for the Applied Arts and Media major follow below.

The Applied Arts & Media major focuses on preparing students to use arts in today's media-rich environment. It gives students the opportunity to engage in art and media-making while looking at these forms as practical professional skills. Students completing this degree have a historical perspective as well as employable skills within the arts and communications fields.

### Degree-specific learning objectives

Students completing this degree demonstrate the ability to:

- Analyze arts and media as sites of representation across historical eras and cultural contexts
- Create art and media works that reflect their critical analytical abilities
- Articulate the way professionals' use of art and media has evolved and impacts marketing and communications

### Major Requirements

The BA in Applied Arts and Media degree requires a minimum of 54 units and at least 27 of these units must be upper division learning. In order to fulfill the 27-unit upper-division learning requirement, students must engage in three specific types of learning and complete the following:

- 8 units of practicum (non-classroom learning) in the major area of study (through internships, prior learning, or self-directed independent study)
- 10 units of professional seminars (hybrid-format courses – including a capstone experience –that combine online and face-to-face formats in which students connect their technical knowledge to a conceptual framework such as leadership, culture, social justice, or communication)
- 9 units of professional core curriculum in the major area of study. These courses include:

ART 4010	History of Performance Art	3-4
ART 3390	Art, Recycling, and Consumption	3-4
BUS 3550	Principles of Marketing	3-4
BUS 3570	Interpersonal Communication in The Workplace	3-4
COM 3270.LA	Social Media Marketing	3-4
COM 4010	Participatory Media	3-4
ART 3410 Portfolio Development I		3-4
ART 3410A Portfolio Development II		3-4

*Note: ART 4010 is cross-listed with HUM 4010; and, COM 4010 with SOC 4010.*

## Bachelor of Applied Arts in Urban Communities and Justice

The Bachelor of Applied Arts in Urban Communities and Justice is part of a suite of Applied Studies degrees, each of which provides an opportunity for students with technical, occupational, and other professional training to apply that learning toward the completion of an undergraduate degree that both embraces their technical background and integrates it as a part of an interdisciplinary curriculum. Students who have 27 or more units in one cohesive technical area (units that would not be transferable into our Liberal Studies degree) can transfer those units in as part of an Applied Studies major and then complete the degree program through professionally-focused learning. These degree programs give students the opportunity to connect their technical expertise to a liberal learning framework that will make them more effective as problem solvers and leaders in their fields.

The Applied Studies degrees are considered a constellation of majors that share their core learning goals as well as degree requirements. The educational goals for the Applied Studies program reflect the integration of technical knowledge with liberal learning outcomes, as demonstrated by the following expected learning outcomes:

- Application of critical thinking and creative problem solving
- Utilization of effective written and oral communication skills
- Application of technological skills within a particular field of expertise
- Articulation of multiple and global perspectives related to one's professional practices
- Analysis of how social justice issues impact professions and communities
- The capacity for critical self-reflection, particularly regarding professional competence
- Integration of theoretical concepts with technical training and lived experience

These educational goals apply to each of the Applied Studies degrees; more specific objectives for the Urban Communities and Justice major follow below.

The Bachelor of Applied Arts in Urban Communities and Justice serves students who have experience in and an interest working on community and justice issues. Because this is an Antioch degree, issues related to our mission of social contexts, just behavior, advocacy and restorative justice dictate the primary discourse. The goal of the major is to prepare individuals to work as community professionals, advocates, and change makers who understand their communities and the forces that disadvantage certain groups and individuals within those communities. No matter what their professional path, students will be prepared to take on the role of social change agent.

### Degree-specific learning objectives

Students completing this degree will demonstrate the ability to:

- Identify ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within communities and justice systems
- Engage in critical thinking and ethical decision making, evidencing an awareness of the challenges faced by community professionals while considering the individual, organizational and societal implications of policy and justice decisions
- Design innovative approaches and identify leadership strategies for dealing with a variety of social issues within a professional context

### Major Requirements

The Bachelor of Applied Arts in Urban Communities and Justice degree requires a minimum of 54 units and at least 27 of these units must be upper division learning. In order to fulfill the 27-unit upper-division learning requirement, students must engage in three specific types of learning and complete the following:

- 8 units of practicum (non-classroom learning) in the major area of study (through internships, prior learning, or self-directed independent study)
- 10 units of professional seminars (hybrid-format courses – including a capstone experience –that combine online and face-to-face formats in which students connect their technical knowledge to a conceptual framework such as leadership, culture, social justice, or communication)
- 9 units of professional core curriculum in the major area of study. These courses include:

BUS 3570	Interpersonal Communication in The Workplace	3-4
BUS 4050	Psychology of Leadership	3-4
MGT 5480	Negotiation and Conflict Resolution	4
SOC 3110	Urban Youth	3-4
URB 3030	Intro to Urban Communities & Environment	3-4
URB 3040	Sustainable Los Angeles: Vision, Practice, and Promise	3-4
URB 3050	Social Theory of the City	3-4
URB 3130	Autonomy, Sustainability, Justice: Community Organizing in LA	3-4
URB 3270	Toolkit for Community Leaders	3-4
URB 4090	Immigrant Experiences in the Global City: From Displacement to Self-Reinvention	4

*Note: BUS4050/PSY4050 are cross-listed*

*BUS 3620 Management in the Multicultural Workplace*

*HUM 3XXX Social Justice Leadership & Advocacy\**

*HUM 3XXX Restorative Justice\**



*MGT 5460 Performance Selection and Performance Appraisal*

*SOC3XXX Urban Gangs: Cross Cultural Perspectives\**

*SOC 3110 Urban Youth*

*URB 3130 Autonomy, Sustainability, Justice: Community Organizing in LA*

*\*Courses in development*

## Bachelor of Arts in Applied Studies

The Bachelor of Arts in Applied Studies is part of a suite of Applied Studies degrees, each of which provides an opportunity for students with technical, occupational, and other professional training to apply that learning toward the completion of an undergraduate degree that both embraces their technical background and integrates it as a part of an interdisciplinary curriculum. Students who have 27 or more units in one cohesive technical area (units that would not be transferable into our Liberal Studies degree) can transfer those units in as part of an Applied Studies major and then complete the degree program through professionally-focused learning. These degree programs give students the opportunity to connect their technical expertise to a liberal learning framework that will make them more effective as problem solvers and leaders in their fields.

The Applied Studies degrees are considered a constellation of majors that share their core learning goals as well as degree requirements. The educational goals for the Applied Studies program reflect the integration of technical knowledge with liberal learning outcomes, as demonstrated by the following expected learning outcomes:

- Application of critical thinking and creative problem solving
- Utilization of effective written and oral communication skills
- Application of technological skills within a particular field of expertise
- Articulation of multiple and global perspectives related to one's professional practices
- Analysis of how social justice issues impact professions and communities
- The capacity for critical self-reflection, particularly regarding professional competence
- Integration of theoretical concepts with technical training and lived experience

These educational goals apply to each of the Applied Studies degrees; more specific objectives for the Applied Studies major follow below.

This Applied Studies major gives students with technical training in a discrete area the forum to build upon previously acquired skills by developing a broader contextual understanding of their profession while advancing their liberal learning perspective. Students with an Applied Studies major are encouraged to integrate their career or technical preparation into studies that expand their skills in written and oral communication while fostering their ability to consider social and ethical issues and to problem solve. Applied Studies students will critically examine their professional field and personal learning, moving toward a more systems-thinking approach. Students completing this degree will have a liberal education perspective that will enhance and build upon their employable skills from their careers and technical learning experiences.

### Degree-specific learning objectives

Students completing the BA in Applied Studies degree demonstrate the ability to:

- Use career, technical, and occupational skills in a professional context while thinking critically about obstacles and their solutions
- Communicate effectively while exhibiting leadership, and interpersonal skills that promote professional and personal development
- Consider problems in their field from multiple perspectives and offer strategies for problem solving in that professional context

### Major Requirements

The BA in Applied Studies degree requires a minimum of 54 units and at least 27 of these units must be upper division learning. In order to fulfill the 27-unit upper-division learning requirement, students must engage in three specific types of learning and complete the following:

- 8 units of practicum (non-classroom learning) in the major area of study (through internships, prior learning, or self-directed independent study)
- 10 units of professional seminars (hybrid-format courses – including a capstone experience –that combine online and face-to-face formats in which students connect their technical knowledge to a conceptual framework such as leadership, culture, social justice, or communication)
- 9 units of professional core curriculum in the major area of study. These courses include:

BUS 3570	Interpersonal Communication in The Workplace	3-4
BUS 4050	Psychology of Leadership	3-4
BUS 4310	Social and Ethical Issues in Management	4
COM 3600.LA	Public Speaking Workshop	1
HUM 3750	Critical Thinking About Contemporary Issues	3-4

MGT 5900H	Project Management	1
PSY 3860A	Systems & Systems Thinking	3-4
URB 3270	Toolkit for Community Leaders	3-4

*Note: BUS 4050 is cross-listed with PSY 4050; and, PSY 3860A with SCI 3860.*

## Bachelor of Arts in Liberal Studies

The BA in Liberal Studies Program uses an interdisciplinary approach toward learning and emphasizes critical thinking, creative problem-solving, awareness of multiple perspectives, social and intercultural awareness, civic and community engagement, and an ability to connect learning to one's lived experience. The Liberal Studies program is particularly structured to give students flexibility while designing their path to a meaningful degree. For this program, students can transfer in units from across a wide range of general education subjects without needing to follow a specific pattern of prerequisites. The core curriculum is recommended, rather than required, so that students can easily individualize their learning experience.

Although all students in the BA in Liberal Studies Program graduate with the same degree, students can choose an area of concentration to focus their studies. Students select a Major Area of Concentration from the following:

- Addiction Studies
- Business and Social Entrepreneurship
- Creative Writing
- Liberal Studies
- Psychology
- Urban Studies

Students can also choose a Minor Area of Concentration in any of the above specialized areas, as well as the following:

- Child Studies
- Queer Studies

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### AREAS OF CONCENTRATION

Students must complete a minimum of 40 units and a maximum of 80 units in a Major Area of Concentration. The BA in Liberal Studies Program currently offers six Major Areas of Concentration with a wide variety of core courses, electives, internships, and independent study opportunities for each. Note that units counted toward an Area of Concentration cannot be used to meet the domains of knowledge requirements and vice versa. Students may also opt for a Minor Area of Concentration in any of the above-listed specialized Major Areas of Concentration. To earn a Minor Area of Concentration, a student must accrue at least 20 units in the concentration.

Students are encouraged to work 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.

### 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 activity 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:

Courses offered in the Addiction Studies Concentration curriculum can be taken to fulfill the educational requirements necessary (a total of 45 units) for credentialing as a certified addiction treatment counselor in the state of California. These courses 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 3010	Addiction & Human Development	3-4
or PSY 3010A	Addiction & Human Development	
ADS 3140	Addiction & Marginalized Populations	3-4
or PSY 3140A	Addiction & Marginalized Populations	
PSY 3560A	The Science of Psychopharmacology	3-4
or PSY 3560A	The Science of Psychopharmacology	
PSY 3590	Theories of Addiction	3-4
PSY 3660A	Psychology of Addiction	3-4
PSY 3910A	Integrating Addiction Counseling Proficiencies	3-4

#### Expertise Courses

ADS 3100	Addiction Counseling: Models of Practice	3-4
ADS 3150	Group Facilitation for Addiction Counselors	3-4
or PSY 3690A	Group Facilitation for Addiction Counselors	
ADS 3170	Counseling Addiction & Co-Occurring Disorders	3-4
or PSY 3170A	Counseling Addiction & Co-Occurring Disorders	
ADS 3180	Addiction & Family Dynamics	3-4
ADS 3190A	Process & the Addiction Counselor	3-4
or PSY 3190A	Process & the Addiction Counselor	
PSY 3190	Ethics in Counseling and Psychotherapy	3-4
PSY0Bnull3180B/3180B	Addiction & Family Dynamics	3-4

Note: Take ADS 3180 or PSY 3180A - Women and Mental Disorders 3-4 units

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 has established 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 (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-world 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 p (<http://www.dhcs.ca.gov/Pages/default.aspx>)age (<http://www.dhcs.ca.gov/Pages/default.aspx>).

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 frameworks 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 and managers of small businesses, corporations, and 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 3570	Interpersonal Communication in The Workplace	3
BUS 3320	Small Group Process	3
MGT 5170	Organizational Behavior: People in Organizations	4
BUS 3620	Management in Multicultural Workplace	3

### Foundations

BUS 3460	Principles of Finance	3
BUS 3550	Principles of Marketing	3
BUS 3730	Accounting Practices	3-4

### The Context of Business

BUS 4310	Social and Ethical Issues in Management	4
BUS 3810	The Political Environment	3-4
BUS 3820	Global Economics	3-4

### Social Entrepreneurship

BUS 3210	Transformative Forces: Case Studies in Social Entrepreneurship	3
BUS 3250	The Business of Social Change	3

### Opportunities for Applied Learning

BUS 3530	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 3430.LA	Infant to Child Development	3
PSY 4330	Cognitive Psychology: Children's Thinking	3
PSY4010A	Child to Adolescent Development	3-4
The Child in Context		
PSY 3460	Cross-Cultural Child Development	3
PSY 3840/SOC 3750	Social Cognition: the Social-Psychological World of the Child	3-4
Scientific Foundations		
MAT 4020	Research Design and Methodology	4
or PSY 4090	Research Design and Methodology	
PSY 4340A	Contemporary Neuro-Psychology	3
MAT 4030	Descriptive and Inferential Statistics	4
or PSY 4140	Descriptive and Inferential Statistics	
Child Advocacy		
HUM 3160	Human Rights and Children	3
or SOC 3160	Human Rights and Children	
SOC 3810	Children in Social Policy	3-4
Opportunities for Applied Learning		
EDU 3530	Internship	1-4
PSY 3530	Internship: Psychology	1-4
SCW 3530	Internship	1-5

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, or learning disabilities.

## 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 versus 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 3090B	The Art of Fiction	3
ENG 3220A	The Art of Poetry	3
ENG 3270	The Art of Mixed Media Literature	3
ENG 3640A	The Art of Creative Non-Fiction	3
ENG 3650	Genre Mongrels and Unfixed Forms	3
ENG 4900A	Advanced Multi-Genre Workshop	3

##### **Texts, Contexts, and Critiques**

LIT 3210A	Literary Theory and Critique	3
LIT 3650A	Writing & Social Resistance	3
LIT 4370	Special Topics in Contemporary Literature	3

+ 3 units in History of Literature

+ 3 units in Global Literature or Translation

##### **Internships**

ENG 3530	Internship (Two Hawks Quarterly)	1-4
ENG 3530	Internship (WriteGirl Teaching)	1-4
or EDU 3530	Internship	
ENG 3530	Internship (WriteGirl Publishing)	1-4
or COM 3530	Internship	
EDU 3530	Internship (Bridge Teaching)	1-4

Note: ENG 4900A, 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 4370, 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 3710.LA, The Politics of Psychology and PSY 3270A, 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 is as follows:

#### Psychologies in Context

PSY 3710.LA	The Politics of Psychology	3
PSY 3270A	Critical Psychology	3
PSY 3520A	Human Sexualities	3
PSY 3840A	Social Psychology	3

#### Integrated Theories

PSY 3070	History and Systems of Psychology	3
PSY 4250	Global Approaches to Normal & Abnormal Psychology	3
PSY 3580	Community Psychology: Context and Change	3

#### Applied Theories

PSY 3110	Contemporary Modes of Counseling	3
PSY 3190	Ethics in Counseling and Psychotherapy	3
PSY 4640A	Introduction to Postmodern Psychotherapies	3

#### Empirical Foundations

PSY 4340A	Contemporary Neuro-Psychology	3
PSY 4090	Research Design and Methodology	4
PSY 4140	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 3110A Foundations of Art Therapy: Past, Present, and Practical ; PSY 4010A Child to Adolescent Development; PSY 3920A Madness in American History and Film; PSY 4850 The Art of Relationship in Tibetan Buddhism; PSY 3400B Relational Gestalt Therapy; PSY 3330A Eco-psychology; PSY 3850 Adult Levels of Psycho-sexual Development; PSY 3080A Existential



Psychology: Roots, Theory, and Practice; PSY 4350A LGBT Identity Issues; PSY 3830A Psychology of Consumer Behavior; PSY 4340A Contemporary Neuropsychology; PSY 3900BB The Psychology of War, Trauma and Vets, and PSY 3630A 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:

HUM 3480B or SOC 3480A	Gay & Lesbian History Through Documentary Film Gay & Lesbian History Through Documentary Film	3
HIS 3900C	Queer History of Los Angeles	1
HUM 3900AZ	Queer Theory	1
HUM 4040	Queer Theory	4
LIT 3390	Queer Literature-A Brief Survey Fiction, Poetry, Drama, Memoir and Film	3
PSY 3520A or SOC 3520A	Human Sexualities Human Sexualities	3
PSY 4270A or SOC 4270A	Transgender Identities Transgender Identities	3
PSY 4900AC	Lgbt Sexual Identity Development: Diversity and the Multi-Layered Self	1
SOC 3070	Race, Gender, and Migration	3
PSY 4350A	LGBT Identity Issues: Theories of Personality, Racial and Cultural	3-4

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 Studies: Major or Minor Area of Concentration

The Urban Studies concentration 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 Studies 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 Studies curriculum incorporates the study and practice of social, political, historic, cultural, ecological, legislative and economic analysis, media, and the arts.

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

### Core Curriculum

The Urban Studies concentration core courses fall into the three broad categories listed below, with courses offered in regular rotation. Urban Studies 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 3030	Intro to Urban Communities & Environment	3
HIS 3360	Environmental & Social History of Los Angeles	3
or SCI 3360	Environmental & Social History of Los Angeles	
GEG 3030	Global Justice & Ecology; Crisis, Strategy and Change	3
or ENV 3030	Global Justice & Ecology	
URB 3130	Autonomy, Sustainability, Justice: Community Organizing in LA	3-4

#### Theory

SOC 3050.LA	Social Theory of the City	3
or URB 3050	Social Theory of the City	

#### Skills

URB 3270	Toolkit for Community Leaders	3-4
URB 4900AW	Community Organizing	1-2
URB 3530	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 Urban Studies 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 (USMA), 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 Urban Studies 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 Urban Studies concentration are strongly encouraged to select internship placements that connect them with community organizations. Internship opportunities for Urban Studies 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 Urban Studies 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. Urban Studies 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 Urban Studies 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 completed 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.

## Fast Track Programs

For all Fast Track info, please see Fast Track Programs (p. 97).

## Bachelor of Science in Applied Technology and Business Leadership

The Bachelor of Science in Applied Technology & Business Leadership is part of a suite of Applied Studies degrees, each of which provides an opportunity for students with technical, occupational, and other professional training to apply that learning toward the completion of an undergraduate degree that both embraces their technical background and integrates it as a part of an interdisciplinary curriculum. Students who have 27 or more units in one cohesive technical area (units that would not be transferable into our Liberal Studies degree) can transfer those units in as part of an Applied Studies major and then complete the degree program through professionally-focused learning. These degree programs give students the opportunity to connect their technical expertise to a liberal learning framework that will make them more effective as problem solvers and leaders in their fields.

The Applied Studies degrees are considered a constellation of majors that share their core learning goals as well as degree requirements. The educational goals for the Applied Studies program reflect the integration of technical knowledge with liberal learning outcomes, as demonstrated by the following expected learning outcomes:

- Application of critical thinking and creative problem solving
- Utilization of effective written and oral communication skills
- Application of technological skills within a particular field of expertise
- Articulation of multiple and global perspectives related to one's professional practices
- Analysis of how social justice issues impact professions and communities
- The capacity for critical self-reflection, particularly regarding professional competence
- Integration of theoretical concepts with technical training and lived experience

These educational goals apply to each of the Applied Studies degrees; more specific objectives for the Applied Technology & Business Leadership major follow below.

The Bachelor of Science in Applied Technology and Business Leadership gives students with technical skills an opportunity to develop business skills that will help them advance in their professional field. The major prepares students with practical business tools and a leadership perspective they can apply to their own particular professional area. Because it is an Antioch degree, emphasis is placed on understanding how business and organizations can benefit from a social lens and considering ethical implications in a practical framework.

### Degree-specific learning objectives

Students completing this degree demonstrate the ability to:

- Use applied technology skills in a professional context while thinking critically about obstacles and their solutions from a leadership perspective
- Apply functional business tools, always keeping in mind the social responsibilities of business practices

- Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships

### Major Requirements

The BS in Applied Technology & Business Leadership degree requires a minimum of 54 units and at least 27 of these units must be upper division learning. In order to fulfill the 27-unit upper-division learning requirement, students must engage in three specific types of learning and complete the following:

- 8 units of practicum (non-classroom learning) in the major area of study (through internships, prior learning, or self-directed independent study)
- 10 units of professional seminars (hybrid-format courses – including a capstone experience –that combine online and face-to-face formats in which students connect their technical knowledge to a conceptual framework such as leadership, culture, social justice, or communication)
- 9 units of professional core curriculum in the major area of study. These courses include:

BUS 3250	The Business of Social Change	3-4
BUS 3460	Principles of Finance	3-4
BUS 3550	Principles of Marketing	3-4
BUS 3570	Interpersonal Communication in The Workplace	3-4
BUS 4050	Psychology of Leadership	3-4
BUS 4310	Social and Ethical Issues in Management	4
MGT 5010A	Foundations of Business Practice I	4
MGT 5010B	Foundations of Business Practice II	4

# Graduate Programs

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Antioch University Los Angeles offers several graduate programs.

- Education Department (MAETC, MAEx,TC) (p. 53)
- Master of Arts in Clinical Psychology (MAP) (p. 61)
- Master of Arts in Psychology with Individualized Concentration (MPIC)\* (p. 74)
- Master of Arts in Psychological Studies (MAPS) (<http://aulacatalog.antioch.edu/graduateprograms/masterofartsinpsychologicalstudies>)
- Master of Arts in Non-Profit Management (MANM) (p. 79)
- Master of Arts in Urban Sustainability (USMA) (p. 82)
- Master of Fine Arts in Creative Writing (MFA) (p. 85)
- USMA-MFA Dual Degree Program (USMA-MFA DD) (p. 93)

\*Note: MPIC is available only to continuing students.

## Education Department

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

### Teacher Credentialing (TC)

- Professional Credentials
  - SB 2042 Preliminary Multiple Subject
  - Preliminary Education Specialist Mild/Moderate
  - A combination of both
  - Clear Credential
- The Multiple Subject and Education Specialist credentials are each 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.
- The Clear Credential is offered over 3 quarters, generally one night per week each quarter.

### 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. 75 units earned during the credential program are added to 31 graduate units for a total of 106 units.

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

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

## MISSION OF THE EDUCATION DEPARTMENT

The Education Department is a community of teachers and learners who value making a positive and sustainable difference in the world. All that we do is designed to help each other thrive and evolve as we learn to interact with those areas most in need of social justice attention. The pedagogies taught in the department 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. Our students seek to live lives of meaning and purpose.

## 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 make arrangements to have the class taped with the permission of the instructor. Candidates who miss more than 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 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.

### Evaluation of Coursework

Faculty evaluators complete a narrative evaluation for each candidate, writing a narrative description of the candidate's success in meeting the Student Learning Outcomes (SLO's). These narrative evaluations are a 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.

### Degree Completion

If a Teaching Credential candidate determines that they do not want to apply for the credential they may continue for the stand alone Master of Arts degree. A candidate seeking this degree may determine that the MAEx degree is more suitable and will be able to transfer units from their completed credential courses (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 MAETC or the TC only program which requires the approval of the Department Chair. Candidates will be required to complete all requirements for that degree and/or credential.

### 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 mandatory to meet with the Education 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, including credential 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 faculty from the student's Master's program of study (at least one must be a Core Faculty member in Education). During the mandatory courses in research completed prior to the Capstone, students will have been engaged in critical inquiry on a topic relevant to them and to the Department. The candidate will name 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 adviser 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 may have 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 adviser 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 an expectation that all coursework is in the process of completion and the quarter in which it will be held will be the student's final quarter of enrollment. In this same week, students are expected to have their Capstone date and topic confirmed with their adviser. Except with approval by their adviser, 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 adviser 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 adviser 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.

## 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 prior to the start of the placement.

## 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. 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 theory and practice.

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.

## 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 5450	Language Development & Acquisition	3
TEP 5440	Child Development & Learning	3
TEP 5040.LA	Social Science and Children's Experience	3
TEP 5050.LA	Reading Instruction in Elementary Classrooms	3
TEP 5070.LA	Real World Mathematics	3
TEP 5100.LA	Science: Discovery Teaching, Action Learning	3
TEP 5110.LA	Language Arts Curricula: Theory and Methods	3
TEP 5120A	Student Teaching With Professional Seminar	12
TEP 5130.LA	The Arts in Culture and Learning	3
TEP 5150A	Student Teaching with Professional Seminar II	12
TEP 5190	Educational Technology	2
TEP 5250	Physical Education and Movement	1
TEP 5330A	Field Practicum	6
TEP 5360.LA	Foundations of Social Justice Education	4
TEP 5370.LA	Mediation and Conflict Resolution in Schools	3
TEP 5380.LA	Classroom Organization Theory and Practice	3
TEP 5650	Adaptation Pedagogy	3
TEP 5990	TPA Workshop	0
TEP 6010A	Social and Legal Dimensions of Special Education	2



TEP 6010B	Teaching and Accommodating Students with Disabilities	1
TEP 6020.LA	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 5440	Child Development & Learning	3
TEP 5450	Language Development & Acquisition	3
TEP 5050.LA	Reading Instruction in Elementary Classrooms	3
TEP 5070.LA	Real World Mathematics	3
TEP 5330A	Field Practicum	6
TEP 5360.LA	Foundations of Social Justice Education	4
TEP 5650	Adaptation Pedagogy	3
TEP 5990	TPA Workshop	0
TEP 6010A	Social and Legal Dimensions of Special Education	2
TEP 6010B	Teaching and Accommodating Students with Disabilities	1
TEP 6020.LA	Advocating for Healthy Children	2
TESE 5090.LA	Assessment in Special Education	3
TESE 5120A	Student Teaching With Professional Seminar	12
TESE 5150A	Student Teaching Mild/Moderate With Professional Seminar II	12
TESE 5160.LA	Understanding and Teaching Students With Mild and Moderate Disabilities I	4
TESE 5170.LA	Understanding & Teaching Students With Mild & Moderate Disabilities II	4
TESE 5180.LA	Family Dynamics & Communication for Special Education Services	3
TESE 5380.LA	Comprehensive Behavior Assessment and Positive Behavior Support	3
TESE 5410.LA	Introduction to Autism Spectrum Disorder	3
TESE 6010B	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
- California Basic Skills Requirement
- 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 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 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.

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 mentor 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. 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 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 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 practicing teacher and to deliver 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.

## **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 review 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 and will be advised that the California Commission on Teacher Credentialing will be sending a survey that will also be used for state reporting purposes.

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

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 completed for the teaching credential. 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 5260	Systems Thinking	3
TEP 6230	Review of Educational Research	3
TEP 6290A	Educational Research: Inquiry II	3
TEP 6380	Leadership & Change	3-4

### Elective Courses\*\*

TEP 5000B	Grassroots Organizing for Social Justice	3
TEP 5310C	Enhancing English Language Development With Literature	3
TEP 6030B	Graduate Seminar	1-6
TEP 6030H	Graduate Seminar: History of Ideas	3
TEP 6060	Diversity in Schools	3
TEP 6340.LA	Critical Media Literacy	3
TEP 6370.LA	Global Perspectives in an Era of Change	3
TEP 6390	Global Perspectives in an Era of Change II	3
TEP 6420	Current Trends in Neuroscience	3
TEP 6440	Education-Community Contexts & Interactions	3
TEP 6450	An Intro to Ecoliteracy	3
TEP 6470	Grant Proposal Development	3

Total Quarter Units =31

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

## CLEAR Multiple or Single Subject Credential

The CLEAR program provides support and assessment for beginning teacher and meets the California Commission on Teacher Credentialing (CCTC) requirements for the CLEAR 2042 Multiple or Single Subject Credential. The CLEAR Credential program offers an alternative to induction for teachers who are eligible for induction, but for whom a state-approved induction program is not available. An individualized approach allows teachers to select areas of professional inquiry and work toward their educational goals. Financial Aid is not available for this program.

## CLEAR Credential Schedule

The CLEAR Credential is completed in 3 quarters over 9 consecutive months. Students attend class on one evening a week - typically either a Monday or Wednesday evening.

## Courses Required for the CLEAR Credential

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

### Required courses

TEP 5310C	Enhancing English Language Development With Literature	3
TEP 6170AA	Access and Equity for Special Populations	1
TEP 6170D	Differentiated Instruction for Universal Access	2
TEP 6220A	Professional Inquiry and Collegial Observation I	1
TEP 6220B	Professional Inquiry and Collegial Observation II	1
TEP 6220C	Professional Inquiry and Collegial Observation III	1
TEP 6310A	Resilience Education	1

## 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 society and to learn strategies for impacting them in positive ways through educational ventures.

### 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 6230	Review of Educational Research	3
TEP 6290A	Educational Research: Inquiry II	3
TEP 5260	Systems Thinking	3
TEP 6380	Leadership & Change	3

#### Elective courses \*

TEP 5000B	Grassroots Organizing for Social Justice	3
TEP 5310C	Enhancing English Language Development With Literature	3
TEP 6030B	Graduate Seminar	1-6
TEP 6030H	Graduate Seminar: History of Ideas	3
TEP 6060	Diversity in Schools	3
TEP 6340.LA	Critical Media Literacy	3
TEP 6370.LA	Global Perspectives in an Era of Change	3
TEP 6390	Global Perspectives in an Era of Change II	3
TEP 6420	Current Trends in Neuroscience	3
TEP 6430	Advanced Leadership	3
TEP 6440	Education-Community Contexts & Interactions	3

TEP 6450	An Intro to Ecoliteracy	3
TEP 6470	Grant Proposal Development	3

Total Quarter Units = 45

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

## 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.

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 be 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 6200 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 pre-clinical 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 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.

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 University 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.

Our program follows the AULA transfer policy that directs programs to seek to "assure maximum utilization of credits earned previously and to encourage students to advance through their education toward the completion of their degree." and "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" (<http://aulacatalog.antioch.edu/policiesregulationsandprocedures/transfercreditpolicy/>).

The program also follows the Joint Statement on the Transfer and Award of Credit that notes that transfers "increasingly involves transfer between dissimilar institutions" and encourages "for reasons of social equity and educational effectiveness for all institutions to develop reasonable and definitive policies and procedures for acceptance of such learning experiences, as well as for the transfer of credits earned at another institution. Such policies and procedures should provide maximum consideration for the individual student who has changed institutions or objectives ([http://tcp.aacrao.org/misc/joint\\_statement.php](http://tcp.aacrao.org/misc/joint_statement.php)).

In evaluating transfer units the program follows the industry practice that allows for taking a single incoming course and applying its credit among multiple courses ("Some schools will take the 5 semester hours and apply it to a 3 credit course and then apply the 2 remaining credits toward another elective" (<http://www.collegetransfer.net/AskCT/Howdoesthecoursecredittransferprocesswork/tabid/2411/default.aspx>).

1. When in the opinion of the transfer content evaluator an incoming individual transfer course contains content that sufficiently covers content contained in multiple graduate psychology program courses and carries sufficient unit credit to do so then all appropriate coursework be waived in order to prevent the student from "being required to repeat course work completed at an acceptable level of performance at a previously attended institution" in violation of our transfer policy.

2. When an incoming single transfer course has content that meets the requirements for a required psychology program course and also contains units in excess of that required by the psychology program, all excess units be offered as elective units in accordance with AULA transfer policy that our policies assure maximum utilization of credits earned previously and to encourage students to advance through their education toward the completion of their degree." Example: An incoming course with 5 quarter units that cover the content of Process I. Two units would be credited to Process I and the remaining three units would be treated as elective units.

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 6230 *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 6230, plus the letter A, B, C, etc. (e.g. PSY 6230A Personal Psychotherapy) is used on the registration form. At the time of registration, Form C must also be on file in the Integrated Student Services (ISS) office. Instructions for Form C, available in the ISS office, 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 ISS office. 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 6230 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 6230 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 6230), the Office of the University 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 ISS office by the stated deadline, however, the evaluation must be mailed to the University Registrar Office through the ISS 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 ISS office. 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 ISS office 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 ISS office.

## 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 5000), 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 5000AA *Clinical Training Readiness* as early as (but no sooner than) their third quarter of academic study. The PSY 5000AA *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 5000A *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 5000 Clinical Training Orientation, PERFECT, PSY 5000AA Clinical Training Readiness, PSY 5000A PERFECT, as well as completing and receiving credit for the courses, which are prerequisites for clinical training (i.e., PSY 5010A *Process of Interpersonal Psychotherapy I*, PSY 5410F *Assessment of Psychopathology*, PSY 5410G *Psychopathology and Treatment Planning*, and PSY 5480 *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 6200 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 6200 *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 6210 Clinical Practicum* cannot receive credit for their clinical training units (i.e., PSY 6200) 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 6210 Clinical Practicum* during any quarter in which they are also enrolled in *PSY 6200 Applied Psychotherapeutic Techniques* cannot receive credit for their clinical training units (i.e., PSY 6200) and cannot count any of the hours accrued during the quarter toward licensure.

Students may fail to receive credit for *PSY 6200 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 6200 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 6210 Clinical Practicum*. Students who fail to enroll in or receive credit for *PSY 6210 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 ISS, 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 5450 Society and the Individual (3 units)**

All MAP students must successfully complete PSY 5450 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 5450. 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 5450, 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 5100 Introduction to Psychotherapy Theory and Practice (0 units)**

New students may also be required to complete PSY 5100 Introduction to Psychotherapy 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 5100 Introduction to Psychotherapy 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.

### **PSY 5000W Graduate Writing and Beyond (0 units)**

New students may also be required to complete Graduate Writing and Beyond 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 5000W Graduate Writing and Beyond, the student has one opportunity to redo it within the same quarter.

If the student does not pass 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 500W Requirement**

Incoming students can "test out" of the 500W requirement during the Writing Workshop during Campus Resource Day.

### **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 ISS 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 5120A	Field Study: Psychology and Society	2
PSY 5450	Society and the Individual (Required in the first quarter)	3
PSY 5310A	Personality Theory I: Psychodynamic Theories	3
PSY 5320A	Personality Theory II: Comparative Contemporary Theories	3
PSY 5350	Systems Theories and the Family	3
PSY 5350M	Systems Theory & the Family II	2
PSY 5360D	Research for Mental Health Professionals	3

(PSY 5450 Society and the Individual is required in the first quarter)

#### Professional Clinical Issues 22 units

PSY 5390D	Psychopharmacology	3
PSY 5410F	Assesment of Psychopathology (90)	3
PSY 5410G	Psychopathology & Treatment Planning(90)	3
PSY 5420	Psychological Testing	3
PSY 5430C	Child and Adolescent Development	3
PSY 5440K	Contemporary Issues of Aging	2
PSY 5450A	Community Psychology: Theories and Methods	3
PSY 5720P	Domestic Violence: Child, Intimate Partner, and Elder	3

#### Clinical Skill Development 14 units

PSY 5010A	Process of Interpersonal Psychotherapy I	2
PSY 5220A	Perspectives: Trauma & Its Effects, Awareness & Recovery	3
PSY 5470	Human Sexuality	3
PSY 5510B	Group Treatment Methods	2
PSY 5660B	Couples Counseling	2
PSY 5670T	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 5090	Brief Therapy	2
PSY 5330	Cognitive Behavioral Theory and Therapy	2
PSY 5350K	Advanced Family Systems	2
PSY 5400C	Process of Interpersonal Psychotherapy II	2
PSY 5450Z	Mental Health Paradigm in Action: 21st Century Recovery Model <ACP>	2
PSY 5640F	Queer Counseling and Narrative Practice	2
PSY 5930RR	Advanced Multi-Theory Approach to LGBTQIA Clinical Work (LGBT)	2-3

**Personal Psychotherapy 0 units**

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

PSY 6230	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 5000	Clinical Training Orientation	0
PSY 5000AA	Clinical Readiness	0
PSY 5000A	Pre-Enrollment Requirements for Clinical Training (PERFECT)	0
PSY 6200	Applied Psychotherapeutic Techniques (A, B or C)	1-6 per qrtr
PSY 6210	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 5090	Brief Therapy (See Advanced Clinical Skills)	2
PSY 5060E	Career Development I	3
PSY 5060F	Career Development II	2
PSY 5450E	Program Development and Evaluation	3
PSY 5500E	Integrative Treatment of Addictive & Co-Occurring Disorders	3
		3
		2

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 5450D	Community Consultation & Collaboration	3
PSY 5450E	Program Development and Evaluation	3
PSY 5450F	Prevention and Promotion	3
PSY 5750E	Psychoeducational Groups and In-Service Training Development (Training Development)	3
PSY 5120B	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 5200A	Developmental Psychopathology I: Diagnosis (DIAGNOSIS)	3
PSY 5200B	Developmental Psychopathology II: Intervention (INTERVENTION)	3
PSY 5330B	Brain and Behavior: the Child	3
PSY 5680A	Child Advocacy and Social Policy	3
PSY 5430H	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 5930K	LGBT History and Mythology	3
PSY 5930Z	Affirmative Psychotherapy	3
PSY 5930DD	Multicultural Mental Health	3
PSY 5120D	LGBT Community Action	2
PSY 519 Series LGBT Identity Workshop - Students must complete one workshop in the PSY 519 Series		1
LBGT Clinical Psychology Electives		2
PSY 5930NNC	Treating Families Through the Lgbt-Affirmative Lens	3

*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 5210D	Transference/Countertransference: Eros And Psyche	3
PSY 5310H	Intercultural Transpersonal and Depth Psychology (PSYCHOLOGY)	3
PSY 5330K	Mindfulness in Clinical Practice	3
PSY 5940M	Frontiers in Integrative Depth Psychology (PSYCHOLOGY)	3
PSY 5310J	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 5220B	Treatment of Trauma & Posttraumatic Stress Disorder	3
PSY 5220C	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 5970H	Trauma & Addictive Behaviors (CRT)	3
PSY 5970C	Assessment & Treatment of Trauma Posttraumatic Stress Disorder in the Civilian Population--Ptd III	2
PSY 5970E	Domestic Violence & Posttraumatic Stress Disorder in the Civilian Population	1

### Military Subspecialization:

PSY 5970B	Assesment & Treatment of Military Personnel/First Responders With Posttraumatic Stress Disorder (ptsd) & Co-Occurring Substance/Alcohol Abuse, Dependency, Or Addiction	3
PSY 5970D	Ax/Tx of Military and First Responders Postraumatic Stress Disorder (PTSD) in The Military/First Responder Population --PTSD IV	2
PSY 5970F	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 5930Z	Affirmative Psychotherapy	3
PSY 5450D	Community Consultation & Collaboration	3
PSY 5940M	Frontiers in Integrative Depth Psychology	3
PSY 5220B	Treatment of Trauma & Posttraumatic Stress Disorder	3
PSY 5450Z	Mental Health Paradigm in Action: 21st Century Recovery Model <ACP>	2
GP Electives		3

## The Professional Clinical Counseling Specialization

In 2009, the Board of Behavioral Sciences in California differentiated *Marriage and Family Therapy (MFT)* from *Professional Clinical Counseling (PCC)* as two distinct licenses that were available to mental health professionals at the master's level. As such, Antioch University developed the opportunity for students in the MAP-Clinical program who designated the General Practice specialization to take coursework in their general practice elective coursework that would make them eligible for the PCC license in California.

The profession of counseling, governed by the American Counseling Association (ACA), holds a theoretical framework that is slightly different than that of marriage and family therapy. Historically, marriage and family therapists were trained in a diagnosis, medical-focused model (often trained to work in hospitals and clinics), whereas counselors were trained in a developmental, normative-stress model (often trained to work in schools and college counseling centers for people undergoing normative life stressors). After World War II, many counselors and therapists were trained and hired interchangeably to work with the massive increase of individuals needing a wide variety of services, including vocational guidance and job placement as well as comprehensive psychological treatment to aid in their suffering of PTSD symptoms. Thus, MFTs and PCCs are now often working in many of the same locations, although their scope of practice and theoretical framework of training are different. Specifically, PCCs often are focused on:

- (1) normative development across the lifespan (e.g. development throughout adulthood and midlife) at the master's level; and,
- (2) career counseling theory and career-focused assessment techniques (e.g., development throughout adulthood and midlife) at the master's level.

**GATEWAY Course** for the PCC Specialization: PSY-5010A (*Process of Interpersonal Psychotherapy I*). This is a co-requisite for PSY-5060E, meaning that students can take PSY-5010A and PSY-5060E **concurrently**.

### 17 units LPCC Specialization

PSY 5060E	Career Development I	3
PSY 5060F	Career Development II	2
PSY 5500E	Integrative Treatment of Addictive & Co-Occurring Disorders	3
PSY 5750E	Psychoeducational Groups and In-Service Training Development	3-4
PSY 5450E	Program Development & Evaluation	3
PCC Identity and Ethical Codes		1
Two Units of PCC Elective Units		

## Professional Development Coursework

All courses offered in the graduate psychology program are designed to broaden and deepen the knowledge and skills necessary to provide psychological services at the highest professional level. Successful completion of any course in the department will increase skills and/or professional knowledge on the part of the student. Given this, in addition to their specialization(s), most students should consider adding Professional Development Coursework (PDC) to their degree program. The PDC allows students to take additional theoretical, application, social justice, and reflective practice courses as part of their degree program. Doing so will increase both professional skills and employment readiness. Students who successfully complete 12 units of PDC coursework will be awarded a 'With Professional Development Coursework' designation as part of their degree. This will be reflected on their transcripts. Students who do not achieve 12 units of PDC coursework will have gained additional knowledge and skills, but will not receive the 'With Professional Development Coursework' designation. Students must consult with their adviser and plan carefully when considering any PDC courses to ensure they are not overburdened during their studies.

### Important Notes:

Students cannot add the the PDC to their student record during their first quarter. PDC coursework is designed to be integrated into a student's progress toward degree completion. It is not designed to extend a student's residency. The same coursework cannot be used to fulfill multiple degree elements (required courses, specializations and PDC elements).

Students may elect PDC coursework up through their penultimate quarter of study. They can withdraw from PDC participation at any time; however, their program unit total will remain at 102 units for SAP and Time to Completion calculations.

## 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). **Important Note:** *At present, this degree is only available to students who were previously enrolled in a degree program within the Graduate Psychology Program. New students who are interested in a non-clinical degree should review the Master of Arts in Psychological Studies degree.*

## 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 5120A	Field Study: Psychology and Society	2-3
PSY 5310A	Personality Theory I: Psychodynamic Theories	3-4
PSY 5320A	Personality Theory II: Comparative Contemporary Theories	3-4

PSY 5360A	Research and Professional Writing	3-4
PSY 5450	Society and the Individual	3-4
PSY 5350A Theories of MFCC I		3

## 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 5990 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 5990 (<http://aulacatalog.antioch.edu/graduateprograms/mainpsychologywithindividualizedconcentrationmpic>), 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 5990 Masters Document) have been filed with the Registrar. Each quarter, the Advisor must approve a student's registration for PSY 5990 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 6200 (<http://aulacatalog.antioch.edu/graduateprograms/mainpsychologywithindividualizedconcentrationmpic>) 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 6200 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, LGBT and ADD 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 5960 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**

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 6200A), 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 5990 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 Psychological Studies (MAPS)

The Master of Arts in Psychological Studies (MAPS) program is a 48-unit program uniquely designed for students who:

1. are interested in non-clinical, master's-level training in applied psychology (e.g., research, program evaluation) at the master's level.
2. want a more theory-focused master's program in psychology
3. are interested in pursuing licensure at the doctoral level and therefore do not wish to pursue clinical training opportunities at the master's level (in part because hours accrued at the master's level will not count toward hours needed for doctoral level licensure unless supervised by a doctoral level psychologist).

## MISSION & GOALS

The M.A. in Psychological studies program identified has the following program learning goals :

- Provides students with the opportunity to learn about psychological research and the science of clinical psychology through the lens of Antioch's social justice philosophy.
- Allows design of specialized programs as a foundation for doctoral study.
- Offers opportunities to learn about applied clinical psychology for individuals interested in pursuing doctoral level licensure as a psychologists.
- Provides opportunities to design, implement, and evaluate an original, introductory-level research projects (reflecting each student's personal interests, ideals, values, and career paths) with feedback from instructors and colleagues.
- Fosters creativity and innovation in psychology and society.

## PSYCHOLOGICAL STUDIES DEGREE PROGRAM

- 48 units of coursework, one year minimum residency (minimum 4-quarters full time). 12 units per quarter, including summer, for those who want to be finished in one year and transfer to a doctoral program

Students in the Psychological Studies program have the opportunity to matriculate in one of the six specializations offered by the Department of Psychology on the Los Angeles campus (Applied Community Psychology, LGBT, Conflict and other related Trauma, Child Studies, Spiritual and Depth Psychology, or Addiction). The Master of Arts in Psychological Studies program will have the same amount of units for both non-specialization and specialization students.

### Specialization: Non-specialization:

+20 units core +20 units core

+8 units of thesis +8 units of thesis

(2u 1st qtr, 3u's 2nd & 3rd qtrs) (2u 1st qtr, 3 u 2nd & 3rd qtrs)

+3 units of prosem (1u for 3 qtrs) +3 units of prosem (1u for 3 qtrs)

+17 units of specialization +9 units of menu option electives

**48 units total** +8 u of electives

**48 units total**

**20 units required core**



PSY 5450	Society and the Individual	3-4
PSY 5450A	Community Psychology: Theories and Methods	3-4
PSY 5310A	Personality Theory I: Psychodynamic Theories	3-4
PSY 5410F	Assesment of Psychopathology (90)	3
PSY 5360D	Research for Mental Health Professionals	3
PSY 5010D	History and Systems of Psychology	3
Research For Evidence Based Practices		2

### 9 units non-specialization, menu option electives

Students not wishing to enter a specialization must take one course from each of three menus:

Menu 1, PSY 5450E: Program Development and Evaluation OR PSY 5420: Psych Testing

Menu 2, PSY 5510B: Group Treatment Methods OR PSY 5750E: Psychoeducational Groups

Menu 3, PSY 5320A: Personality II OR PSY 5350: Systems Theory and the Family I

\*\*\* Students wishing to matriculate in an existing MAP specialization do not take these courses but rather take the specialization coursework. \*\*\*

### Thesis Units and Proseminar

As part of the Master of Arts in Psychological Studies program, students will be required to enroll in a pro-seminar at the same time that they register for their thesis project

All students must complete 8 units of thesis over three quarters of residency. These units must be taken in the students' final three quarters prior to graduation:

- 1<sup>st</sup> Quarter of Thesis: 2 units

Thesis Design, Project Literature Review, ends in Thesis Proposal

- 2<sup>nd</sup> Quarter of Thesis: 3 units

Thesis Implementation; if research project, data collection; if workshop or consultation, implementation, ends in methods or project data

- 3<sup>rd</sup> Quarter of Thesis: 3 units

Thesis Evaluation; if research project, data analysis and write-up; if workshop or consultation, evaluation and write-up, ends in submission for binding to campus services

In addition, all MAPS students enroll in a proseminar at the same time that they enroll in thesis units. This seminar-style course meets five times throughout the course of the quarter. The proseminar gives students an opportunity to discuss their projects, to attend research colloquia at AULA or in their communities relative to their topic, and to have guest speakers come and discuss information related to doctoral programs entry, research methodologies, and/or careers paths related to non-licensure psychology.

## Professional Development Coursework (PDC)

Like the MAP program, students would be able to enroll in Professional Development Coursework (PDC) if they wish to exceed the required number of units (48) units in their degree program. Psychological studies students are able to take 1-12 units over their 48 unit curriculum but cannot add this post-candidacy (e.g., students enrolling in PDC must add this coursework to their degree program before they advance to candidacy for the Master of Arts degree). A student would need to meet with and have a conversation with an advisor about such further study, prior to submitting the form for it to the Office of Student Retention and Integrated Student Services (OSR-ISS).

Students who do not complete their thesis program after the 8-unit sequence must enroll in Thesis Completion units, which are zero unit courses that allow the student continued consultation with the student's thesis advisor. PDC units cannot be used to for thesis completion purposes.

## Master of Arts in Nonprofit Management (MANM)

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

#### Program Mission

The Mission of 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. Demonstrate the ability to create and execute strategies to maximize organizational impact, aligned with institutional mission.
6. Formulate strategies to maintain and renew an organization based on its life cycle stage of development.
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 admits students in the Fall and Spring quarters. The student attends class on Tuesday night and visits the sites of exemplary Los Angeles area nonprofit organizations on two Saturdays 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 is chosen by the student and supervised by an 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 and to expand her or his professional experience.

The MA in Nonprofit Management degree is taught using an adult 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 NLA at AULA student group. Through their CNP activities, they 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 established of quarters (5100 through 5600) sequence of the degree program.

In addition to the 7 units of course work each quarter (MNM 5100, 5200, 5300, 5400, 5500, 5600) , the student registers for one unit of Field Work in Nonprofit Organizations (MNM 5100F, 5200F, 5300F, 5400F, 5500F or 5600F) 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 coach 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 coach is required, the coach files a writing development plan with the program faculty, and the student must continue working with the writing coach 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 coach 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 coaches 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.

### Plagiarism and Academic Honesty

Upon entering the MA in Nonprofit Management program, all students receive access to training and testing materials to assure their understanding of plagiarism and academic honesty. Students then sign an agreement that they will honor and uphold the University's standards of academic honesty and the requirements for correct recognition and citation of the work of others.

## Courses

MNM 5100	Programs: Achieving the Mission	7
MNM 5100F	Field Work in Nonprofit Organizations	1
MNM 5200	Development: Advancing the Cause	7
MNM 5200F	Field Work in Nonprofit Organizations	1

MNM 5300	Administration: Managing for the Greatest Good	7
MNM 5300F	Field Work in Nonprofit Organizations	1
MNM 5400	Structure and Governance: Stewardship Of the Common Good	7
MNM 5400F	Field Work in Nonprofit Organizations	1
MNM 5500	The Nonprofit System: Structures, Behaviors, Relationships	7
MNM 5500F	Field Work in Nonprofit Organizations	1
MNM 5600	Organizational Sustainability: Leading Toward a Preferred Future	7
MNM 5600F	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 four 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 practice-based elective courses. 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 develop an array of practitioner skills. 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 5010	Urban Sustainability	6
URS 5100	Fieldwork Planning	1
URS 5230	Eco Systems Thinking	3

#### Semester 2

URS 5040	Sustainable Urban Economies	3
URS 5110	Fieldwork	2
URS 5220	Research and Writing for Practitioners	3
URS 5240	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 6100	Capstone Part a	3
URS 6120	Fieldwork	3

#### Semester 2

URS 6110	Capstone Part B	6
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#### Electives

URS 6200	Adaptive Leadership for Sustainable Change	1
URS 6210	Greenhouse Gas Emissions Inventories	1
URS 6230	Funding Your Mission: Grant Writing	1
URS 6250	Group Facilitation	1
URS 6270	Bldg Effective Online Communication Strategies for Social Change	1
URS 6280	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 6260	Practical Map Making	1
URS 6290	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. New students are required to attend a one-day orientation, which takes place on the Monday prior to the first day of their initial residency. 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, collaborative problem-solving sessions, 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)

January (4 day)

April (6 day)

July (4 day)

October (6 day)

April (6 day)

Final Residency: October (6 day)

**Cohorts Starting in April:****Year1 Year 2**

April (6 day)

July (4 day)

October (6 day)

January (4 day)

April (6 day)

October (6 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 and content 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/they 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/they 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 or rentals nearby. Students may choose to stay in other facilities, or with friends or family.

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/they 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/they 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. 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 long Critical Paper (2<sup>nd</sup> and 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 the online learning management system (currently, Sakai), on which students are trained during their first residency. Mentors also establish private online reading and writing/critique conferences for their mentees on the learning management platform. 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 long critical paper
- 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
- Critical Paper Research Questions, Outline, and Partial Bibliography
- 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
- 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 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/their 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.

## USMA-MFA Dual Degree Program

The USMA program educates urban problem solvers to meet the world's dual challenges of climate change and inequality. The MFA program at AULA trains writers to be outstanding artists who are also engaged citizens pursuing social justice. The purpose of the dual degree is to marry these two, producing excellent writers who will be a part of the next generation's conversation about climate change and inequality.

### Program Objective

The dual degree provides the opportunity for students to earn both a Masters degree in Urban Sustainability and an MFA in Creative Writing within a three-year period, reducing the time and cost of completing these degrees separately. Many USMA students have a strong interest in learning to effectively communicate both the problems they have encountered and the solutions they propose to address social, economic, and environmental inequities. Several MFA students focus their work on justice issues that align strongly with the USMA values. Having this seamless 3-year path to dual



degrees serves students from both populations. It is also entirely mission consistent by virtue of the fact that it brings two programs together that already address directly issues of social, economic, and environmental justice. Training engaged citizen-artists who understand and can communicate effectively about the problems at the intersection of climate change and inequality can only serve to better achieve the stated mission of the university.

## Dual Degree Learning Outcomes

Dual degree students are held accountable to all of the USMA and MFA learning goals, as described here:

### USMA

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

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

### MFA

Graduates of the MFA in Creative Writing Program will demonstrate:

- Mastery of creative writing skills of at least one of the following genres: fiction, poetry, creative nonfiction, and writing for young people.
- Critical reading, writing, and thinking skills required of a literary artist.
- Knowledge of ethical dilemmas and social values of the literary arts.
- Commitment to a broad range of issues and activities associated with a literary writer engaged with the societies in which the writer lives and works.

## Program Overview

The USMA-MFA dual degree allows students to complete two 2-year degrees in as few as 3 years (6 semesters) at a cost greatly reduced from completing the two degrees independently. The simplest path begins with enrollment in the USMA program, although students can begin in the MFA program or transition from one degree to another and back again. In order for students to complete two degrees in a reduced time, some of the requirements for each degree are satisfied while the student is technically enrolled in the other program.

## Curricular Format and Delivery

Both USMA and MFA programs follow hybrid models, with residencies at the beginning of each semester, a 20+ week semester of online/remote work, and a concluding residency for graduating students to present their work. Instructional hours for dual degree students match those used in the USMA and MFA programs, including any synchronous class meetings for the USMA program and any online forums, discussions, or projects expected of other students in either program. Dual degree students are held to the same expectations as other USMA and MFA students.

USMA students have the option to enroll either full or part time in the degree program. This option is also available to dual degree students while they are enrolled as USMA students. The MFA program, however, requires students to be enrolled full-time except in rare situations. Therefore, the dual degree program could take as many as 9 semesters to complete, if a student chose to extend the 3 semesters in USMA to 6 semesters. The full dual degree program should be completed within a maximum of 5 years, although the time limit for completion could be up to 8 years for students needing to step out and come back to complete the degrees.

## Dual-Degree Options

Students entering the dual USMA-MFA degree can reasonably proceed along three different paths.

**Option 1:** The dual degree is optimally structured as a six-semester endeavor with the first three semesters spent in the USMA program and the final three, in the MFA program. Dual degree students who begin as USMA students enroll in the entire first year USMA curriculum, taking the 21 required units with all other USMA students. By the end of their second semester in the USMA program, dual degree students need to apply to and be accepted into the MFA program. During their third semester, dual degree students take the USMA fieldwork course and Capstone A, the course during which they write their capstone proposal. The only additional units typically taken during that third semester by USMA students are 1-2 elective units. These are available but not required for dual degree students.

At the beginning of Semester 4, dual degree students enter the MFA program. They design a project period proposal under the guidance of an MFA mentor and function as fully-enrolled MFA students working on a long critical paper, which in the dual degree program equates to the writing of the capstone project proposed during the previous semester. Dual degree students come into the MFA program with advanced standing, and thus have the same three semester requirements as any MFA student who comes in with that status. The fieldwork done in USMA fulfills the MFA field study requirement and, as noted above, the capstone fulfills the critical paper requirement. All other MFA requirements remain for the dual degree students. The dual degree students following the Option 1 degree path thus complete 27 USMA semester units, then register for 3 MFA semesters, each 12 units,

for a total of 36 MFA semester units. For them, this makes up the entirety of the combined curriculum, a total of 63 semester units for the two degrees (in comparison to 84 units if completed independently.)

**Option 2:** In this scenario, dual degree students begin instead with the MFA program. This student first applies to the MFA program and spends three semesters as an MFA student. By the end of the first year, that student then applies to the USMA program and, if accepted, completes the third semester of the MFA program and subsequently shifts to being an USMA student in Semester 4.

The student in this situation may or may not be able to finish both degrees within six semesters. Whether or not it is possible depends largely on what the student has done during the MFA program that satisfies the USMA degree requirements. For example, fieldwork semesters required for USMA might have been fulfilled by the previous year's MFA field study placement. If the traditionally 9-unit capstone experience has been started during the MFA semesters, it can reasonably be completed with only 6 units of work within the USMA program. If the capstone experience does not start until the student is in Semester 4 (first semester of the USMA program), the student may or may not complete the second degree within three semesters. These specifics must be worked out on an individual basis between the student and the department chairs.

**Option 3:** In this scenario, a student has begun in one program (MFA, for example) and decides to switch to USMA before Semester 4. This means that the student shifts from MFA (1-2 semesters) to USMA (3 semesters) and then shifts back to MFA (final 1-2 semesters).

As was the case for Option 2, the student in this situation may or may not be able to finish both degrees within six semesters. Exact timing to complete the degree depends on what work completed during the MFA semesters satisfies USMA requirements and vice versa. Students are advised on an individual basis in collaborative conversations with both department chairs.

## Degree Requirements

The dual degree takes advantage of the existing USMA and MFA curricula and holds students to the same requirements as single degree students. However, students can fulfill certain requirements for one degree while enrolled as students in the other program.

### Unit requirements

- Overall units: 63 semester units
    - 27 semester units from the required USMA curriculum completed as USMA students
  - Urban Sustainability (6 units)
  - Eco Systems Thinking (3 units)
  - Urban Infrastructure (3 units)
  - Research & Writing for Practitioners (3 units)
  - Sustainable Urban Economies (3 units)
  - Fieldwork Planning (1 unit)\*
  - Fieldwork (5 units over two semesters)\*
  - Capstone Proposal/Capstone (3-6 units)
- Total: 27 units

\*Note: If a dual degree student has completed enough field study during MFA semesters to satisfy the USMA fieldwork requirements, those units might be waived

- 36 semester units (3 project periods) completed as MFA students

### Curricular requirements

- Attendance at all USMA residencies required of single degree students while enrolled as a USMA student
- Completion of USMA capstone project, including presentation at USMA residency
- Completion of MFA residency requirements for 3 semesters

(Students in the MFA in Creative Writing program are required to attend at least seven seminars and the genre writing workshops during each residency. Listed here are the specific seminars dual degree students would be required to attend.)

- Arts, Culture, and Society I & II
- Genre writing workshops
- Graduating Student Reading
- Specialized orientations
- Completion of MFA Art of Translation Seminar
- Completion of MFA annotated bibliography
- Completion of MFA final manuscript

## Program Assumptions

The dual degree has been designed so that within as few as six semesters, students are able to satisfy all of the requirements listed above. In order for this to happen successfully, the faculty have agreed to the following assumptions:

- Dual degree students register as either USMA or MFA students during each semester of their enrollment, transitioning from one program to another at the time best determined with the department chairs.
- Dual degree students who begin as USMA students enroll in regular USMA coursework during all semesters in the program, completing all core curriculum and fieldwork requirements of single degree students.
- Dual degree students who begin as MFA students complete the work of MFA single degree students while enrolled in the program.
- Dual degree students who begin as USMA students complete their capstone proposals (Capstone A) while USMA students.
- Dual degree students who transition to become MFA students in the fourth semester enter the MFA program with advanced standing. During their first MFA semester, these students complete the capstone project (but do not enroll in Capstone B the way they would have if continuing as USMA students). This capstone fulfills the Long Critical Paper requirement of the MFA degree.
- Upon completion of the USMA capstone project, dual degree students present at the USMA residency following the completion of the project.
- USMA fieldwork satisfies the MFA field study requirement. MFA field study may satisfy any or all of the USMA fieldwork requirement, depending upon the nature of the field study.
- Any semester in the MFA program can satisfy the elective requirement of the USMA degree if the content of the project period contract warrants it.
- Dual degree students earn the USMA degree once they have fulfilled all USMA requirements, including a capstone presentation.
- Dual degree students earn the MFA once they have earned 36 MFA units and satisfied all MFA degree requirements.

# 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. 97)

## 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 Master of Arts in Psychological Studies (MAPS) Program

Fast Track for Teacher Credentialing (MAE/TC) Program (p. 99)

Fast Track for Master of Arts in Urban Sustainability (USMA) Program

Fast Track for Master of Arts in Nonprofit Management (MANM) Program

Fast Track for Master of Fine Arts in Creative Writing

## 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

Undergraduate students enrolled in one of the Undergraduate Studies Programs may, with faculty approval, apply as a fast-track candidate for the MA in Clinical Psychology (MAP) or MA in Psychological Studies (MAPS) Program. **In addition to working collaboratively with their academic advisor,** a student must gain approval from the Undergraduate Studies chair to become a fast-track candidate, prior to applying for the MAP/MAPS program. Provisionally accepted fast-track candidates will enroll in the required 9-12 quarter unit cohort curriculum for entering MAP/MAPS students.

Once successfully completed, these 9-12 units will represent completion of the student's undergraduate degree. These same units will also apply toward the single integrated MAP/MAPS degree, per the requirements of the California Board of Behavioral Sciences.

B.A. in Liberal Studies students are not required to have a major area of concentration in psychology to be accepted into the fast-track option. However, those who apply without a major concentration in psychology will be required to take the PSY 5100 Intro to Psychology course in addition to other required courses before they are fully admitted into the program. (PSY 5100 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.

**In order to be eligible for the fast track, students must have...**

- completed at least 33 units needed toward the 45 units Residency Requirement in the Undergraduate Studies Programs;
- completed all math and writing requirements;
- 9-12 quarter units remaining to complete the undergraduate degree;
- all DSST/CLEPS tests completed *two quarters before* the fast track quarter;
- all prior learning units registered *two quarters before* the fast track quarter, and completed by *the quarter before* the fast track quarter;
- completed all non-classroom learning and Domain requirements, with the possible exception of the Social Science domain;
- for BA in Liberal Studies, completed all area of concentration units, with the exception of up to 12 remaining Psychology Concentration units (if they have declared a major area of concentration).

**Additionally, Fast Track applicants must understand that...**

- in order to qualify for the MAP/MAPS Fast Track program, a student in an AULA undergraduate program must officially apply through the AULA Admissions Office (and follow all of the AULA Admissions Office application guidelines) and be provisionally accepted into the MAP/MAPS program;
- they will be following regular Admissions deadlines and procedures, as outlined by the MAP/MAPS Program. MAP/MAPS applications are due the Monday of week four in the quarter prior to starting the MAP/MAPS Program. It is the student's responsibility to meet all admissions deadlines and requirements;
- all MAP/MAPS Fast Track students will be required to take the following courses to fulfill the initial 12 units\*:
  - Society and the Individual - 3 units
  - Personality I - 3 units
  - Assessment of Psychopathology - 3 units
  - Contemporary Aging - 2 units
  - An elective workshop – 1 unit

*\*As noted above, PSY 5100: Intro to Psychology is required in the first quarter only for students who apply without a BA major concentration in psychology and who have not taken the course prior to entering MAP.*

## BA-MAPS Fast Track

Students in the BA program interested in entering the fast-track for the Master of Arts in Psychological Studies program are required to take no more or less than 9 units of MAPS coursework that would overlap with the units needed for the completion of their BA degree:

PSY 5450: Society & Individual (3 units)

PSY 5360D: Research for Mental Health Professionals (3 Units)

PSY XXX: another course from the core, elective, or specialization coursework in consultation with advisor. (3 units)

## BA-MFA in Creative Writing Fast Track

An AULA BA in Liberal Studies student may elect to become a Fast Track candidate, apply to the MFA in Creative Writing low-residency program and, if accepted, have their first semester in the MFA count toward completion of both the undergraduate degree and the MFA in Creative Writing degree.

The MFA Fast Track is a single integrated program that saves qualified students significant time and money when progressing from undergraduate to graduate studies.

As a highly competitive, nationally recognized program, acceptance into the MFA program is not automatic and dependent on the quality of the student's creative work and the MFA program's selective admissions criteria. Students on academic or any other type of probation are not eligible for the Fast Track.

**In order to qualify for the fast track in the MFA Program, a student in the AULA BA in Liberal Studies program must:**

- Have Creative Writing as Major area of concentration.
- Have completed at least 27 units needed toward the 45 units Residency Requirement in the AULA BA in Liberal Studies Program.
- Apply and be provisionally accepted into the MFA program. A faculty advisor will guide the student on the appropriate time to apply.
- **Have 18 quarter units remaining to complete the BA degree. Anything less than that will render the student ineligible.**
- At the time of applying, they have no less than 18 units remaining and no more than 30 units remaining to complete for their degree.
- Have completed all non-classroom learning, domain requirements and math and academic writing requirements.
- Complete the BA course requirements of MFA fast track candidates. A form will be available detailing these requirements.
- All prior learning units must be registered, completed and submitted no later than 2 quarters before the Fast-Track Semester.
- Have completed a minimum of 22 BA Creative Writing concentration units.
- Have taken ENG 4900A Advanced Multi-Genre Workshop twice-- 6 units minimum (it is strongly recommended students take this class EVERY QUARTER as MFA preparation.)
- Any DSST/CLEP tests must be registered for and completed no later than 2 quarters before the Fast Track semester.
- Take no more than 12 units in their final BA quarter prior to the MFA residency. This applies to those students who are directly transitioning from the BA to MFA, without a gap quarter off.
- If there is a gap quarter between the student's final BA quarter and their first MFA residency, the student will go on Leave of Absence.
- Fast Track students must enroll in the required 12 semester-unit core curriculum for the first semester MFA students. This consists of a ten-day on-campus residency, comprising classes, workshops, and readings, followed by a five month online project period during which students work with Faculty Mentors, conference online with fellow students and write in their home communities. If they successfully complete those units, students earn 12 semester units that can be applied toward the MFA degree and 18 quarter units that are counted toward completion of their BA degree and Creative Writing concentration requirements. Until they complete these 12 units and graduate from the BA in Liberal Studies program, fast-track students are only provisionally accepted into the MFA program.

**Additionally, Fast Track applicants must understand that...**

- Even if accepted into the MFA Program, and even if they have completed the first residency, if the Fast-Track student receives any NC or INC in their final BA quarter, they will be automatically withdrawn from the MFA Program. BA students cannot reapply to the Fast Track in this case or if they fail to complete the first MFA semester.
- If a Fast Track student does not successfully complete the first MFA semester, they will still have 18 remaining BA units to complete their undergraduate degree. They will no longer be an MFA in Creative Writing student, and would need to reapply upon graduation from the BA program.
- BA Creative Writing faculty are not involved in the selection process and cannot guarantee acceptance into the MFA.
- In order to qualify for the BA/MFA Fast Track program, a student in the AULA BA program must officially apply through the AULA Admissions Office (and follow all of the AULA Admissions Office application guidelines) and be provisionally accepted into the MFA program;
- They must follow regular Admissions deadlines and procedures, as outlined by the MFA program. MFA applications are due twice a year, August 15 and February 15, with special deadlines for priority applications. Students should refer to the MFA deadlines link at <http://www.antiochla.edu/academics/mfa-creative-writing/admissions-process/> and consult with the Admissions department. It is the student's responsibility to meet all admissions deadlines and requirements.
- Students should consult with Financial Aid prior to applying to determine impact on Financial Aid.

## BA-Teacher Credentialing Fast Track

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 advisers 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 Early Decider 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 Program Coordinator of the Education Department to review their eligibility and work closely with their BA adviser 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**

An Undergraduate Studies student may elect to become a fast-track candidate, enroll in MA program courses and have them count toward completion of both the undergraduate degree and the USMA degree.

In order to qualify for the fast track in the USMA Program, the undergraduate student must:

- Apply and be provisionally accepted into the MA program
- Have 18 or fewer quarter units remaining to complete the undergraduate 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 undergraduate degree requirements. Until they complete these 10 units and graduate from the bachelor's program, fast-track students are only provisionally accepted into the MA program.

Undergraduate 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 undergraduate Faculty Advisor. These courses may fulfill undergraduate 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. 101)
- Certificate in Applied Community Psychology (p. 101)
- Certificate in LGBT Affirmative Psychology (p. 102)
- Certificate in Urban Sustainability (p. 102)
- Post-MFA Certificate in the Teaching of Creative Writing (p. 103)
- Certificate in Web Development (p. 104)

## Certificate in Conflict and Non-Conflict Related Trauma Studies

*(Note: The Trauma Specialization is undergoing a major overhaul. A significant upgrade is expected to become available for the fall 2016 term.)*

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 5220A	Perspectives: Trauma & Its Effects, Awareness & Recovery	3
PSY 5220B	Treatment of Trauma & Posttraumatic Stress Disorder	3
PSY 5220C	Conflict Resolution, & Secondary Posttraumatic Stress Disorder (PTSD) & Self-Care Issues for Mental Health Professionals	3
PSY 5970A	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 5450A	Community Psychology: Theories and Methods	3
PSY 5450D	Community Consultation & Collaboration	3

PSY 5450E	Program Development and Evaluation	3
PSY 5450F	Prevention and Promotion	3
PSY 5750E	Psychoeducational Groups and In-Service Training Development	3
PSY 5120B	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 5930DD	Multicultural Mental Health	3
PSY 5930K	LGBT History and Mythology	3
PSY 5930NN	Treating Families Through the LGBT Affirmative Lens	3
PSY 5930Z	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 six-unit Urban Sustainability course and the one-unit fieldwork planning course in their first semester. In their second semester, certificate students take Eco-Systems Thinking as well as one of the following three-unit courses: Urban Infrastructure, Sustainable Urban Economies, or Research and Writing for Practitioners. In addition, certificate students enroll in 2 credits of fieldwork during their second semester. This amounts to a total of 15 semester credits for the certificate.

### Semester 1

URS 5010	Urban Sustainability	6
URS 5100	Fieldwork Planning	1

### Semester 2

URS 5230	Eco Systems Thinking	3
URS 5110	Fieldwork	2
URS 5040	Sustainable Urban Economies	3
URS 6120 Fieldwork		1-2

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 every residency until they have completed their core coursework. 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 undergraduate 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.

# Certificate in Web Development

The Certificate in Web Development was created to meet the growing demand for training in web development. The program will give students the knowledge and comprehension to fully understand the responsibilities of a Full Stack Web Developer and prepare them to perform the duties of a typical Full Stack Web Developer. Upon successful completion of the program, the student will be knowledgeable in the Software Development Life Cycle from concept to finished product and will have the ability to specialize, if they choose, in any area from front-end to back-end development technologies.

## Program Structure

The Certificate in Web Development consists of two consecutive 12-week sessions in a classroom setting that emphasizes project-based learning. The first course in the certificate is offered for 12 credits and the second course is offered for 24 credits, for a total of 36 credits.

## Program Curriculum

The two courses in this 36-unit program provide students with the knowledge and skills in web development needed to be well-prepared to interview for and secure full-time coding positions. These courses are CSC 1010 Introduction to Web Development and CSC 3010 Full Stack Web Development, and are described next in fuller detail.

## Required Coursework:

### CSC 1010 Introduction to Full Stack Web Development

- 12 Week Course – 12 Quarter Units
- 12 hours a week of instructor-led time and 12 hours of student-led time

**COURSE DESCRIPTION:** The course will give students the knowledge and comprehension to fully understand the responsibilities of a Full Stack Web Developer. The course will teach students to utilize the basic software applications and tools used by industry professionals to develop, debug and design web applications.

Students will be taught the basic knowledge and skills that enables them to develop into a Full Stack Web Developer; a programmer with a complete technical profile that covers client side, server side-middle tier, and backend-database developments. The course will give students the basic knowledge needed to understand and participate in the main tasks of Web development: designing, and debugging software that runs in a cross-browser environment, on a web server leading into a database server. After completing the intro course, the student will have a basic knowledge in API, HTML/CSS, C#, JavaScript, JQuery and Database Development on the Web, among others.

The course will teach students how to work in server, network, and hosting environments. They will obtain the knowledge to understand the concepts in relational and non-relational databases and how they interact with API's and the outside world. They will also be introduced to interface and user experiences, quality assurance, security concerns, and understanding customer and client needs.

Specifically, the course will produce a programmer that is prepared to apply the concepts and skills learned to a more complex scenario, understanding many of the most popular design patterns: APIs, libraries and technologies including but not limited to: HTML5, CSS3, JavaScript, Bootstrap, MVVM, MVC, Angularjs, jQuery, Ajax, Inversion of Control, Principles of Object Oriented Design, Data Structures, Data Access, Database Design and Architecture, GIS, SMS, SMTP and RESTful Api Design.

*In order to progress to the next course in the certificate, students must successfully complete the CSC 1010 course, which includes demonstrating the required skills to continue onto the CSC 3010 course.*

## CSC 3010 Immersive Full Stack Web Development

- 12 Week Intensive Course – 24 Quarter Units
- 40 hours a week of instructor-led time and 30 hours of student-led time

**COURSE DESCRIPTION:** The course will equip students to utilize the software development tools used by industry professionals to develop, debug and design web applications; conducting both front-end and back-end development, application program interfaces (API's), back-end data stores such as relational database management systems (RDMS) and team development strategies.

The course will prepare students to perform the duties of a typical Full Stack Web Developer. A full stack web developer is a programmer with a technical skill set that allows them to perform in client side, server side/middle tier, and backend-database development environments. Their main tasks are to develop, design and debug software that runs in a cross-browser environment served out of a web server backed by a database server for data persistence. After completing the course, the student will be substantially knowledgeable in the Software Development Life Cycle (SDLC) from concept to finished product and the ability to specialize, if they choose, in anything from front-end to back-end.

The course will teach students to be proficient in working in a full stack development environment. They will obtain the knowledge and skills to develop relational databases and work with data that is not stored in a relational manner. They will interact with their own API's and third party API's. They will also be exposed to many UI and UX (User Interface and User Experience) design concerns while building an understanding of how to gather customer and client requirements. They will be fluent in performing quality assurance testing and fundamental security concerns.

## Eligibility Requirements

The Certificate in Web Development is open to students with a high school degree or its equivalent who are highly motivated and committed to learning about coding. Students must be prepared for a significant time commitment during the program, and applicants will be interviewed and then complete a screening process prior to the beginning of the program.

# 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 70 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 the work-study 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)

/\* Style Definitions \*/ table.MsoNormalTable {mso-style-name:"Table Normal"; mso-tstyle-rowband-size:0; mso-tstyle-colband-size:0; mso-style-noshow:yes; mso-style-priority:99; mso-style-qformat:yes; mso-style-parent:""; mso-padding-alt:0in 5.4pt 0in 5.4pt; mso-para-margin:0in; mso-para-margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:11.0pt; font-family:"Calibri","sans-serif"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:"Times New Roman"; mso-fareast-theme-font:minor-fareast; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;}

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: Two Steps to Apply for Aid

- Create a FSA ID at [www.fafsa.ed.gov](http://www.fafsa.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 FSA ID 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 available.

## 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 2015-16 award year for aid to be awarded and disbursed timely.
- 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 (if new) or email (if continuing) 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 and activating 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 FSA ID number 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).

## Award Letter and Acceptance of Awards

Students will receive their first financial aid award via email. Students are required to log into AUDirect (<https://audirect.antioch.edu>) and review and accept their Financial Aid Award packages under AUVIEW. Students must accept their financial aid online in order for the AULA Financial Aid Office to disburse funds.

## Revision of Financial Aid Awards

Once an award letter is accepted 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

## 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 set each year by the Bureau of Labor and Statistics) 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 Allowance
- 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.

### Housing and Board (Food), Transportation and Miscellaneous

Room and board (rent and food) and transportation expenses are based on averages set each year by College Board using BLS tables. Personal expenses are based on the average costs of housing, 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 Financial Aid Programs

Antioch University Los Angeles offers financial assistance to students pursuing bachelor's or master's degrees. Please click here (<http://www.antiochla.edu/financial-aid/types-of-aid>) to learn about the various sources of financial aid available to AULA students. Several types of assistance are available through federal and state programs, AULA institutional funds, and private organizations. Eligibility for financial assistance usually is based on need. Your individualized aid package may include multiple types of assistance.

## Veteran Benefits

- **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) (<http://www.va.gov>)
- Veterans' Benefits Administration web site: [www.vba.va.gov](http://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 and the Master Promissory Note (MPN) have been completed.

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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.

*/\* Style Definitions \*/ table.MsoNormalTable {mso-style-name:"Table Normal"; mso-tstyle-rowband-size:0; mso-tstyle-colband-size:0; mso-style-noshow:yes; mso-style-priority:99; mso-style-qformat:yes; mso-style-parent:""; mso-padding-alt:0in 5.4pt 0in 5.4pt; mso-para-margin:0in; mso-para-margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:11.0pt; font-family:"Times New Roman","serif";}*

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 AUVView. The instructor should notify the Integrated Student Services (ISS) office if anybody in attendance during the first class meeting is not listed on the Class Roster and should advise the student to see the ISS office 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 ISS office. The ISS office 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 University Registrar in coordination with the ISS office determines the official or unofficial withdrawal date.

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## 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, including the SAP Appeal Process, 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 University Registrar. The Office of the University 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 University 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 University 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 University 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 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 University 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. Click [here](#) (p. 115) for tuition refund policy details.

## 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 Unsubsidized Loan
2. Federal Direct 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 and Master Promissory Note

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 ID 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.

Students are also required to complete the Master Promissory Note (<https://studentloans.gov/myDirectLoan/whatYouNeed.action?page=mpn>). Use your FAFSA ID to login.

## 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 ID 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 2016)

#### BA Tuition per Quarter

Activity	Fee
12-15 units	\$6,790.00
11 units	\$6,111.00
10 units	\$5,432.00
9 units	\$4,753.00
6-8 units	\$4,074.00
Per Unit	\$679.00

#### MAE/TC & MAEx Tuition per Quarter

Activity	Fee
13-23 units	\$7,000.00
5-12 units	\$4,200.00
Per unit	\$700.00

#### MA in Psychology Tuition per Quarter

Activity	Fee
8-16 units	\$7,542.00
7 units	\$5,285.00
4-6 units	\$4,530.00
Per unit	\$755.00

#### MA in Organizational Management/Non-Profit Management Tuition per Quarter

Activity	Fee
Per unit	\$659.00

#### MA in Urban Sustainability Tuition per Semester

Activity	Fee
Full-Time (7 units minimum)	\$1,170.00 per unit
Half-Time (3-6 units)	\$1,170.00 per unit
Less than Half-Time	\$1,170.00 per unit

#### MFA in Creative Writing Tuition per Semester

Activity	Fee
Summer/Fall 2015	\$8,202.00
4th Semester Summer/Fall 2015	\$11,976.00
Winter/Spring 2016	\$8,448.00
4th Semester Winter/Spring 2016	\$12,582.00

Summer/Fall 2016 Post MFA (Pedagogy)	\$8,448.00
Winter/Spring 2016 Post MFA (Pedagogy)	\$8,448.00

## MFA-Professional Development Semester (PDS)

Activity	Fee
Per Unit	\$690.00

## Other Fees

*(Subject to change)*

## Admission Application Fees

Activity	Fee
Matriculating Students	\$50.00
Non-matriculating Students	\$25.00
Regional Transfers	\$30.00
Readmission	\$50.00
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 5100 Intro to Psy. Theory and Practice	\$400.00
PSY 6230 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	\$100.00
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	\$100.00
Commencement Fee	\$80.00
Special Services Fee	\$50.00

## Non-Matriculating Fees

Activity	Fee
Audit Fee (Non Students)	\$100.00 per unit
Audit Fee (Seniors 65+)	\$50.00 per unit
Replacement Diplomas	\$30.00
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	\$15.00 per copy
Document Fee	\$15.00

\* 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 AUVIEW.

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

### Program Withdrawal Tuition Refund Policy

**For quarter-based programs (MAP, BA, MAE/TC, MAEx & MANM):**

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 University 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 100% refund 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 after the 100% refund period, any Title IV funds disbursed will be returned to the sources so that the student may use these funds elsewhere.

## **Class Add/Drop and Tuition Refund Policy**

Effective Summer 2016, AULA will neither have one singular date that serves as the Add/Drop period deadline, nor one due date for the 100% tuition refund. Based on AULA course types, there are three types of Add/Drop and Tuition Refund timelines.

### **1. Ten (10) session courses /Five (5) sessions (zero unit) courses, including online courses**

Students will now have the first **20%** of the **instructional period** (using as a time frame the **first day of class** to the **last day of class**) to Add or Drop a course with a 100% tuition refund. Between 21% - 60% of the instructional period, dropped courses will generate a zero tuition refund, and will appear on the transcript with a W. From 61% to the end of the instructional period, dropped courses will generate a zero tuition refund and will appear on the transcript with a WNC. Course withdrawal will not remove the class/units from the student record, but will simply grade the class as "W" or "WNC."

### **2. One-day , Two-day & Three-day workshops**

Students can Add or Drop Workshops with 100% refund during the first two weeks of the term. After the first two weeks, dropped workshops will appear on the transcript with a W.

*Note: The Add/Drop and Tuition Refund dates for each course are pre-calculated. On AUVView (<https://audirect.antioch.edu/app.html>) all dates are found under the section detail of each course.*

### **3. Internships/Independent Studies/Clinical Training/Personal Psychotherapy**

Students can Add/Drop these learning activities using the Add/Drop form available in the Integrated Student Services (ISS) office within the first two weeks of the term. A written petition is required to Add/Drop after the first two weeks.

# Registrarial Policies and Procedures

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The Office of the University Registrar maintains official academic records for each student. This Office of the University 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. At AULA the Executive Director of Enrollment Management and the Enrollment Retention Associate are the designated school certification officers for students receiving educational benefits from the U.S. Department of Veterans Affairs and the Primary Designated School Official (PDSO) and Designated School Official (DSO) respectively 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. 121)

Graduation, Diplomas, Commencement (p. 120)

Petitions for Exceptions to Registrar Policies (p. 123)

Registration Procedures (p. 117)

Transcript Request (<http://www.antiochla.edu/alumni/transcript-request>)

Enrollment/Degree Verification (<http://www.antiochla.edu/student-resources/departments-offices/registrar/enrollment-degree-verification>)

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.

Beginning summer 2016, continuing students register each term through the AUIView 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 University 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

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 be admitted to TC, MAP, MANM, USMA, or MFA classes as part of the Fast Track option.

## Graduate Students in Other Graduate Program Classes

MAP students may take MAE/TC courses on a space available basis. An MA Clinical Psychology student wishing to take 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. 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.

## 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 Bachelors' 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 AUIView without penalty from the time of the students' priority registration up to the end of the Add/Drop period. (p. 115) 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 University Registrar through the ISS office 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. A waitlisted student 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 AUIView 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 deadline. 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 University Registrar or campus ISS office.

## Concurrent Learning: Registration for Classes Taken at Another Institution

AULA students are sometimes permitted to take units at another institution while being enrolled during a term at AULA. This is a way for students to take necessary coursework (for example, to take the science courses required for entry into medical school) that isn't available at AULA.

A student who wishes to enroll in concurrent learning units must first get permission from AULA to ensure that these units are eligible for transfer. This process requires signatures from both the program chair and the Office of the Registrar as they will need to determine if, a) the units at the other institution will be transferable to AULA, b) the course is not offered at AULA (or it is, but not at the time necessary for the student to complete the program). If the student is on financial aid, the form will require a signature from the Director of Financial Aid to ensure appropriate awarding. A student who has approval to enroll in concurrent learning will register and pay tuition and fees at AULA for the actual units for which they are enrolled in at AULA, and will register and pay separately for the units for which they are enrolled at the other institution. After earning the units undertaken at the other institution, the student must request to have those other units earned transferred to the student's AULA transcript. At that time, the student will also be charged a concurrent transfer unit fee by AULA for the other units to be transferred to AULA. *Note: The student is responsible for providing*

*documentation of the units earned at the other institution.* Concurrent learning units transferred to AULA will be counted as both attempted and completed, and will affect a student's Satisfactory Academic Progress.

The following restrictions will apply to the units taken at another institution:

The units will not count towards the per term total unit load at AULA.

The units will not count towards the 45 unit residency requirement for the BA program.

On rare occasions, the program chair and the Office of the Registrar may approve a student's study at another institution while on Enrollment Maintenance Status(EMS).

## 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.

*/\* Style Definitions \*/ table.MsoNormalTable {mso-style-name:"Table Normal"; mso-tstyle-rowband-size:0; mso-tstyle-colband-size:0; mso-style-noshow:yes; mso-style-priority:99; mso-style-qformat:yes; mso-style-parent:""; mso-padding-alt:0in 5.4pt 0in 5.4pt; mso-para-margin:0in; mso-para-margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:10.0pt; font-family:"Times New Roman","serif";}*

## 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 Integrated Student Services (ISS) office: "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 Integrated Student Services (ISS) office 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 University 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 University Registrar generates and audits the potential graduate list each term based on the student's ACD. The designated University Registrar staff distributes Candidacy materials based on the audited projected 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 University 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 ISS office.

For graduate students writing Master's Documents, approved Forms J and K must be on file at the time of the petition. MANM 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 University Registrar through the campus ISS office 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 University Registrar mails diplomas by certified mail approximately 90 days after graduation; AU is not responsible for delivery to students whose addresses are not current. A student can order a replacement diploma through the Office of the University 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 Office of the University 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 University 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 University Registrar through the Integrated Student Services (ISS) office. 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 University 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 University Registrar through the ISS office.

## **Retention of Student Records**

The official academic record, permanently maintained by the Office of the University 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, 900 Dayton St., 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 University 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 Integrated Student Services Office (formerly Office of the Registrar). Students will be notified in writing of the adjudication of their petitions within 15 days. A special services fee of up to \$50.00 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 (Bachelors, MANM, MAP, EDUCATION.) 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 Integrated Student Services (ISS) office. It needs to be signed by the present and preferred advisors and then turned in to the ISS Office.

## **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 (Bachelors 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 ISS office 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 ISS office 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 University 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 ISS office.

### 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 Provost 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 MANM 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 ISS office.

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 Enrollment Retention Associate 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. MANM students may have approval delayed to enroll in Capstone. USMA students may have approval delayed to begin their capstone projects.

The Division/Department 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 Department 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 University 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 Division/Department Chair or designee.
4. If needed, the Division/Department Chair or designee undertakes further investigation of the incident.
5. If Division/Department Chair determines that academic dishonesty has occurred, the Division/Department Chair imposes academic and/or administrative sanctions.
6. The Division/Department Chair prepares a report documenting findings and sanctions. Copies are sent to the student, the student's advisor, and to the Office of the University Registrar through the ISS office 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 Division/Department 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 record.

*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 Division/Department 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 Student Conduct Officer.

**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 in Nonprofit Management Program

The curriculum is 48 quarter-units, offered in six quarters of full time enrollment over 18 months.

### 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.

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 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, and register at registration. 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 University Registrar through the Integrated Student Services (ISS) office 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 ISS office 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.

## Student-Initiated 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 University 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 Assistant 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 ISS office 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.17) 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 Department of Education and/or 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

### *Antioch University Policies*

*Antioch University maintains a wide range of university-level policies that apply consistently to students, faculty, staff and academic programs on all campuses to promote fair and equitable treatment. All Antioch campuses abide by these university policies. In addition to the following University policies, campuses may adhere to additional campus-specific policies as long as these policies do not abridge or constrain University policy in the designated area.*

### Academic Appeal Policy

See Antioch University Academic Appeal Policy 6.111 at

[http://aura.antioch.edu/policies\\_600\\_1x/4/](http://aura.antioch.edu/policies_600_1x/4/)

This policy governs the conditions under which students may appeal an academic evaluation, and outlines the procedures for doing so.

### Academic Integrity Policy

See Antioch University Student Academic Integrity Policy, 6.105 at

[http://aura.antioch.edu/policies\\_600\\_1x/6/](http://aura.antioch.edu/policies_600_1x/6/)

This policy establishes and communicates the University's standards of student academic integrity, the nature of prohibited behavior, and the protection of students' right as well as expectations regarding students' responsibilities during the disciplinary process.

### Acceptable Use of Technology Policy

See Antioch University Acceptable Use of Electronic Resources Policy 8.101 at

[http://aura.antioch.edu/policies\\_800/4/](http://aura.antioch.edu/policies_800/4/)

Antioch University values technology as a means of communicating information and ideas to the University community and the world. In keeping with the University's commitment to utilizing technology in teaching and learning, this policy provides direction in the appropriate use of all forms of electronic resources, delineates guards against censorship, identifies potential violations and outlines sanctions for violations.

### Admissions Policy

See Antioch University Admission policy 5.607 at

[http://aura.antioch.edu/policies\\_500\\_6x/7](http://aura.antioch.edu/policies_500_6x/7)

General guidelines govern admission to all University policies, and are supplemented by specific admission requirements to individual academic programs.

### Campus or Workplace Violence

See Antioch University Campus or Workplace Violence at

[http://aura.antioch.edu/policies\\_400\\_5x/4](http://aura.antioch.edu/policies_400_5x/4)

Antioch University has a long-standing commitment to promoting a safe and secure academic and work environment. All members of the university community are expected to maintain a working and learning environment free from physical and verbal violence, threats, harassment, intimidation

or coercion. This policy seeks to prevent campus or workplace violence from occurring to the fullest extent possible, and sets forth procedures to be followed when such violence has occurred. While this kind of conduct is rare, no large organization can consider itself to be immune, and established policies and procedures can help provide appropriate responses to situations that may arise.

## **Children on Campus Policy**

*See Antioch University Children on Campus Policy 4.511 at*

[http://aura.antioch.edu/policies\\_400\\_5x/3/](http://aura.antioch.edu/policies_400_5x/3/)

To ensure and promote the most productive learning environment, this policy establishes guidelines regarding children's presence during scheduled instructional sessions.

## **Disability Support Services 6.101**

*See Antioch University policy 6.101 Disability Support Services at*

[http://aura.antioch.edu/policies\\_600\\_1x/1](http://aura.antioch.edu/policies_600_1x/1)

It is the policy of Antioch University, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended, and other disability non-discrimination laws, that no student shall, on the basis of his/her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any University program or activity. Antioch University is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of University services, programs, and activities, in the most integrated setting appropriate to the students' needs.

## **Drug and Alcohol Policy**

*See Antioch University Drug-Free Schools and Communities Policy, 4.505 at*

[http://aura.antioch.edu/policies\\_400\\_5x/1](http://aura.antioch.edu/policies_400_5x/1)

As required by the federal Drug-Free Schools and Communities Act of 1990 and the Drug-Free Workplace Act of 1988, Antioch University prohibits the illegal possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as any part of any of its activities. Such conduct will result in disciplinary sanctions up to and including expulsion, termination of employment and/or referral for prosecution.

## **Email Policy**

*See Antioch University Email Use Policy, 8.103 at*

[http://aura.antioch.edu/policies\\_800/3/](http://aura.antioch.edu/policies_800/3/)

All Antioch students, staff, and faculty will be assigned institutional email accounts and may have general access to the system as long as they maintain their relationship with the university. This policy clarifies University expectations for acceptable use of this resource.

## **Grade Equivalency Policy**

*See Antioch University Grade Equivalency Policy, 5.229 at*

[http://aura.antioch.edu/policies\\_500\\_2x/1/](http://aura.antioch.edu/policies_500_2x/1/)

This policy outlines Antioch University's policy on narrative evaluation and letter grade equivalencies.

## **Grading System and Transcript Recording Policy**

*See Antioch University Grading System and Transcript Recording Policy, 5.227 at*

[http://aura.antioch.edu/policies\\_500\\_2x/14/](http://aura.antioch.edu/policies_500_2x/14/)

This policy lists and defines all valid evaluative marks for the Antioch transcript, as well as the conditions under which they may be conferred. It also clarifies the relationship between the transcript and a student's set of narrative evaluations.

## **Human Subjects Protection Policy**

*See Antioch University Human Subjects Protection Policy 5.507 at*

[http://aura.antioch.edu/policies\\_500\\_5x/2/](http://aura.antioch.edu/policies_500_5x/2/)

Antioch University policy requires that all research involving human participants conducted by student researchers be reviewed and approved by the Human Participants Research Review Committee (HPRRC). These rules are in place to protect the human participants, the researchers, and

the institution. See the IRB website <http://www.antioch.edu/student-services/irb/> or the Human Participants Research Review Committee for campus contacts, as well as complete policy and procedures.

## Intellectual Property Policy

See *Antioch University Intellectual Property Policy*, 5.503 at

[http://aura.antioch.edu/policies\\_500\\_5x/3/](http://aura.antioch.edu/policies_500_5x/3/)

The purpose of this policy is to ensure fairness and equity in the development and dissemination of useful creations, products, or processes at Antioch University.

## Non-Smoking Environment Policy

See *Antioch University Non-Smoking Environment Policy*, 4.507 at

[http://aura.antioch.edu/policies\\_400\\_5x/2/](http://aura.antioch.edu/policies_400_5x/2/)

In accordance with Antioch University's commitment to the general health and well-being of its students, faculty, staff and visitors, and in compliance with state and local ordinances, this policy outlines general guidelines related to smoking on and adjacent to Antioch's campuses and instructional activities.

## Relationships in the Workplace Policy

See *Antioch University Relationships in the Workplace Policy*, 4.615 at

[http://aura.antioch.edu/policies\\_400\\_6x/11/](http://aura.antioch.edu/policies_400_6x/11/)

Antioch University generally affirms that it is the policy and intent of the institution to establish and maintain an environment which is conducive to its educational mission. Relationships between Antioch employees, who are responsible for maintaining a supportive learning environment, and students, are crucial to the learning process. This policy provides guidelines for establishing and maintaining acceptable relationships between employees and students.

## Satisfactory Academic Progress Policy

See *Antioch University Satisfactory Academic Progress Policy* 6.119 at

[http://aura.antioch.edu/policies\\_600\\_1x/9/](http://aura.antioch.edu/policies_600_1x/9/)

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.

The purpose of this policy is to inform students of the University's expectation regarding the review and assessment of satisfactory academic progress, the relationship of satisfactory academic progress to a student's eligibility for financial aid, as well as students' right of appeal.

## Student Academic Rights and Freedom

See *Antioch University Student Academic Rights and Freedom* at

[http://aura.antioch.edu/policies\\_600\\_1x/7/](http://aura.antioch.edu/policies_600_1x/7/)

Antioch University adheres to the principles of academic freedom and intellectual pluralism as both rights and responsibilities. This policy informs students and faculty of the University's expectations regarding students' academic freedom as well as the responsibilities that students accept as members of the academic community.

## Student Conduct Policy

See *Antioch University Student Conduct Policy* 6.103 at

[http://aura.antioch.edu/policies\\_600\\_1x/2/](http://aura.antioch.edu/policies_600_1x/2/)

Students are expected to conduct themselves in a manner that is conducive to the educational process. This policy defines the acceptable range of student behavioral standards of Antioch University, and outlines the procedures and potential outcomes associated with violations of these standards.

## **Student Grievance Policy**

*See Antioch University Student Grievance Policy, 6.109 at*

[http://aura.antioch.edu/policies\\_600\\_1x/5/](http://aura.antioch.edu/policies_600_1x/5/)

If students feel that they have received unfair or inequitable treatment from a member of Antioch University's faculty or staff, or feel that institutional policies pertaining to them have not been followed, they may choose to engage in the formal grievance procedure. Please note: this process is separate from the academic appeals process, which students follow to dispute the awarding of credit in an academic course.

## **Student Organizations, Speech and Publications Policy**

*See Antioch University Student Organizations, Speech and Publications Policy, at*

[http://aura.antioch.edu/policies\\_600\\_1x/3/](http://aura.antioch.edu/policies_600_1x/3/)

Antioch University encourages students to acquire and further interests outside the classroom that contribute to their development as members of the university and global communities. This policy sets forth students' rights and responsibilities, as well as university expectations with regard to the establishment and conduct of student organizations and student publications.

## **Student Records (FERPA) Policy**

*See Antioch University Student Records (FERPA) Policy 5.629 at*

[http://aura.antioch.edu/policies\\_500\\_6x/11/](http://aura.antioch.edu/policies_500_6x/11/)

Antioch University adheres to federal regulations regarding protection of and access to student records as stipulated by the Family Educational Rights and Privacy Act, as amended (20 U.S.C. § 1232g; 34 CFR Part 99). Access to student records is limited to the student, to institutional employees with a "need to know", and to any individuals specifically designated by the student. Exceptions to this right of limited access are made in accordance with federal guidelines.

At its discretion, Antioch University may release public or directory information in accordance with the provisions of FERPA. Students who wish directory information to be withheld must inform the Registrar's Office in writing.

Antioch University defines directory information as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to: the student's name; address; telephone listing; electronic mail address; photographs; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities; degrees, honors and awards received; and the most recent educational agency or institution attended.

Students may request non-disclosure of public or directory information, and are prompted annually to do so. Requests for non-disclosure remain in place for the academic year in which requested. Requests expire after one year unless the request is renewed. If a request for non-disclosure is current at the time of graduation or withdrawal, the non-disclosure will remain in place indefinitely unless the student requests a change in writing.

**Note:** *Your name may not be published in the commencement program if your request for non-disclosure is active at the time of your degree conferral.*

## **Transfer Credit and Course Substitution Policy**

*See Antioch University Transfer and Intra-University Credit Policy 5.611 at*

[http://aura.antioch.edu/policies\\_500\\_6x/10/](http://aura.antioch.edu/policies_500_6x/10/)

The intent of this policy is to maintain best and consistent practices in applying transfer credits and to ensure the academic integrity of Antioch University's academic programs.

## **Title IX Sex Discrimination, Sexual Harassment and Sexual Violence Policy**

*See Antioch University Title IX Sex Discrimination, Sexual Harassment and Sexual Violence Policy, 4.607 at*

[http://aura.antioch.edu/policies\\_400\\_6x/12/](http://aura.antioch.edu/policies_400_6x/12/)

It is the policy of Antioch University to create and maintain an environment for students, faculty and employees, which is optimally conducive to learning and to positive working conditions. Such an environment must be free from sex discrimination, sexual harassment and sexual violence.

## **Weather and School Closing Policy**

*See Antioch University Weather and Short-term Closings Policy, 4.411 at*

[http://aura.antioch.edu/policies\\_400\\_4x/17/](http://aura.antioch.edu/policies_400_4x/17/)

The health and safety of students, faculty and staff are of paramount importance to Antioch University. In accordance with this University policy, each campus publishes a procedure by which weather conditions are assessed for potentially dangerous travel, a schedule for making decisions about campus closure and class cancellation, and a notification procedure.

## Discrimination Action and Discipline Procedure

Antioch University Los Angeles reaffirms that it is the intent of the institution to create an environment 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 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 shall be final. (See Appeals of Student Learning Evaluations (p.127). However, for any other grievances against faculty, the decision of the Provost may be appealed to the Vice Chancellor of Academic Affairs (VCAA) if any party to the grievance still feels the resolution is insufficient. Written appeal to the VCAA must be made within 10 days; the VCAA 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, and then, if necessary, to the VCAA, 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, or if resolution is unsatisfactory, to the VCAA of Antioch University.. 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 VCAA, no further appeal is possible.

Should the Department/Division Chair or Provost 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, or the VCAA, 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)).)

# 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 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) (<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

The Teaching and Learning Center (TLC) is a place for students to get academic support in numerous areas: academic writing, creative writing, mathematics, statistics, and computer skills. More information on our tutoring services can be found via the links below. Students can also use the TLC space 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 writing and math 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.

## Appointments

Tutoring services are available to all current AULA students, at no charge. Some students may be required to see a tutor by a faculty instructor or by their academic advisor. Students also may be required to meet with tutors 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.

## Workshops

In collaboration with the Library, the Teaching and Learning 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. The Academic Calendar (<http://aulacatalog.antioch.edu/aulaacademiccalendar/2016>) shows the dates when orientation is held by each of the quarter programs. 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. 147)

## 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 Primary Designated School Official (PDSO) or the Designated School Official (DSO) at AULA is 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/DSO, advises and assists incoming international students regarding admission, campus orientation, academic advising and other legal issues, and other matters pertaining to their non-immigrant 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/DSO in several important instances. These situations include reporting to the PDSO/DSO:

- 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 School Certifying Official located in the Integrated Student Services (ISS) office.

#### 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 AULA Designated School Certification Official 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. Student will be notified in writing of their previous education credits that have been accepted in transfer. Records of all credits accepted will be saved in the student's file maintained by the Office of the University Registrar through the ISS office.

It is the student's responsibility to notify the School's VA Certification Official 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, contact:

School Certification Official  
Integrated Student Services, Suite 2060  
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 CSC the week after week two of the term. 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 Access 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 access cards. There is a replacement fee for parking access 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 is available on AULA's website here: <http://www.antiochla.edu/about-aula/our-campus/campus-safety/>. The United States Department of Education's Office of Postsecondary Education provides a rapid customized report for public inquires relating to all campus crime data, called the Campus Safety and Security Data Analysis Cutting Tool. All Antioch University campus crime data can be found on the Campus Safety and Security Data Analysis Cutting tool website at <http://ope.ed.gov/security/>.

## **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 Disability Services Coordinator are kept strictly confidential.

Arrangements for auxiliary services/aids are available through the Office of the Disability Services Coordinator located in Suite 2060.

# 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 Development and 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>) to meet our faculty members.



# AULA Academic Calendars

2016-17 Academic Calendar (<http://aulacatalog.antioch.edu/aulaacademiccalendar/2016>)

2017-18 Academic Calendar (p. 150)

## Academic Calendar Information

Below please find the dates for the term start and end dates of Antioch's various academic calendars and University Holidays. Please note that the calendars are broadly inclusive of all activities. Therefore, individual academic offerings will likely start and end on dates that are included in these dates, but will not correspond directly to these dates. Please see term course schedules, or contact your academic program office for specific dates related to your program.

Please also note: Antioch University policy on add, drop and tuition refund is generally as follows:

- 1<sup>st</sup> 20% of instructional period: Add and drop, 100% tuition refund for drops unless a full withdrawal, no transcript notation of drops, and no negative impact on Satisfactory Academic Progress
- 21% - 60% of instructional period: Courses may be dropped, with a W on the transcript, and for 0 tuition refund (unless a full withdrawal). Courses dropped during this window will count against Satisfactory Academic Progress
- 61% - end of instructional period: Courses may be dropped, with a WNC on the transcript and for 0 tuition refund. Courses dropped during this window will count against Satisfactory Academic Progress.

This means that courses that begin on different days, or span different amounts of time, will have different add/drop and tuition refund deadlines. Add/drop schedules by course are available to students through AUVIEW. Please contact your campus Integrated Student Services (ISS) office for more information on add/drop and refund dates and deadlines.

## 2016-17 University Holidays

Monday, July 4 Independence Day

Monday, September 5 Labor Day

Thursday, November 24-

Friday, November 25 Thanksgiving

Friday, December 23, and

Monday – Friday December 26-30 Winter Break

Monday, January 2 New Year's Day

Monday, January 16 Martin Luther King Jr. Day

Monday, February 20 Presidents' Day

Monday, May 29 Memorial Day

## 2017-18 Academic Calendar

### MFA SUMMER/FALL 2017 SEMESTER

#### June to December

#### Dates Activity/Event/Milestone

Dates	Activity/Event/Milestone
Wed, Feb 15, 2017	MFA Admission and Financial Aid Priority Application deadline for Summer/Fall 2017
Rolling Admission	Post-MFA Certificate Admission and Financial Aid Application (No deadline)
Mon, Apr 24	Online registration for continuing students begins
Mon, May 15	Online registration continues
Mon, May 22 - Wed, June 14	Pre-residency Preparation Period
Thu, June 8	Last day of online registration (\$100 late registration fee applies)
Thu, June 15- Sat, June 24	Residency Period

Fri, June 16	Last day to Withdraw for 100% tuition refund
Sun, June 25	MFA Commencement Ceremony and All Program Commencement (for June Graduates)
Mon, June 26	Project Period begins thru Sun, Nov 20, 2017
Fri, Oct 20	Last day to Withdraw for proportional work tuition refund; drops to 0% tuition refund thereafter
Sun, Nov 19	Last day of Summer/Fall 2017 Project Period
Sat, Dec 23	Official Graduation/Degree Conferral Date for Summer/Fall 2017

## SUMMER 2017 QUARTER

### (Bachelors, EDUC, MANM, MAP)

July to September

Dates	Activity/Event/Milestone
Mon, Apr 24	Financial Aid Application Deadline for Summer 2017 (Continuing Students)
Mon, Apr 24	Early Application Deadline for new students
Mon, Apr 24	New International Student Admission Application Deadline
Fri, May 19	New Student Admission and Financial Aid Application Deadline
Tues, May 30 – Thu, June 1	Priority Online Registration for Continuing Students
Fri, June 2 - Sun, June 18	Online Registration continues
Sat, June 24	Teacher Credentialing Completion Ceremony
Sun, June 25	AULA Commencement Ceremony for Academic Year 2016-2017 Graduates
Mon, June 26	Submission Deadline of Student Learning Evaluation for Spring 2017 Classes
Tues, July 4	Independence Day Holiday (No Classes)
Wed, July 5	First Day of Classes
Wed, July 5	Last Day of Online Registration (\$100 late registration fee applies)
Wed, July 5	Start of Add/Drop (see add/drop & tuition refund policy)
Tues, July 18 – Sat, Aug 12	Course Withdrawal period with a "W" (Withdrawal) grade
Thu, July 20	Deadline to Apply for Graduation for Summer 2017 Graduates
Fri, July 21	Last day of 70% tuition refund for changes in student's enrollment status
Mon, July 24	Early Application Deadline for new students
Mon, July 24	New International Student Admission Application Deadline
Fri, July 28	Financial Aid Application Deadline for Fall 2017 (Continuing Students)
Fri, July 28	Last day of 60% tuition refund for changes in student's enrollment status
Mon, July 31 – Fri, Aug 11	Faculty Review of Student Files
Fri, Aug 4	Last day of 50% tuition refund for changes in student's enrollment status
Fri, Aug 11	Last day of 40% tuition refund for changes in student's enrollment status
Sun, Aug 13 – Mon, Sept 11	Course Withdrawal period with a "WNC" (Withdrawal No credit) grade
Mon, Aug 14 – Fri, Aug 18	Student Advisement Week
Fri, Aug 18	New Student Admission and Financial Aid Application Deadline for Fall 2017
Fri, Aug 18	Last day of 30% tuition refund for changes in student's enrollment status
Thur, Aug 24	MA Candidacy Filing Deadline for Fall 2017 Potential Graduates
Fri, Aug 25	Last day of 20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter
Tues, Aug 29 -Thu, Aug 31	Priority Online Registration for Fall 2017 Continuing Students
Thu, Aug 31	Bachelor's Degree Candidacy Filing Deadline for Fall 2017 Potential Graduates
Sat, Sept 2 – Mon, Sept 4	Labor Day Holiday (No Classes)
Wed, Sept 6	Undergraduate (Bachelors) New Student Orientation and Registration (Additional dates TBD)
Sat, Sept 9	MAP New Student Orientation and Registration
Mon, Sept 11	Last Day of Classes
Sat, Sept 23	MANM New Student Orientation and Registration
Sat, Sept 23	Official Graduation/Degree Conferral Date for Summer 2017
Mon, Sept 25	Submission Deadline of Student Learning Evaluation for Summer 2017 classes

## FALL 2017 QUARTER

### (Bachelors, EDUC, MANM, MAP)

October to December

Dates	Activity/Event/Milestone
Mon, Oct 2	Last Day of Online Registration (\$100 late registration fee applies)
Mon, Oct 2	First Day of Classes
Mon, Oct 2	Start of Add/Drop (see Add/Drop & Tuition Refund Policy)
Sat, Oct 14	Last day of 100% tuition refund for changes in student's enrollment status
Sun, Oct 15 - Sat, Nov 11	Start of Course Withdrawal period with a "W" (Withdrawal) grade
Thu, Oct 19	Deadline to Apply for Graduation for Fall 2017 Graduates
Fri, Oct 20	Last day of 70% tuition refund for changes in student's enrollment status
Mon, Oct 23	Early Application deadline for new students
Mon, Oct 23	New International Student Admission Application Deadline
Fri, Oct 27	Financial Aid Application Deadline for Winter 2018 (Continuing Students)
Fri, Oct 27	Last day of 60% tuition refund for changes in student's enrollment status
Mon, Oct 30 - Fri, Nov 10	Faculty Review of Student Files
Fri, Nov 3	Last day of 50% tuition refund for changes in student's enrollment status
Fri, -Nov 10	Last day of 40% tuition refund for changes in student's enrollment status
Sun, Nov 5 – Sat, Dec 9	Course Withdrawal period with a "WNC" (Withdrawal No Credit) grade
Mon, Nov 13 - Fri, Nov 17	Student Advisement Week
Fri, Nov 17	New Student Admission and Financial Aid Application Deadline for Winter 2018
Fri, Nov 17	Last day of 30% tuition refund for changes in student's enrollment status
Wed, Nov 22	MA Candidacy Filing Deadline for Winter 2018 Potential Graduates
Wed, Nov 22	Last day of 20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter
Thu, Nov 23 - Sun, Nov 26	Thanksgiving Holiday (No Classes)
Tues, Nov 28 - Thu, Nov 30	Priority Online Registration for Winter 2018 Continuing Students
Thu, Nov 30	Bachelors Candidacy Filing Deadline for Winter 2018 Potential Graduates
Fri, Dec 1	Online Registration continues, non-penalty period thru Sun, Dec 1
Wed, Dec 6	Undergraduate (Bachelors) New Student Orientation and Registration (Additional dates TBD)
Sat, Dec 9	MAP New Student Orientation and Registration
Sat, Dec 9	Last Day of Classes
Sat, Dec 23	Official Graduation/Degree Conferral Date for Fall 2017
Sat, Dec 23 – Mon, Jan 1, 2017	Winter Recess (University Closed)
Mon, Dec 25	Submission Deadline of Student Learning Evaluation for Fall 2017 classes

## URBAN SUSTAINABILITY FALL/WINTER 2018 SEMESTER

October 2017 - March 2018

Dates	Activity/Event/Milestone
Tues, Aug 15, 2017	Admission and Financial Aid Application Deadline for Fall/Winter 2017-2018
Mon, Sep 18	Final Admission and Financial Aid Application Deadline
Mon, Oct 2	Registration begins
Thu, Oct 12- Mon, Oct 23	Pre-residency Preparation Period
Mon, Oct 23	New Student Orientation
Tues, Oct 24	Last day of registration (\$100 late registration fee applies)
Tues, Oct 24 – Sun, Oct 29	Fall/Winter 2017-2018 Residency
Mon, Oct 30	Project Period begins
Wed, Nov 1	Last day to Withdraw @ 100% tuition refund
Sun, Nov 5	Last day of Add/Drop (see Add/Drop & Tuition Refund Policy)
Mon, Nov 6 - Wed, Jan 24, 2018	Course Withdrawal period with a "W" (Withdrawal) grade
Thu, Jan 25 – Sun, Jan 28	Mid-semester off-site residency period

Thu, Jan 25 - Sun, Mar 25	Course Withdrawal period with a "WNC" (Withdrawal No Credit) grade
Wed, Feb 21	Last day to Withdraw for pro rata tuition refund; drops to 0% tuition refund thereafter
Sun, Mar 25	Last day of Fall/Winter 2017-2018 project period
Tues, Apr 17	Submission Deadline of Student Learning Evaluation for Fall/Winter 2018 classes
Sat, May 12	Official Graduation/Degree Conferral Date for Fall/Winter 2017-2018

## MFA WINTER/SPRING 2018 SEMESTER

December 2017 to May 2018

Dates	Activity/Event/Milestone
Tue, Aug 15, 2017	MFA Admission and Financial Aid Priority Application deadline for Winter/Spring 2017-2018
Rolling Admission	Post-MFA Certificate Admission and Financial Aid Application (No deadline)
Mon, Oct 30	Online registration for continuing students begins
Mon, Nov 20 - Wed, Dec 6	Pre-residency Preparation Period
Thu, Nov 30	Last day of online registration (\$100 late registration fee applies)
Thu, Dec 8 - Sat, Dec 16	Residency Period
Fri, Dec 8	Last day to Withdraw for 100% tuition refund
Sun, Dec 17	MFA Commencement Ceremony (for December Graduates)
Mon, Dec 25	Project period begins thru Sun, May 20, 2018
Sun, Apr 22, 2018	Last day to Withdraw for proportional work tuition refund; drops to 0% tuition refund thereafter
Sun, May 20	Last day of Winter/Spring 2017-2018 project period
Sat, June 23	Official Graduation/Degree Conferral Date for Winter/Spring 2017-2018

## WINTER 2018 QUARTER

### (Bachelors, EDUC, MANM, MAP)

January to March

Dates	Activity/Event/Milestone
Tues, Jan 2	First Day of Classes
Tues, Jan 2	Last Day of Online Registration (\$100 late registration fee applies)
Tues, Jan 2	Start of Add/Drop (see Add/Drop & Tuition Refund Policy)
Mon, Jan 15	Last day of Add/Drop (see Add/Drop & Tuition Refund Policy); Last day of 100% tuition refund for changes in student's enrollment status
Sun, Jan 14 – Sun, Feb 11	Start of Course Withdrawal period with a "W" (Withdrawal) grade
Mon, Jan 15	Holiday, Martin Luther King's Birthday (No Classes)
Thu, Jan 18	Deadline to Apply for Graduation for Winter 2018 Potential Graduates
Fri, Jan 19	Last day of 70% tuition refund for changes in student's enrollment status
Mon, Jan 22	Early Application deadline for new students
Mon, Jan 22	New International Student Admission Application deadline
Fri, Jan 26	Last day of 60% tuition refund for changes in student's enrollment status
Mon, Jan 29 - Fri, Feb 9	Faculty Review of Student Files
Fri, Feb 2	Last day of 50% tuition refund for changes in student's enrollment status
Fri, Feb 9	Last day of 40% tuition refund for changes in student's enrollment status
Mon, Feb 12 - Fri, Feb 16	Student Advisement Week
Tues, Feb 13 - Mon, Mar 12	Course Withdrawal period with a grade of "WNC" (Withdrawal No Credit) grade
Fri, Feb 16	Admission and Financial Aid Application Deadline for Spring 2018 (Continuing Students)
Fri, Feb 16	Last day of 30% tuition refund for changes in student's enrollment status
Mon, Feb 19	President's Day (No Classes)
Thu, Feb 22	MA Candidacy Filing Deadline for Spring 2018 Potential Graduates
Fri, Feb 23	Last day of 20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter
Tues, Feb 27 - Thu, Mar 1	Priority Online Registration for Spring 2018
Thu, Mar 1	Bachelors Degree Candidacy Filing Deadline for Spring 2018 Potential Graduates

Wed, Mar 7	Undergraduate (Bachelors) New Student Orientation and Registration (Additional dates TBD)
Sat, Mar 10	MAP New Student Orientation and Registration
Mon, Mar 12	Last Day of Classes
Sat, Mar 24	Official Graduation/Degree Conferral Date for Winter 2018
Mon, Mar 26	Submission Deadline of Student Learning Evaluation for Winter 2018 classes

## SPRING 2018 QUARTER

### (Bachelors, EDUC, MANM, MAP)

April to June

Dates	Activity/Event/Milestone
Sat, Apr 1	MANM New Student Orientation and Registration
Mon, Apr 2	Last Day of Online Registration (\$100 late registration fee applies)
Mon, Apr 2	First Day of Classes
Mon, Apr 2	Start of Add/Drop (see Add/Drop & Tuition Refund Policy)
Sat, Apr 14	End of Add/Drop (see Add/Drop & Tuition Refund Policy); Last day of 100% tuition refund for changes in student's enrollment status
Sun, Apr 15 – Sun, May 13	Course Withdrawal period with a "W" (Withdrawal) grade
Thu, Apr 19	Deadline to Apply for Graduation for Spring 2018 Graduates
Fri, April 20	Last day of 70% tuition refund for changes in student's enrollment status
Mon, Apr 23	New International Student Admission Application Deadline
Fri, Apr 27	Last day of 60% tuition refund for changes in student's enrollment status
Mon, Apr 30- Fri, May 11	Faculty Review of Student Files
Fri, May 4	Last day of 50% tuition refund for changes in student's enrollment status
Fri, May 11	Last day of 40% tuition refund for changes in student's enrollment status
Mon, May 14 - Fri, May 18	Student Advisement Week
Mon, May 14 - Mon, June 11	Course Withdrawal period with a "WNC" (Withdrawal No credit) grade
Fri, May 18	Admission and New Financial Aid Application Deadline for Summer 2018
Fri, May 18	Last day of 30% tuition refund for changes in student's enrollment status
Thu, May 24	MA Candidacy Filing Deadline for Summer 2018 Potential Graduates
Fri, May 25	Last day of 20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter
Sat, May 26- Mon, May 28	Holiday, Memorial Day (No Classes)
Tue, May 29 -Thu, May 31	Priority Online Registration for Summer 2018 Continuing Students
Thu, May 31	Bachelor's Degree Candidacy Filing Deadline for Summer 2018 Potential Graduates
Wed, June 6	Undergraduate (Bachelors) New Student Orientation and Registration (Additional dates TBD)
Sat, June 9	MAP New Student Orientation and Registration
Mon, June 11	Last Day of Classes
Sat, June 23	Official Graduation (Diploma) Date for Spring 2018 Quarter
Sun, June 24	AULA Commencement Ceremony for 2017-2018 Academic Year Graduates
Mon, June 25	Submission Deadline of Student Learning Evaluation for Spring 2018 classes

## URBAN SUSTAINABILITY SPRING/SUMMER 2018 SEMESTER

April to September

Dates	Activity/Event/Milestone
Mon, Feb 12	Admission and Financial Aid Application Deadline for Spring/Summer 2018
Mon, Mar 12	Final Admission and Financial Aid Application Deadline for Spring/Summer 2018
Tues, Apr 3	Registration begins
Thu, Apr 12 - Mon, Apr 23	Pre-residency Preparation Period
Mon, Apr 23	New Student Orientation
Tues, Apr 24	Last day of registration (\$100 late registration fee applies)
Tue, Apr 24 – Sun, Apr 29	Spring/Summer 2018 Residency

Wed, Apr 25	Last day to Withdraw for 100% tuition refund
Sun, Apr 29	Last day of Add/Drop (see Add/Drop & Tuition Refund Policy)
Mon, Apr 30	Project Period begins
Mon, Apr 30 -Tue, July 31	Course Withdrawal period with a "W" (Withdrawal)grade
Thu, July 26 – Sun, July 29	Mid-semester off-site residency period
Wed, Aug 1 –Sun Sept 23	Course Withdrawal with a "WNC" (Withdrawal No Credit) grade
Wed, Aug 22	Last day to Withdraw for pro- rata tuition refund; drops to 0% tuition refund thereafter
Sun, Sept 23	Last day of Spring/Summer 2018 project period
Tues, Oct 16	Submission Deadline of Student Learning Evaluation for Spring/Summer 2018 classes
Sat, Nov 10	Official Graduation/Degree Conferral Date for Spring/Summer 2018

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 offered currently and in the last 5 academic years by AULA. Courses older than 5 years may be found in previous catalogs (<http://aulacatalog.antioch.edu/previouscatalogs>). These courses are sorted in alpha order by department as listed below.

Effective Summer 2016, AULA has implemented a new course numbering system, from 3-digit to 4-digit, by adding Zero as the 4th digit. Courses in the 2000 - 4000 (used to be 200-400) series are undergraduate level and the 5000 - 6000 (used to be 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 AUVView (<https://mynew.antioch.edu/WAPROD/WebAdvisor?mode=xxx&id=Nzg1MjQ4MzA3Nio1MDM4NTE3MzkwMDE3ODIqM>).

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## Addiction Studies

**ADS 2500. Prior Learning: Addiction Stud. 0 Units.**

**ADS 3010. 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.

**ADS 3100. Addiction Counseling: Models of Practice. 3-4 Unit.**

This course is designed to introduce students to the practical application of a variety of theoretical concepts, techniques and interventions used in addiction counseling settings. Emphasis is on basic interviewing, assessment and counseling skills that facilitate the helping process through integration of various theoretical models. This experiential course provides students an understanding of effective interventions from individual, relational, & systems perspectives while incorporating a strength-based style, privileging the individual's unique, diverse and multicultural needs. 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.

**ADS 3140. 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.

**ADS 3150. 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.

**ADS 3170. 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.

**ADS 3180. 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.

**ADS 3190. 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.

**ADS 3190A. 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.

**ADS 3200. Addiction in Literature & Film. 3-4 Unit.**

This course will explore addiction in literature and film and encourage students to consider varying perspectives of addiction and its portrayal in these mediums. Students will be provided with an opportunity to view addiction through the lens of classic writers such as Tolstoy, Cheever, Parker and Poe as well as contemporary provocative works by Verghese, Bullitt-Jonas and the Barthelme brothers who collectively give shape and meaning to the raw experience of uncontrollable urges. Students will have an opportunity to analyze themes such as escape, desire, emptiness, and need, which form a crucial part of many literary and film experiences, particularly in contemporary works. This journey will also explore addiction in (American) film as we view clips from powerfully compelling movies that will provide students an opportunity to view societal and cultural perspectives as well as social justice issues brought forth in film. Students will be invited to explore the systems and power structures in place in these mediums that either knowingly, or unknowingly, have an impact on society's experience with addiction. Students will also be asked to contribute their critical perspective on how addiction is portrayed in literature and film and their views on how the stigma associated with addiction is represented.

**ADS 3310. Postmodern Approaches to Addiction Treatment. 3-4 Unit.****ADS 3500. Prior Learning: Addictions. 0 Units.****ADS 3510. Independent Study. 1-5 Unit.****ADS 3530. Internship: Addiction Studies. 1-5 Unit.****ADS X2000. Addiction Studies /Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Anthropology

**ANT 2500. Prior Learning: History. 0 Units.**

**ANT 3130. 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 3500. Prior Learning: Anthropology. 0 Units.****ANT 3510. Independent Study. 1-5 Unit.****ANT 3640. Observing Social Life in the City. 3-4 Unit.****ANT 3830. 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 X2000. Anthropology / Social Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ANT X2005. Anthropology & UCE / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ANT X4000. Anthropology / Social Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ANT X4005. Anthropology & UCE / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Art

**ART 1010. Art History. 3 Units.**

The semester survey course in Art History will introduce the history of art focusing on movements that range from the Prehistoric to Postmodern times. The course will introduce elements of art criticism, historical and cultural knowledge of the art movements, visual analysis, and connections to modern lived experiences. The course will also employ research methods that art historians use to determine the cultural value of a work produced at a given time. Students will be creating projects that demonstrate their understanding of art criticism and history, will be analyzing academic articles and journals, and will be assessed on their comprehension of visual analysis. The student experience will conclude with a cumulative final exam.

**ART 2500. Prior Learning: Art. 0 Units.****ART 2530. Internship. 1-5 Unit.****ART 3080. 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 3100. 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 3170. 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 3180. 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 3220.LA. 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 3240. Contemporary View of Prehistoric to Gothic Art. 3-4 Unit.****ART 3250. Photography, Collage & 20th Century Avant-Garde Art. 3-4 Unit.****ART 3260. Art & Community Engagement. 3-4 Unit.****ART 3260A. Los Angeles Art Now! Pacific Standard Time. 3-4 Unit.****ART 3270. Los Angeles Art Now! Special Topics. 3-4 Unit.****ART 3280. Collaborative Art. 3-4 Unit.****ART 3290. 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 3310. 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 3360. Jung, Mandalas, & the Active Imagination. 3-4 Unit.****ART 3370. 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 3380. 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 3390. 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 3400. 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 3440. Post-Studio Aesthetic. 3-4 Unit.****ART 3500. Prior Learning: Art. 0 Units.****ART 3510. Independent Study: Art. 1-5 Unit.****ART 3530. Internship. 1-5 Unit.**

**ART 3900AC. The Art of the Protest. 1 Unit.****ART 3900AD. 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 3900AE. 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 3900AF. This Is Art: Marcel Duchamp. 1 Unit.****ART 3900K. The Sensational Image: the Photography Of Weegee. 1 Unit.****ART 3900Q. Approximately Infinite Universe: the Art of Yoko Ono. 1 Unit.****ART 3900S. 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 3900Z. 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 subejects 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 4010. 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 4900A. The City in Art. 1 Unit.****ART X2000. Art / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ART X2003. Art & Child Studies / Fine Arts Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ART X2005. Art & UCE / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ART X4000. Art / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ART X4003. Art & Child Studies / Fine Arts Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ART X4005. Art & UCE / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.



## Astronomy

### **AST X2000. Astronomy / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

### **AST X4000. Astronomy / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Biology

### **BIO 3500. Prior Learning: Health. 0 Units.**

### **BIO X2000. Biology / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

### **BIO X4000. Biology / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Business

### **BUS 2500. Prior Learning: Business. 0 Units.**

### **BUS 2510. Independent Study. 1-5 Unit.**

### **BUS 3080. Story & Strategy in Non-Profit Organizations. 3-4 Unit.**

The non-profit sector is always seeking to develop leadership, enhance effectiveness, and improve results. Often neglected in these efforts is a re-examination of what inspired many of us to get involved in this work in the first place: a story that made an issue meaningful or an experience that ignited passion. Progressive change work, often plagued by limited capacity and resources, tends to lead with facts and truth with little regard for producing a meaningful story. But story is one of the most powerful tools we can employ in service of our cause. It has the ability to seamlessly communicate mission and impact, inspire around vision, build leadership, mobilize resources, action, and support and ensure sustainability within an organization. Today we see an emergent and inter-disciplinary approach to organization development drawing from the fields of communication, media and messaging along with strategic planning, adaptive leadership, storytelling, culture and creativity to meet shifting demands in this arena. Building our capacity for story-based strategy is rapidly becoming one of the essential tools for leading the future of non-profits and social sector. This course will explore the foundations of narrative work and its application to advance the mission of nonprofit organizations. With the rise of social media and the proliferation of communications, advertising and design in our current age, the work of myth and meaning-making becomes critical to our ability to bring about change at the scale we are seeking. Stories are constructed realities that serve to guide and support us in creating collective impact and realizing new futures. The nonprofit sector, community organizing campaigns and social movements are all investing more emphasis on storytelling and narrative strategy, as well as the use of design thinking and aesthetics to communicate their missions and mobilize resources and support for the work. Drawing from the work of grassroots intermediaries and nonprofit organizational development theory and practice, this course is designed to introduce students to the basic tools for developing story and strategy within nonprofit organizations and the larger sector. Students will be given opportunities to work collaboratively to frame and reframe issues and initiatives and apply tools and course concepts to real life examples of campaigns, organizations, social issues and global movements.

### **BUS 3200. 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 3210. 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 3240. Social Change and the Nonprofit Sector. 3-4 Unit.**

Those possessed with a passion to make the world a better place will often envision starting a movement, or strengthening or reviving one that already exists. The instrumentality of social change, however, is normally neither an individual actor nor some loose association of like-minded individuals. In the course of US history, it has often been and continues to be the collective agency of a nonprofit organization. A survey of the history of civil society in the United States shows that nonprofits have formed coalitions to spawn movements of social change and, conversely, that significant cultural and economic institutions have been born of such movements. From the Abolitionist Movement that spawned abolitionist societies in the nineteenth century to the LGBT organizations that produced recent changes in marriage laws, the synergy between social change movements and nonprofit organizations has been a constant of American history. This course examines both historical dynamics in the interest of equipping present and future builders of movements and institutions with the knowledge of the forces that can support, grow, degrade, or destroy their efforts.

**BUS 3250. 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 3270. Social Media Marketing. 3-4 Unit.****BUS 3320. 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 3340. Small Business Management. 3-4 Unit.****BUS 3350. 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:   
• Innovation: Social entrepreneurs are innovators who create social change. What are the conditions that allow for innovation?   
• Team 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?   
• New 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?   
• Impact, 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 3390. 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 3400.LA. Nonprofit Program Design and Evaluation. 3-4.01 Unit.****BUS 3460. 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 3500. Prior Learning: Business. 0 Units.****BUS 3510. Independent Study. 1-5 Unit.****BUS 3530. Internship. 1-5 Unit.****BUS 3550. 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 3560.LA. 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 3570. 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 3630A. Environmental Crisis and Ethics. 3-4 Unit.****BUS 3810A. 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 3830A. 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 3990. Applied Studies Seminar: Leadership. 3-4 Unit.**

This professional, hybrid-format seminar provides students an opportunity to integrate their technical knowledge with leadership practices in their area of expertise. The Professor serves as a facilitator/mentor providing information regarding leadership and organizations, and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to integrate academic theory and practical experience as they relate to leadership practices. Specific leadership practices addressed in the seminar include leadership characteristics, the importance of values, developing a shared organizational vision, challenging organizational processes, enabling others, encouraging the heart of people in the organization, and action leadership.

**BUS 4050. 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 4310. 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 4510. Independent Study. 1-5 Unit.****BUS 4530. Internship: Business. 1-5 Unit.****BUS X2000. Business / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**BUS X2001. Business / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**BUS X2004. Business & Psychology / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**BUS X4000. Business / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**BUS X4001. Business / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**BUS X4004. Business & Psychology / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Cinema

**CIN 3140. 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 3310. Women in Film. 3-4 Unit.****CIN 3500. Prior Learning: Cinema. 0 Units.****CIN 3510. Independent Study. 1-5 Unit.****CIN 3530. Internship. 1-5 Unit.****CIN 3710. From Book to Screen: Strategies for Moving From Written to Visual Texts. 3-4 Unit.****CIN 3920B. Documentary Film & the American Psyche. 3-4.01 Unit.****CIN 4510. Independent Study. 1-5 Unit.****CIN 4900A. 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.

**CIN X2000. Cinema / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**CIN X4000. Cinema / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Communication

**COM 1020. Introduction to Speech and Debate. 3 Units.****COM 2500. Prior Learning: Communications. 0 Units.****COM 2510. Independent Study. 1-5 Unit.****COM 2530. Internship. 1-5 Unit.****COM 3030. 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 3080. Story & Strategy in Non-Profit. 2-2.67 Unit.**

The non-profit sector is always seeking to develop leadership, enhance effectiveness, and improve results. Often neglected in these efforts is a re-examination of what inspired many of us to get involved in this work in the first place: a story that made an issue meaningful or an experience that ignited passion. Progressive change work, often plagued by limited capacity and resources, tends to lead with facts and truth with little regard for producing a meaningful story. But story is one of the most powerful tools we can employ in service of our cause. It has the ability to seamlessly communicate mission and impact, inspire around vision, build leadership, mobilize resources, action, and support and ensure sustainability within an organization. Today we see an emergent and inter-disciplinary approach to organization development drawing from the fields of communication, media and messaging along with strategic planning, adaptive leadership, storytelling, culture and creativity to meet shifting demands in this arena. Building our capacity for story-based strategy is rapidly becoming one of the essential tools for leading the future of non-profits and social sector. This course will explore the foundations of narrative work and its application to advance the mission of nonprofit organizations. With the rise of social media and the proliferation of communications, advertising and design in our current age, the work of myth and meaning-making becomes critical to our ability to bring about change at the scale we are seeking. Stories are constructed realities that serve to guide and support us in creating collective impact and realizing new futures. The nonprofit sector, community organizing campaigns and social movements are all investing more emphasis on storytelling and narrative strategy, as well as the use of design thinking and aesthetics to communicate their missions and mobilize resources and support for the work. Drawing from the work of grassroots intermediaries and nonprofit organizational development theory and practice, this course is designed to introduce students to the basic tools for developing story and strategy within nonprofit organizations and the larger sector. Students will be given opportunities to work collaboratively to frame and reframe issues and initiatives and apply tools and course concepts to real life examples of campaigns, organizations, social issues and global movements.

**COM 3210.LA. News & Information At the Crossroads. 3-4 Unit.****COM 3230. Social Media. 3 Units.**

The emergence and diffusion of technology has provided us with two different realms to reside in: the real world and the social media world. Social media has drastically changed how we communicate with each other, from societal to individual levels. The question we will examine in this course is how do social media shape our lives and more importantly, how do we want it to shape our lives? This course examines different theoretical and practical approaches in understanding the effects of social media in our media saturated world. We will discuss how social media affects perceptions, relationships, education, business, global, and our identity.

**COM 3240. Media Money and Politics: Analyzing Political Communications. 3-4 Unit.****COM 3270.LA. 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 3500. Prior Learning: Communications. 0 Units.****COM 3510. Independent Study. 1-5 Unit.****COM 3530. Internship. 1-5 Unit.**

**COM 3550. Intercultural Communication. 2 Units.**

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

**COM 3600.LA. 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 3900B. Special Topics in Communication: Political Communication. 1-2 Unit.****COM 3900E. Trans-National Media Activism. 1 Unit.****COM 4010. Participatory Media. 3-4 Unit.****COM 4510. Independent Study. 1-5 Unit.****COM X2000. Communications / Com Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**COM X2001. Cinema & Bus / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**COM X2002. Comm & Creative Writ / Com Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**COM X4000. Communications / Com Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**COM X4001. Cinema & Bus / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**COM X4002. Comm & Creative Writ / Com Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Computer Science

**CSC 1010. Intro to Full Stack Web Develo. 12 Units.**

The course will give students the knowledge and comprehension to fully understand the responsibilities of a Full Stack Web Developer. The course will teach students to utilize the basic software applications and tools used by industry professionals to develop, debug and design web applications. Students will be taught the basic knowledge and skills that enables them to develop into a Full Stack Web Developer; a programmer with a complete technical profile that covers client side, server side-middle tier, and backend-database developments. The course will give students the basic knowledge needed to understand and participate in the main tasks of Web development: designing, and debugging software that runs in a cross-browser environment, on a web server leading into a database server. After completing the intro course, the student will have a basic knowledge in API, HTML/CSS, C#, JavaScript, JQuery and Database Development on the Web, among others. The course will teach students how to work in server, network, and hosting environments. They will obtain the knowledge to understand the concepts in relational and non-relational databases and how they interact with API's and the outside world. They will also be introduced to interface and user experiences, quality assurance, security concerns, and understanding customer and client needs. Specifically, the course will produce a programmer who is prepared to apply the concepts and skills learned to a more complex scenario, understanding many of the most popular design patterns: APIs, libraries and technologies including but not limited to: HTML5, CSS3, JavaScript, Bootstrap, MVVM, MVC, Angularjs, jQuery, Ajax, Inversion of Control, Principles of Object Oriented Design, Data Structures, Data Access, Database Design and Architecture, GIS, SMS, SMTP and RESTful Api Design.

**CSC 3010. Immersive Full Stack Web Devel. 24 Units.**

Immersive Full Stack Web Development.

**CSC X2000. Computer Science / Quant Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**CSC X2001. Comp Sci & Bus / Quantitative Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**CSC X4000. Computer Science / Quant Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**CSC X4001. Comp Sci & Bus / Quantitative Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Concurrent Learning

**CON 9990. Concurrent Learning. 1-9 Unit.**

## Creative Writing

**CRW 2500. Prior Learning: Creative Writing. 0 Units.**

**CRW 3500. Prior Learning: Literature. 0 Units.**

**CRW 4002. Creative Wrtg / Creative Writing Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**CRW 5100. Residency & Project Period I. 12 Units.**

**CRW 5200. Residency & Project Period II. 12 Units.**

**CRW 5210. Methods of Teaching Creative Writing Online. 0 Units.**

**CRW 5300. Residency & Project Period III. 12 Units.**

**CRW 5400. Residency & Project Period IV. 12 Units.**

**CRW 5500. Residency & Project Period V. 12 Units.**

**CRW 5600. Additional Project Period Mentoring. 5 Units.**

**CRW 5610. Methods of Teaching Creative Writing Online. 3 Units.**

**CRW 5620. Methods of Online Book Coaching. 1 Unit.**

**CRW 5630. Practicum in Teaching Creative Writing. 1 Unit.**

**CRW 6000. Certificate in the Teaching of Creative Writing. 12 Units.**

**CRW 6210. Methods of Teaching Creative Writing Online. 0 Units.**

**CRW X2000. Creative Writing / Com Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**CRW X2002. Creative Wrtg / Creative Writing Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**CRW X2005. Creative Writing & UCE / Com Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**CRW X4000. Creative Writing / Com Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**CRW X4002. Creative Wrtg / Creative Writing Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**CRW X4005. Creative Writing & UCE / Com Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Dance

**DAN 3500. Prior Learning: Dance. 0 Units.**

**DAN X2000. Dance / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**DAN X2004. Dance & Psych / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**DAN X4000. Dance / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**DAN X4004. Dance & Psych / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Economics

### **ECON 1020. 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 class on the part of the student.

### **ECON X2000. Economics / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

### **ECON X2001. Econ & Bus / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

### **ECON X2005. Econ & Uce / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

### **ECON X4000. Economics / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

### **ECON X4001. Econ & Bus / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

### **ECON X4005. Econ & Uce / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Education

### **EDU 1510. Independent Study. 1-5 Unit.**

### **EDU 2500. Prior Learning: Education. 0 Units.**

### **EDU 2510. Independent Study. 1-5 Unit.**

### **EDU 3140. 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 3500. Prior Learning: Education. 0 Units.**

### **EDU 3510. Independent Study. 1-5 Unit.**

### **EDU 3530. Internship. 1-5 Unit.**

### **EDU 3800A. 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 3900C. History & Contemporary Issues: Schooling African-Americans. 1-2 Unit.**

### **EDU 3900D. Introduction to Theatre of the Oppressed. 1 Unit.**

### **EDU 3900J. 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 4510. Independent Study. 1-5 Unit.**

**EDU 4530. Internship. 1-5 Unit.****EDU X2000. Education / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**EDU X2003. Educ & Child Stu / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**EDU X2004. Educ & Psych / Social Science Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**EDU X2005. Educ & UCE / Social Science Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**EDU X4000. Education / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**EDU X4003. Educ & Child Stu / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**EDU X4004. Educ & Psych / Social Science Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**EDU X4005. Educ & UCE / Social Science Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## English

**ENG 1100. The Art of Personal Narrative. 2-3 Unit.****ENG 1110. Writing and Responding: Creating a Critical Dialogue. 2-3 Unit.****ENG 1120. Writing Critical Analysis. 2-3 Unit.****ENG 1140. Literature and Composition. 3 Units.**

This course surveys British and American literature as a basis for literary analysis, research, and written composition. Students will read, analyze, discuss, and write about novels, poems, short stories, and plays from the 19th to the 21st centuries. The primary goals of the course are to help students develop as critical, analytical readers of literature and as writers who formulate and support their own original arguments using primary texts and supplementary research. Through writing and revising multiple drafts of essays, students will strengthen their academic writing skills and use of proper MLA format and documentation. This is a college level course that requires a significant amount of preparation for every class on the part of the student.

**ENG 2120. 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 2500. Prior Learning: English. 0 Units.****ENG 2510. Independent Study. 1-5 Unit.****ENG 2900. 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 2910. 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 2940. 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 2950. 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 3030. 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 3090B. 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 3220. 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 3220A. The Art of Poetry. 3-4 Unit.****ENG 3260. 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 3270. The Art of Mixed Media Literature. 3-4 Unit.****ENG 3280. 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 3450. 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 3500. Prior Learning: English. 0 Units.****ENG 3510. Independent Study. 1-5 Unit.****ENG 3530. Internship. 1-5 Unit.****ENG 3590. 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 3640. 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 3640A. The Art of Creative Non-Fiction. 3-4 Unit.**



**ENG 3650. 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 3670. 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 3800A. Psychology of Dramatic Writing & Identity Development. 3-4 Unit.****ENG 3900. What Was Modern Poetry. 1 Unit.****ENG 3900BN. Poetry & Memory. 1 Unit.**

This workshop provides an opportunity to mine our memories to awaken new, startling poems. We will explore the rich territory of ideas, people, places, and emotions from our past, and examine how memory can inform and affect our writing. Students will learn how to dig into memories from the span of their lives and will see how uncovering one memory often leads to another and another, creating fresh, imaginative work that surprises both the writer and reader. The day will be a mixture of lecture, reading classical and contemporary poetry based on poets' memories, and practicing fever writing or automatic writing, tapping into our memories and the subconscious and reading aloud to the class. Although geared for poets and writers, this workshop will also be of value to non-writers, particularly students studying psychology, by showing how we can capture and utilize details from our memories to use as inspiration no matter what our discipline.

**ENG 3900CD. Writing the Body. 2 Units.**

This two-day workshop investigates the aesthetic intersection between writing and gender. Is writing by women fundamentally different from writing by men? Are there clues in how men and women apply (or ignore) the rules of grammar, syntax and structuring principles? Hints in their choice of subject matter, style, strength of voice, clarity of thought? And what about the writing produced by \*trans, intersex, agender, genderfuck and genderfluid writers? Are these gendered differences in writing mirrored in the literal form and function of our differently gendered bodies? This creative writing class invites students to view these questions through the twin lenses of intersectionality and the poststructuralist feminist discourse of ?criture f?minine, conduct in-depth textual investigations, and playfully experiment with form, content and style in their own creative responses.

**ENG 3900D. 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 3900E. Come Dressed As Your Favorite Poem. 1-2 Unit.****ENG 3900F. Occupy the Internet a Laboratory. 1 Unit.****ENG 3900M. 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 3900N. 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 4020. 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 4030. 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 4040. Writing About Trauma: Literary Art From Adversity. 3-4 Unit.****ENG 4510. Independent Study. 1-5 Unit.****ENG 4530. Internship. 1-5 Unit.****ENG 4900A. 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.

**ENG X2000. English / Communications Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ENG X2002. English & Crw / Comm Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ENG X2003. English & Child Stu / Comm Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ENG X4000. English / Communications Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ENG X4002. English & Crw / Comm Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ENG X4003. English & Child Stu / Comm Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Environmental Studies

**ENV 2510. Independent Study. 1-5 Unit.****ENV 3030. Global Justice & Ecology. 3-4 Unit.****ENV 3130. Urban Environmental Movements. 3-4 Unit.****ENV 3140. Environmental Justice: Law & Policy. 3-4 Unit.****ENV 3500. Prior Learning: Environmental Studies. 0 Units.****ENV 3510. Independent Study. 1-5 Unit.****ENV 3530. Internship - Environmental Studies. 1-5 Unit.****ENV 3630. Environmental Crisis and Ethics. 3-4 Unit.****ENV 3900A. 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 3900B. 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 3900C. 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 3900D. 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 3900G. Toxic Pollution & Environmental Racism: Communities for a Better Environment. 1 Unit.****ENV 4450. Working Toward a Healthy City. 3-4.01 Unit.****ENV X2000. Environmental Studies / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ENV X2004. Enviro & Psych / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ENV X2005. Enviro Stu & UCE / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ENV X4000. Environmental Studies / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ENV X4004. Enviro & Psych / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**ENV X4005. Enviro Stu & Uce / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Film

**FIL 2500. Prior Learning: Film. 0 Units.****FIL 3500. Prior Learning: Film. 0 Units.****FIL 3510. Independent Study. 1-5 Unit.****FIL 3880A. 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 4050. 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 X2000. Film / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**FIL X2004. Film & Psych / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**FIL X2005. Film & UCE / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**FIL X4000. Film / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**FIL X4004. Film & Psych / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**FIL X4005. Film & UCE / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## French

**FRE X2000. French / Communications Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**FRE X4000. French / Communications Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Geography

**GEG 3030. Global Justice & Ecology; Crisis, Strategy and Change. 3-4 Unit.****GEG 3900. Decoding the Power of Maps. 1 Unit.****GEG X2000. Geography / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**GEG X2005. Geography & UCE / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**GEG X4000. Geography / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**GEG X4005. Geography & UCE / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Gerontology

**GER 3500. Prior Learning: Gerontology. 0 Units.****GER X2000. Gerontology / Social Science Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**GER X2004. Gerontology & Psych / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**GER X4000. Gerontology / Social Science Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**GER X4004. Gerontology & Psych / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Health

**HEA 3500. Prior Learning: Health. 0 Units.****HEA 3530. Internship. 1-5 Unit.****HEA X2000. Health / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HEA X2004. Human Dev & Psych / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HEA X4000. Health / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HEA X4004. Human Dev & Psych / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## History

**HIS 1010. United States History to 1877. 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 1010A. 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 1010B. United States History From 1840 to 1877. 2 Units.**

History 102 Part 2 is a chronological survey of American History from 1877 to the present, 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 student 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 1020. US History from 1877 to the Present. 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 1020A. United States History From 1877 to the Present I. 0 Units.**

History 102 Part 1 is a chronological survey of American History from 1877 to the present, 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 student 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 1020B. United States History From 1877 to the Present II. 4.5 Units.**

History 102 is a chronological survey of American History from 1877 to the present, 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 student 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 3040. 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 3060. 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 3210. 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 3240. 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 3310A. The Rise of the Black Power Movement and The Black Panther Party. 3-4 Unit.****HIS 3320. 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 3360. 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 3370. 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 3500. Prior Learning: History. 0 Units.****HIS 3510. Independent Study. 1-5 Unit.****HIS 3530. Internship. 1-5 Unit.**

**HIS 4030. 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 X2000. History / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HIS X2005. History & UCE / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HIS X4000. History / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HIS X4005. History & UCE / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Human Development

**HDV 3500. Prior Learning: Human Development. 0 Units.****HDV 3530. Internship. 1-5 Unit.****HDV 4550.LA. 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 4580A. 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 X2000. Human Dev / Social Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HDV X2003. Human Dev & Child Stu / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HDV X2004. Human Dev & Psych / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HDV X4000. Human Dev / Social Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HDV X4003. Human Dev & Child Stu / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HDV X4004. Human Dev & Psych / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Humanities

**HUM 1100. Philosophy: Good Questions for Life. 2 Units.****HUM 1100A. Studies in Humanities: The Classical Word. 2-3 Unit.****HUM 1110. Literature: Reading Cultures. 2 Units.****HUM 1110A. Studies in the Humanities: Renaissance To Enlightenment. 2-3 Unit.****HUM 1120. Art History: Visual Literacy. 2 Units.****HUM 1120A. Studies in the Humanities: Contemporary Voices. 2-3 Unit.****HUM 1510. Independent Study: Humanities. 1-5 Unit.****HUM 2500. Prior Learning: Humanities. 0 Units.****HUM 3030. Twenty-First Century Latin American Social Movements. 3-4 Unit.****HUM 3070. Borderlands: Exploring Identities & Borders. 3-4 Unit.**



**HUM 3090. Queer Perspectives: Applications in Contemporary Soc. 3-4 Unit.**

This course critically addresses the term "queer," its changing definition, and the particular ways in which it has described, marginalized and excluded people, communities and modes of thought. Using both academic and empirical examples, students will explore and uncover how queer thought has influenced such diverse human endeavors as civil rights, athletics, literature, pop culture, and science. Students will express their analyses and experience(s) of queerness through final paper and class presentation, based on a personal, community, professional, or academic topic developed in conjunction with the professor.

**HUM 3100. 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 3110. 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 3140. 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 3160. 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 3230B. Addiction in Literature & Film. 3-4 Unit.**

This course will explore addiction in literature and film and encourage students to consider varying perspectives of addiction and its portrayal in these mediums. Students will be provided with an opportunity to view addiction through the lens of classic writers such as Tolstoy, Cheever, Parker and Poe as well as contemporary provocative works by Verghese, Bullitt-Jonas and the Barthelme brothers who collectively give shape and meaning to the raw experience of uncontrollable urges. Students will have an opportunity to analyze themes such as escape, desire, emptiness, and need, which form a crucial part of many literary and film experiences, particularly in contemporary works. This journey will also explore addiction in (American) film as we view clips from powerfully compelling movies that will provide students an opportunity to view societal and cultural perspectives as well as social justice issues brought forth in film. Students will be invited to explore the systems and power structures in place in these mediums that either knowingly, or unknowingly, have an impact on society's experience with addiction. Students will also be asked to contribute their critical perspective on how addiction is portrayed in literature and film and their views on how the stigma associated with addiction is represented.

**HUM 3240A. Jazz, Culture, and Politics in Community Arts Movements. 3-4 Unit.**

This course will explore the most significant music-centered community arts movements in African American communities throughout the U.S. since the 1960s. These were primarily jazz-based, and sought to deeply immerse the arts and artists in the lives of their communities. The most significant were/are the Association for the Advancement of Creative Musicians (AACM) in Chicago, the Pan Afrikan Peoples Arkestra / Union of God's Musicians and Artists Ascension (PAPA/UGMAA) in Los Angeles, Black Artists Group (BAG) in St. Louis, Tribe in Detroit, Collective Black Artists (CBA) and the Vision Festival / Art for Art's Sake in New York City. The approach is sociological, i.e. music understood as an expression of societal values, consciousness, and structures, rather than musicological, although there will be some elementary grounding in musical styles. Through critical appraisals of oral historical and secondary sources, listening to recordings, viewing live and filmed performances, discussion, and various projects, you are encouraged to explore this world emotionally, analytically, and critically, within the classroom as well as outside in engagement with cultural centers and artists in the Los Angeles community.

**HUM 3240B. Shakespeare Deconstructed: Gender and Power Play. 3-4.01 Unit.****HUM 3280A. 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 3310A. 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 3380. 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 3480B. 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 3500. Prior Learning: Humanities. 0 Units.****HUM 3510. 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 3530. Internship. 1-5 Unit.****HUM 3540. 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 3630B. 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 3650. 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 3670B. The Narrative Method: Bldg Empathic Relationships. 3-4.01 Unit.****HUM 3710. 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 3710C. Politics of Psychology. 4 Units.**

**HUM 3750. 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 3790A. 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 3800. 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 3830W. 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 385A0. 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 388A0. 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 3900AH. 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 3900AU. Women in Contemporary Politics. 1-2 Unit.****HUM 3900AX. Occupy the Internet: A Laboratory. 1 Unit.****HUM 3900AZ. 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 3900BB. Women & Islam. 1 Unit.**

**HUM 3900BD. 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 3900BN. Poetry & Memory. 1 Unit.**

This workshop provides an opportunity to mine our memories to awaken new, startling poems. We will explore the rich territory of ideas, people, places, and emotions from our past, and examine how memory can inform and affect our writing. Students will learn how to dig into memories from the span of their lives and will see how uncovering one memory often leads to another and another, creating fresh, imaginative work that surprises both the writer and reader. The day will be a mixture of lecture, reading classical and contemporary poetry based on poets' memories, and practicing free writing or automatic writing, tapping into our memories and the subconscious and reading aloud to the class. Although geared for poets and writers, this workshop will also be of value to non-writers, particularly students studying psychology, by showing how we can capture and utilize details from our memories to use as inspiration no matter what our discipline.

**HUM 3900CC. Narrative Medicine: Teaching Empathy Through Literature & Performance. 1 Unit.****HUM 3900CD. Writing the Body. 2 Units.**

This two-day workshop investigates the aesthetic intersection between writing and gender. Is writing by women fundamentally different from writing by men? Are there clues in how men and women apply (or ignore) the rules of grammar, syntax and structuring principles? Hints in their choice of subject matter, style, strength of voice, clarity of thought? And what about the writing produced by \*trans, intersex, agender, genderfuck and genderfluid writers? Are these gendered differences in writing mirrored in the literal form and function of our differently gendered bodies? This creative writing class invites students to view these questions through the twin lenses of intersectionality and the poststructuralist feminist discourse of ?criture f?minine, conduct in-depth textual investigations, and playfully experiment with form, content and style in their own creative responses.

**HUM 3900DA. 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 3900LA. 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 3900MA. 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 3900MN. 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 3920. 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 3920AA. 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 3930. 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 4010. 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 4040. Queer Theory. 4 Units.****HUM 4050. 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 4510.LA. Independent Study. 1-5 Unit.****HUM 4710.LA. 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 4730. Psychedelics Revisited: 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 4900A. 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 4900AG. Divine Madness. 1 Unit.****HUM X2000. Humanities / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HUM X2002. History & CRW / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.



**HUM X2004. Hum & Psych / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HUM X2005. Hum & UCE / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HUM X4000. Humanities / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HUM X4002. History & CRW / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HUM X4004. Hum & Psych / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**HUM X4005. Hum & UCE / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Journalism

**JOU 3530. Internship. 1-5 Unit.****JOU X2000. Journalism / Communications Doma. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**JOU X2002. Journalism & CRW / Comm Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**JOU X4000. Journalism / Communications Doma. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**JOU X4002. Journalism & CRW / Comm Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Labor Studies

**LBR X2000. Labor Studies / Social Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LBR X2005. Labor Studies & UCE / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LBR X4000. Labor Studies / Social Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LBR X4005. Labor Studies & UCE / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Law

**LAW X2000. Law / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LAW X2001. Law & Bus / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LAW X2002. Law & CRW / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LAW X2003. Law & Child Stu / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LAW X2004. Law & Psych / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LAW X2005. Law & UCE / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LAW X4000. Law / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LAW X4001. Law & Bus / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LAW X4002. Law & CRW / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LAW X4003. Law & Child Stu / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LAW X4004. Law & Psych / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LAW X4005. Law & UCE / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Library Science

**LBS X2000. Library Science / Social Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LBS X4000. Library Science / Social Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Linguistics

**LIN X2000. Linguistics / Communications Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LIN X2002. Linguistics & CRW / Comm Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LIN X2003. Linguistics & Child Stu / Comm Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LIN X4000. Linguistics / Communications Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LIN X4002. Linguistics & CRW / Comm Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LIN X4003. Linguistics & Child Stu / Comm Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Literature

**LIT 1510. Independent Study. 1-5 Unit.****LIT 2510. Independent Study. 1-5 Unit.****LIT 3100. 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 3130. 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 3160. Charles Dickens. 3-4 Unit.**



**LIT 3210. 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 3210A. Literary Theory and Critique. 3-4 Unit.****LIT 3220. 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 3260. 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 3360. 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 3370. 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 3390. 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 3420. History of the American Novel. 3-4 Unit.****LIT 3430. Contemporary American Theater. 3-4 Unit.****LIT 3500. Prior Learning: Literature. 0 Units.****LIT 3510. 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 3530. Internship. 1-5 Unit.****LIT 3550. 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 3630.LA. 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 3640. 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 3650. 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 3650A. Writing & Social Resistance. 3 Units.****LIT 3690. 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 3710. 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 3720. 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 3760. 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 3790. European Poetry & Translation. 3-4 Unit.****LIT 3820. 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 3830. 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 3850. 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 3850A. 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 3900K. 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 3900L. 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 3900P. 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 3900R. 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 3900T. A Million Little Lies: Dishonesty & Deception in Creative Nonfiction. 1 Unit.****LIT 3900U. Women Poets & Erotica. 1 Unit.****LIT 4010. 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 4020. European Crisis in the Novels of Thomas Mann. 3-4 Unit.****LIT 4030. Franz Kafka & the Kafkaesque. 3-4 Unit.****LIT 4040. Writing About Trauma Literary Art From Adversity. 3-4 Unit.****LIT 4370. Special Topics in Contemporary Literature. 3-4 Unit.****LIT 4510. Independent Study. 1-5 Unit.****LIT X2000. Literature / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LIT X2002. Lit & CRW / Humanities Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LIT X2003. Lit & Child Stu / Humanities Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LIT X4000. Literature / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LIT X4002. Lit & CRW / Humanities Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**LIT X4003. Lit & Child Stu / Humanities Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Management

**MGT 3220. Leadership & Project Management. 2 Units.**

Project management is a continuous challenge for most of us. We manage projects daily - social, academic, and/or professional. The recorded history of project management has changed from a time when only engineers were in charge of large-scale projects to what we experience today, where homemakers, students, community advocates, and all levels of business associates lead and support team projects. This course focuses on the essential aspects of project leadership and management, covering the six fundamentals of project management: defining the scope, initiating, planning, launching, executing, and closing the project. These fundamentals are viewed from both the perspectives of the project leader and the project member. Topics include the dimensions of leadership, determining the direction, scheduling, managing risk, and creating a healthy team environment.

**MGT 3500. Prior Learning: Management. 0 Units.****MGT 5010A. 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 5010B. 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 5120. 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 5160A. Practicum in Blog Production. 1 Unit.****MGT 5170. 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 5180. 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 5190. 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 5210. 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 5240. 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 is a hybrid course that includes both classroom and online activities.

**MGT 5310. 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 5410.LA. 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 5470C. 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 5480. 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 5490. 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 5520. 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 5530. 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 5560. 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 5630. 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 5900C. Making Meetings Effective. 1 Unit.****MGT 5900D. Project Management. 1 Unit.****MGT 5900E. Introduction to Social Media in Business. 1 Unit.****MGT 5900F. Neuroscience of Leadership Development. 1-2 Unit.****MGT 5900G. Sustainability in Organizations: Promise Practice & Policy. 1 Unit.****MGT 5900H. Project Management. 1 Unit.****MGT 5900I. Writing a Business Execution Plan. 1 Unit.****MGT 5900J. Strategic Learning for Professional Success. 1 Unit.****MGT 5900K. 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 5900L. 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 5930. 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 5960. 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 5980. 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 5980A. 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 X2000. Management / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MGT X2001. Management & Bus / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MGT X2004. Management & Psych / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MGT X4000. Management / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MGT X4001. Management & Bus / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MGT X4004. Management & Psych / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MGT X5000. Management Elective. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

# Mathematics

## **MAT 1510. Independent Study. 1-5 Unit.**

### **MAT 1900A. 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 1900B. 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 2500. Prior Learning: Mathematics. 0 Units.**

## **MAT 2510. Independent Study. 1-5 Unit.**

### **MAT 3210. 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 3500. Prior Learning: Mathematics. 0 Units.**

## **MAT 3510. Independent Study. 1-5 Unit.**

## **MAT 3530. Internship. 1-5 Unit.**

### **MAT 3700. 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 3810. 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 4020. 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 4030. 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 4130. 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 4510. Independent Study. 1-5 Unit.**



**MAT X2000. Mathematics / Quantitative Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MAT X2001. Mathematics & Bus / Quantitative Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MAT X4000. Mathematics / Quantitative Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MAT X4001. Mathematics & Bus / Quant Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Music

**MUS 2500. Prior Learning: Music. 0 Units.****MUS 2510. Independent Study: Music. 1-5 Unit.****MUS 3050. 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 3070. 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 3240A. Jazz, Culture, and Politics in Community Arts Movements. 3-4 Unit.**

This course will explore the most significant music-centered community arts movements in African American communities throughout the U.S. since the 1960s. These were primarily jazz-based, and sought to deeply immerse the arts and artists in the lives of their communities. The most significant were/ are the Association for the Advancement of Creative Musicians (AACM) in Chicago, the Pan Afrikan Peoples Arkestra / Union of God's Musicians and Artists Ascension (PAPA/UGMAA) in Los Angeles, Black Artists Group (BAG) in St. Louis, Tribe in Detroit, Collective Black Artists (CBA) and the Vision Festival / Art for Art's Sake in New York City. The approach is sociological, i.e. music understood as an expression of societal values, consciousness, and structures, rather than musicological, although there will be some elementary grounding in musical styles. Through critical appraisals of oral historical and secondary sources, listening to recordings, viewing live and filmed performances, discussion, and various projects, you are encouraged to explore this world emotionally, analytically, and critically, within the classroom as well as outside in engagement with cultural centers and artists in the Los Angeles community.

**MUS 3500. Prior Learning: Music. 0 Units.****MUS 3510. Independent Study. 1-5 Unit.****MUS 3530. Internship. 1-5 Unit.****MUS X2000. Music / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MUS X2003. Music & Child Stu / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MUS X2004. Music & Psych / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MUS X4000. Music / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MUS X4003. Music & Child Stu / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**MUS X4004. Music & Psych / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Non-Profit Management

**MNM 5100. Programs: Achieving the Mission. 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 course 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 5100F. Field Work in Nonprofit Organizations. 1 Unit.**

This is a 1-unit series of workshops, exercises, and discussions that prepare students to undertake the Field Work component in the future quarters. Students will participate in self-assessment activities. They will set specific goals for further personal and professional development and then work with the Fieldwork Advisor to identify specific Field Work sites and projects to support these goals.

**MNM 5200. 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, online conversations, reading, in-house workshops, faculty presentations, and visits from professionals who have experiences to share from the field.

**MNM 5200F. 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 Field Work is undertaken to support individualized learning goals that the student identifies and puts into a learning contract and implements with consultation with the Field Work Advisor. The student documents Field Work experience and learning, and at the end of the quarter, the Field Work Advisor evaluates the student's demonstration of Field Work learning.

**MNM 5300. 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, online conversations, textbook reading, in-house workshops, faculty presentations, guest lecturer presentations, and visits from professionals who have experiences to share from the field.

**MNM 5300F. 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 Field Work is undertaken to support individualized learning goals that the student identifies and puts into a learning contract and implements with consultation with the Field Work Advisor. The student documents Field Work experience and learning, and at the end of the quarter, the Field Work Advisor evaluates the student's demonstration of Field Work learning.

**MNM 5400. Structure and Governance: Stewardship Of the Common Good. 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: a board simulation exercise, site visits, online conversations, textbook reading, in-house workshops, faculty presentations, guest lecturer presentations, research projects, and visits from professionals who have experiences to share from the field.

**MNM 5400F. 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 Field Work is undertaken to support individualized learning goals that the student identifies and puts into a learning contract and implements with consultation with the Field Work Advisor. The student documents Field Work experience and learning, and at the end of the quarter, the Field Work Advisor evaluates the student's demonstration of Field Work learning.

**MNM 5500. 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 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 professionals.

**MNM 5500F. 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 5600. Organizational Sustainability: Leading Toward a Preferred Future. 7 Units.**

Nonprofit organizations find it increasingly challenging to survive and thrive. To achieve true sustainability, nonprofit managers must be able to effectively lead efforts to design and implement new business models and related strategies to support mission-driven ends. In this quarter, students consider organizational lifecycles, planning efforts, strategic change initiatives, and leadership practices that contribute to an organization's sustainability. Learning activities include site visits, text-based and supplemental reading, online and classroom discussions, in-house workshops, experiential exercises, faculty presentations, and visits with professionals.

**MNM 5600F. 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 3500. Prior Learning: Nutrition. 0 Units.**

**NTR X2000. Nutrition / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**NTR X4000. Nutrition / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Organizational Management

**OMN X2000. Org Management / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**OMN X2001. Org Mgt & Bus / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**OMN X2004. Org Mgt & Psych / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**OMN X4000. Org Management / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**OMN X4001. Org Mgt & Bus / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**OMN X4004. Org Mgt & Psych / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Orientation

**ORN 0020. 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 1510. Independent Study: Orientation. 1-5 Unit.**

## Philosophy

**PHI 2500. Prior Learning: Philosophy. 0 Units.**

**PHI 2510. Independent Study: Philosophy. 1-5 Unit.**

**PHI 3100. 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 3110. 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 3120. The Mystical Rationalism of Socrates In the Platonic Dialogues. 3-4 Unit.**

**PHI 3200. 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 3500. Prior Learning: Philosophy. 0 Units.****PHI 3510. Independent Study. 1-5 Unit.****PHI 3900. 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 4030. 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 4140. 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 4900A. 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 4900AZ. 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 4900B. 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 X2000. Philosophy / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PHI X2001. Phil & Bus / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PHI X4000. Philosophy / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PHI X4001. Phil & Bus / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Physical Education

**PED X2000. Physical Education. 1-9 Unit.**

Transfer Credit Equivalency: Do not make any sections from this course.

**PED X2003. Physical Education & Child Studies. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PED X4000. Physical Education. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PED X4003. Physical Education & Child Studies. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Political Science

**POL 1010A. Intro to American Politics Present I. 3 Units.**

This course surveys and analyzes the principles, institutions, policies and politics of U.S. National Government. Major topics in the course include the constitution and federalism, civil rights and civil liberties, the presidency, congress, and the supreme court, modern American politics, and public policy. The primary goal of the course is to help students become critical, analytical observers of American politics, government systems, and institutions. Students will go beyond a basic understanding of how the government works to obtain a critical appreciation of the strengths and weaknesses of the American political system, the pros and cons of various modern policy debates, and the importance of citizen's rights and responsibilities. The course is a college level course and requires a significant amount of preparation for every class on the part of the student.

**POL 1010B. Political Science 101 Part II Present I. 4.5 Units.****POL 3310. The Rise of the Black Power Movement and The Black Panther Party. 3-4 Unit.****POL 3320. 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 3500. Prior Learning: Political Science. 0 Units.****POL 3530. Internship. 1-5 Unit.****POL 3900AC. The Art of the Protest. 1 Unit.****POL 3900J. 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 4050. 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 4510. Independent Study. 1-5 Unit.****POL 4530. Internship: Political Science. 1-5 Unit.****POL X2000. Political Science / Social Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**POL X2005. Political Sci & UCE / Social Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.



**POL X4000. Political Science / Social Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**POL X4005. Political Sci & UCE / Social Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Psychology

**PSY 0. Do Not Use. 3-4 Unit.****PSY 1040. 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 1050. 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 2500. Prior Learning: Psychology. 0 Units.****PSY 2510. Independent Study: Psychology. 1-5 Unit.****PSY 3010A. 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 3070. 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 3080A. 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 3090. 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 3110. 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 3110A. 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 3110B. Art Therapy in Practice. 3-4 Unit.****PSY 3140A. 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 3160A. Queer Counseling & Narrative Practice. 3-4 Unit.****PSY 3170A. 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 3180B. 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 3190. 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 3190A. 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 3210. 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 3220A. Holistic Perspectives on Addiction. 3-4 Unit.****PSY 3240A. Psychology of Happiness. 3-4.01 Unit.****PSY 3240B. Shakespeare Deconstructed: Gender and Power Play. 3-4.01 Unit.****PSY 3270A. Critical Psychology. 3-4 Unit.****PSY 3310B. Postmodern Approaches to Addiction Treatment. 3-4 Unit.**



**PSY 3330A. 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 3340.LA. 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 3340A. Third Wave Therapies. 3-4.01 Unit.****PSY 3430.LA. 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 3460. 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 3500.LA. Prior Learning: Psychology. 0 Units.****PSY 3510. Independent Study - Psychology. 1-5 Unit.****PSY 3520. Family Systems. 3 Units.****PSY 3520A. 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 3530. Internship: Psychology. 1-5 Unit.****PSY 3540. 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 3540A. 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 3560A. 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 3570A. 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 3580. 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 3590. 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 3600. 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 3600A. 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 3630.LA. Psychology and Individuation in Soc. 4 Units.****PSY 3630A. 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 3660A. 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 3670B. The Narrative Method: Building Empathic. 3-4.01 Unit.****PSY 3690A. 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 3700.LA. 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 3710.LA. 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 3710C. Politics of Psychology. 4 Units.****PSY 3750. Concepts of Child Development. 3-4 Unit.****PSY 3750A. Postmodern Group Therapy. 3-4 Unit.****PSY 3800A. Psychology of Dramatic Writing & Identity Development. 3-4 Unit.**

**PSY 3830. 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 3830A. 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 3830B. 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 3840A. 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 3850. Adult Levels of Psycho-Sexual Development. 3-4 Unit.**

This course examines constructivistic-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 3850A. 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 3860A. 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 3900. Mic Check: This Is What a Social Movement Looks Like. 1 Unit.****PSY 3900AA. 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 3900AL. Social Justice & Advocacy Skills. 2 Units.****PSY 3900AN. Narrative Phototherapy. 1 Unit.****PSY 3900AQ. 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 3900AU. Seeing the Glass Half Full: Asset-Based Community Development. 2 Units.****PSY 3900AZ. Introduction to Art Therapy. 1-2 Unit.****PSY 3900BA. Contemporary Exploration of Freudian Theory. 2 Units.****PSY 3900BB. 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 3900BC. Ericksonian Hypnosis: Theory & Practice. 1 Unit.****PSY 3900BD. 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 3900BE. Psychology of Soldiers, War & Trauma. 2 Units.**

What is the effect of war and trauma on the human psyche? What is the process by which ordinary citizens are transformed in soldiers and how does this training and the experience of combat impact an individual's views of themselves, the world and the future? What philosophical, psychological and spiritual ideas do humans use to reconstitute and re-story themselves after trauma? This two-day workshop will explore the impact of trauma related to combat and military sexual assault along with current ideas regarding its treatment and integration into personal narratives. Students will develop greater understanding of and empathy for those who have served, and identify diverse viewpoints about the nature and treatment of trauma as they begin to formulate their own ideas about growth and renewal following unexpected or tragic events.

**PSY 3900BF. Deconstructing Bullying. 2 Units.****PSY 3900CC. Narrative Medicine: Teaching Empathy Through Literature & Performance. 1 Unit.****PSY 3900R. 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 3910. Theories and Treatment of Learning Disabilities. 3 Units.****PSY 3910A. 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 3920A. 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 3920B. Documentary Film & the American Psyche. 3-4.01 Unit.****PSY 3950. 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 4030A. 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 4040. 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 4050. 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 4080A. Relational Approaches to Counseling. 3-4 Unit.****PSY 4090. 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 4110A. 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 4140. 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 4180. Integrating Addiction Counseling Modalities. 3-4 Unit.****PSY 4230. 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 4240. 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 4250. 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 4250FR. The Integration Between Buddhism and Psychology: East & West Join in France. 3 Units.****PSY 4250JA. Japanese Approaches to Mindfulness & Mental Health. 3 Units.****PSY 4270A. Transgender Identities. 3-4 Unit.****PSY 4300. 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 4330. 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 4340A. 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 4510. Independent Study: Psychology. 1-5 Unit.****PSY 4530. Internship: Psychology. 1-5 Unit.****PSY 4540. 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 4580A. Spiritual Psychologies & Psychotherapies. 3-4 Unit.**



**PSY 4640A. 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 4710. 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 4730. Psychedelics Revisited: 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 4850. 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 Sutra 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 4900AC. 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 4900AG. Divine Madness. 1 Unit.****PSY 4900AS. 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 4900H. Grief and Loss. 1 Unit.****PSY 4900P. 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 4900R. David Epstein: Master Class in Narrative Therapy. 1 Unit.****PSY 4900W. Re-Membering Skills & Practices:. 2 Units.**

Redefining Grief & Loss.

**PSY 4950. The Psychological Teachings of the Historical Buddha. 4 Units.****PSY 5000. 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 5000A. 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 5000AA. 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 5000C. Professional Development Seminar: Life After Graduation. 0 Units.**

**PSY 5000W. Writing for Graduate School and Beyond. 0 Units.**

The five week long MAP Academic Writing Workshop introduces new graduate psychology students to the process of writing in an academic format and style. The workshop familiarizes the student with techniques for crafting academic essays and papers using American Psychological Association style (including correct citation and reference applications), structure, and scholarly research (developing research questions, locating peer reviewed journal articles, etc.). In addition, it instructs students in various techniques for creating and supporting their ideas. The course enforces what steps a student needs engage in when writing a paper, and will enrich their ability to write for their careers within the graduate psychology program and beyond. Writing is a craft requiring a multi-tiered process. Through this seminar, students will understand writing as a craft, along with developing good working habits, skills, and methods to assist in their academic endeavors.

**PSY 5010A. 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 5010D. History and Systems of Psychology. 3 Units.****PSY 5010E. 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 5060. Career Development I. 4 Units.****PSY 5060A. Organizational Behavior: People in Organizations. 4 Units.****PSY 5060D. Planned Change and Organizational Development. 4 Units.****PSY 5060E. Career Development I. 3 Units.****PSY 5060F. 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 5090. 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 5100. Introduction to Psychotherapy Theory and Practice. 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 5120. 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 5120A. 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 5120B. 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 5120C. Advanced Field Study in Community Psychology. 1-4 Unit.**



**PSY 5120D. LGBT Community Action. 2 Units.****PSY 5120GFS. Global Field Study. 3-4 Unit.**

The literature is replete with research that shows developing multicultural competence is an essential task for contemporary psychotherapists. It also shows that cultural immersion experiences are among the best ways to develop and enhance this competence. In service of this as a best practice in the field, we have developed an overseas service learning/cultural immersion opportunity via WorldTeach's summer teach abroad program. The course includes a two month stay in a foreign country (China, Ecuador, Morocco, Nepal, or Poland) during which participants will teach English to under-resourced children and adults while living with local families. In order to participate in this course, learners must apply to and be accepted into the WorldTeach Summer Teach Abroad Program ([worldteach.org](http://worldteach.org)).

**PSY 5140A. Photoanalysis in Clinical Practice. 1-2 Unit.****PSY 5140C. Career Development & Life Planning. 1-2 Unit.****PSY 5160B. The Emotional Elements and Psychic Realities of Post Traumatic Stress Disorder. 1 Unit.****PSY 5160D. Therapeutic Issues in Managing Traumatic Stress and Anger. 2-3 Unit.****PSY 5160G. Secondary Post Traumatic Stress Disorder. 1 Unit.****PSY 5160H. The Neurobiology of Trauma. 1 Unit.****PSY 5190K. Gay Male Identity: Sex, Love, Intimacy, & Other Clinical & Community Issues. 1-2 Unit.****PSY 5190L. Constructing a Relational Framework for Lgbt Affirmative Psychotherapy. 1-2 Unit.****PSY 5200A. 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 5200B. 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 5200C. 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 5210A. Sexual Transference and Countertransference. 1-2 Unit.****PSY 5210D. Transference/Countertransference: Eros And Psyche. 3 Units.****PSY 5210E. Black Women's Psyche: an Exploration Into Complexity (sdp). 2 Units.**

This workshop focuses on the ways in which psychotherapists are consciously and unconsciously aware of their relationship to and with Black women, defined here as women who claim a racial, cultural or ethnic identity linked to the African diaspora. Thus, this definition recognizes that Black women's identities and corresponding psyches are not universal. Rather, there exists a complex-and often complicated-way in which these women are recognized and understood by themselves as well as by the broader society. The workshop explores the distinctions between archetypal representations and social stereotypes, as well as cultural complexes, shadow presentations and defense mechanisms frequently associated with the Black woman's psyche. Through interactive experiences, discussion, self reflection and writing, the workshop aims to increase participant's understanding of their own values and beliefs as they relate to Black women. The class will help delineate best practices for establishing a strong therapeutic alliance, whether inter-culturally or intra-culturally. Therefore, this workshop seeks to increase key skills and knowledge necessary quality psychotherapy for Black women.

**PSY 5220. Effects of Trauma on Human Development & Neurobiology; Social History & Current Issues (tra). 2 Units.**

**PSY 5220A. Perspectives: Trauma & Its Effects, Awareness & Recovery. 3-4.01 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 5220ACR. 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 5220ACT. 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 5220B. Treatment of Trauma & Posttraumatic Stress Disorder. 3-4 Unit.****PSY 5220BCR. 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 5220BCT. 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 5220C. Conflict Resolution, & Secondary Posttraumatic Stress Disorder (PTSD) & Self-Care Issues for Mental Health Professionals. 3-4 Unit.****PSY 5220CCR. 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 5220D. Holographic Reprocessing: A Cognitive Experiential Treatment for Trauma. 1 Unit.****PSY 5230D. Employee Assistance Programs: A Career Path for Psychotherapists. 1 Unit.****PSY 5240A. 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 5250BR. Spirituality in Clinical Pract. 3-4 Unit.**

Spirituality in Clinical Practice: Medicine and Psychology is an international course offered by AULA MAP (Master of Arts of Psychology Program) with the objectives of: introducing students to clinical practice according to a transdisciplinary approach in outpatient healthcare, with the integration of Medicine, Psychology, and Spirituality at Pineal Mind Instituto de Sade; and fostering self-development as global citizens. This course will focus on clinical cases of dissociative mental disorders that were unresponsive or presented poor prognosis from traditional medical and mental health treatment approaches. This course encompasses classroom lectures, clinical learning, field study, and intensive intercultural exchange with patients and treatment team members from diverse socio-economic, human diversity, ethnic, cultural, spiritual, and religious backgrounds.

**PSY 5250FR. The Integration of Buddhism & Psychology: East & West Join in France (SDP). 3-4 Unit.****PSY 5250G. Working With Refugee Populations: Cultural Perspective Series. 1 Unit.**

**PSY 5250GB. 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 5250JA. Japanese Approaches to Mindfulness & Mental Health (SDP). 3 Units.****PSY 5250L. 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 5250W. 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 5250Z. 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 5310A. 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 5310H. Intercultural Transpersonal and Depth Psychology. 3-4 Unit.****PSY 5310J. Life As Practice: Inner Work, Social Responsibility, and Community Service. 2-3 Unit.****PSY 5320. 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 5320A. 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 5320B. Advances in Personality Theory: Emerging Perspectives in Spiritual & Depth Psychology. 1 Unit.****PSY 5330. 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 5330B. 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 5330E. Cognitive Behavioral Theory and Therapy. 3 Units.****PSY 5330K. Mindfulness in Clinical Practice. 3-4 Unit.****PSY 5330L. Introduction to Classical Mindfulness- Based Cbt for the Treatment of Post- Traumatic Stress Disorder. 1-2 Unit.****PSY 5330M. Child Parent Psychotherapy (CPP): An Evidence-Based Treatment for Young Children (CS). 1 Unit.**

**PSY 5330P. 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 5350. 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 5350C. 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 5350K. Advanced Family Systems. 2 Units.****PSY 5350M. 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 the work with client families. Students will also be exposed to diverse diagnostic issues as it may appear in a diverse population.

**PSY 5350T. Systems Theories and the Family II. 3-4 Unit.****PSY 5360A. 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 5360D. Research for Mental Health Professionals. 3 Units.****PSY 5360E. Research for Evidence Based Practices. 3-4 Unit.**

After successfully completing PSY 536D and its introduction to research methods and research design in mental health, this course provides an intermediate engagement to research methodology for the mental health professional. focusing on developing competence in 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 societallyfocused topic in psychology,demonstrating mastery of American Psychological Association format.

**PSY 5390. Psychopharmacology for Therapists. 2 Units.****PSY 5390D. 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 5400C. 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 5400D. Process of Psychotherapy III A Relational & Gestalt Perspective. 3-4.01 Unit.**

This is an elective course designed to deepen the student's skills in and understanding of relational and gestalt psychotherapy. The major focus will be in developing skills such as working in the present moment, moving toward the client's affect, following the client's agenda, sitting more comfortably with uncertainty (the therapist's and client's), recognizing and dealing sensitively and effectively with issues as they arise (including shame), exploring the relationship between therapist and client including transference & countertransference issues and understanding how context shapes our perspective and influences how we operate as therapists. In addition, the class is structured to aid students in gaining an increased awareness of and confidence in their own therapeutic style including recognizing their own limitations and how they are affecting the therapeutic work.

**PSY 5410. 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 5410D. Documentation Basics: How to Write an Effective Treatment Case Note. 1 Unit.****PSY 5410E. Assessment of Psychopathology & Treatment Planning. 3 Units.****PSY 5410F. Assessment of Psychopathology (90). 3 Units.****PSY 5410G. Psychopathology & Treatment Planning(90). 3 Units.****PSY 5420. 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 5430C. 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 5430D. Cross-Cultural Infant Observation. 3-4 Unit.****PSY 5430H. 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 5430W. Creative Interventions with Children: Looking Outside the Box <CS>. 1 Unit.****PSY 5430X. Eco-Psychology: the Environment and Mental Health. 3 Units.****PSY 5430Y. Working With Adolescents: How to Process And Treat Adolescents' Issues. 1 Unit.****PSY 5440K. Contemporary Issues of Aging. 2-3 Unit.****PSY 5440L. The Myths of Aging. 1 Unit.****PSY 5450. 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 5450A. 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 5450AA. Compassion Fatigue: Taking Care While Taking Care. 1 Unit.****PSY 5450C. 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 5450CC. Grantsmanship for Non-Profits. 3 Units.****PSY 5450D. 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 5450DD. Empowerment in Community Practice. 1-2 Unit.****PSY 5450E. 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 5450EE. Coalition Bldg in Community Practice. 1 Unit.****PSY 5450F. 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 5450HH. Creating Radical Change: Understanding Systems Thinking & the Dynamics Involved In Systems Change. 1 Unit.****PSY 5450J. Social Psychology. 3-4 Unit.****PSY 5450JJ. Social Justice Advocacy Skills. 2 Units.****PSY 5450KK. 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 5450Q. Seeing the Glass Half Full: Asset-Based Community Development. 2 Units.****PSY 5450W. Community Coalition Bldg. 3 Units.**

**PSY 5450Z. Mental Health Paradigm in Action: 21st Century Recovery Model <ACP>. 2 Units.****PSY 5460B. 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 5460D. The Psychology of Disability and Chronic Illness. 1-2 Unit.****PSY 5460H. Psychotherapy As Liberation & Social Transformation: a Diversity Workshop. 1 Unit.****PSY 5470. 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 5480. 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 5500. 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 5500B. 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 5500C. 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 5500E. Integrative Treatment of Addictive & Co-Occurring Disorders. 3 Units.****PSY 5500F. 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 5500G. Family Systems Treatment of Addictive Disorders. 2-3 Unit.**

This course will include an in-depth, study of family dynamics as related to addictive disorders and co-dependency. Various modalities of family therapy will be presented (family disease model, family systems model, cognitive-behavioral approach family therapy model, and multidimensional family therapy, etc). Students will learn, through lecture/discussion and in class exercises to implement a systemic conceptualization, assessment and treatment plan. They will also be afforded an opportunity to practice their learning through in class role plays.

**PSY 5510A. 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 5510B. Group Treatment Methods. 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 5530D. Crisis Intervention Workshop Theory and Therapy. 1 Unit.****PSY 5550D. Introduction to Relational Gestalt Theory and Therapy. 1 Unit.****PSY 5580. 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 5580D. Taking the Red Pill: Theory and Practice of Jungian Psychology. 1 Unit.****PSY 5580Q. 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. This workshop serves as a basic introduction to Mindfulness-Based Relapse Prevention (MBRP), an aftercare program intended for individuals who have completed initial treatment for substance use disorders. MBRP integrates mindfulness practices with cognitive-behavioral strategies to help clients relate more compassionately and skillfully to physical, mental, or emotional experiences. The workshop will consist of an experiential tour of the core practices and exercises from the eight-week MBRP program. In addition to lecture by the instructor, students will take part in various meditation practices and cognitive-behavioral exercises so they can experience MBRP for themselves.

**PSY 5600E. Somatic Psychology: Waking Up the Emotional Body. 3-4 Unit.****PSY 5610A. Contemporary Perspectives on Transpersonal Psychology: Integrating Principles of Eastern Yogic Spirituality With Clinical Practice. 1 Unit.****PSY 5610B. Contemporary Perspectives on Transpersonal Psychology: Integrating Principles of Eastern Yogic Spirituality With Clinical Practice Part II <sdps>. 1-2 Unit.****PSY 5640E. Introducing Narrative Therapy in Clinical Practice. 1 Unit.****PSY 5640F. Queer Counseling and Narrative Practice. 2 Units.****PSY 5640H. 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 5650. 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 5660. 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 5660B. 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 5670A. 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 backgrounds, 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 5670R. Early Attachment Between Parent & Child: How the secure Enough Self Is Formed In Intersubjective Relationship (or Not). 1 Unit.****PSY 5670T. 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 5680A. 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 5680MA. Community Interventions With Lgbt Youth. 1 Unit.****PSY 5680U. LGBTQ Youth Development: Conceptualization & Intervention Skills. 1 Unit.****PSY 5710. Traumatic Grief and Loss. 3-4 Unit.**

Childhood, adolescence, adulthood and aging, as distinct life stages, require different knowledge and skills to assess and treat varied traumatic grief reactions. The framework for this course involves theories of grief and loss, assessment, and intervention with children, adolescents and adults. The interplay between normal grief and bereavement, and clinical syndromes is analyzed for the purpose of developing empirically based interventions grounded in psychology values and an ethical decision making process. The effects of trauma, grief, loss, and life threatening illness on individuals, both negative effects as well as aspects of human resilience will be examined. Students will develop an advanced understanding of the grief process experienced by people from diverse backgrounds, affirming and respecting their strengths and differences. This course is designed to help students engage clients in appropriate working relationships, and to identify needs, resources and assets for coping with traumatic grief reactions.

**PSY 5711. Disasters, Mass Violence and Psychological First Aid. 3 Units.**

This course is an introduction to the psychological and physiological human response to disasters, mass violence and the practice of psychological first aid. Using clinical research and case histories, students will examine normal and abnormal psychological reactions, the recovery process and principles of mental health care for victims of and professional responders to mass disasters and mass violence. Differences between natural and man-made disasters are examined and factors that mitigate post-traumatic effects are reviewed. Issues of assessment, diagnosis and treatment of acute stress disorders and other trauma spectrum disorders will be thoroughly addressed.

**PSY 5712. Sexual Trauma and Human Trafficking. 2-3 Unit.**

This course has been designed to explore the nature of sexual traumas. A foundation and exploration of the sociological and psychological underpinnings and perspective of sexual crimes is provided to further understanding of the physical, emotional, psychological, and spiritual trauma experienced by victims of sexual crimes and human trafficking. A grounded and well-informed understanding of methods involved in recruiting potential victims, the interplays of control, specific terminology in the field, and narrowing the focus to discussing the different strategies of human trafficking will be presented.

**PSY 5713. Trauma Ax/Tx Across the Developmental Spectrum. 3-4 Unit.**

This course will introduce students to the core concepts (general theory and foundational knowledge), which informs empirically supported assessment and intervention with traumatized children, adolescents and adults. Trauma is broadly defined, and includes exposure to traumatic events including, but not limited to natural disasters, war, abuse and neglect, medical trauma and witnessing interpersonal crime (e.g. domestic violence) and other traumatic events across the developmental spectrum. This course will examine the effects of trauma on emotional, cognitive, neurological and physical human systems. It will address the level of functioning of primary care giving environments and assess the capacity of the community to facilitate restorative processes.

**PSY 5714. Exploration of Post Traumatic Growth. 1 Unit.**

Recently the field of trauma psychology has directed research and attention beyond recovering from PTSD and traumatic experiences to the possibility of post-traumatic growth. Researchers have investigated not only what makes people resilient but what characteristics and conditions enable people to come through healing and end up wiser, stronger, more fulfilled, and with a deeper meaning to their lives than they had before trauma event. This course provides an overview of the theory and research of individuals' positive reactions to trauma--often called trauma transformation, self-reinvention, positive life change, posttraumatic growth (PTG), stress-related growth (SRG) or self-transcendence.

**PSY 5720G. 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 5720H. Treating Internalized Homophobia in Relationships: LGBT Approaches to Domestic Violence. 2 Units.****PSY 5720J. Exposure to Community Violence: Effects On Children and Adolescents. 1 Unit.****PSY 5720M. Trauma & Its Aftermath: Evidence Based Treatment of Traumatized Children and Adolescents. 1-2 Unit.****PSY 5720P. 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 5730K. Melanie Klein: Object Relations for Relational Therapies. 2-3 Unit.****PSY 5730S. 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 5730W. Making Melanie Klein Relevant: Accessing And Transforming Infantile States. 1 Unit.****PSY 5750E. 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 5750H. Large Group Facilitation: Process Design & Skills for Exploration, Conflict Transformation, Decision-Making & Collaborative Action (ACP). 3 Units.**

This course is designed to develop participants' capacities as skillful facilitators and to enable them to design and conduct effective group processes for exploration, conflict transformation, decision-making and collaborative action. The course is structured around three all-day class sessions that are complemented by observation of real meetings and mentored, applied practice as facilitators in the community. We will learn methods appropriate for guiding community and organizational meetings, conducting public processes, and for enabling difficult dialogues across conflict divides. Participants will learn how to assess the needs of a group and to design processes to address them. This will include processes to help groups improve understanding, strengthen relationships, engage in collaborative problem solving, engage in effective decision-making, and mobilization for community change. Participants will become familiar with a variety of methods and techniques to achieve process goals with groups ranging in size from three to 3,000. Through a variety of readings, exercises and reflections, the course will assist participants' formation as reflective practitioners facilitating group processes. We will focus on developing awareness of group dynamics, while cultivating openness and offering a calm presence even in the midst of high levels of anxiety and conflict. We will consider a variety of facilitator roles and functions and critically assess the ethics and appropriateness of these roles and functions for different types of situations. The approach presented in this course emphasizes the Engagement Streams Framework developed by the National Coalition for Dialogue & Deliberation and a North American peacebuilding paradigm, we will aim to also explore facilitation in other cultural traditions and raise awareness of the challenges of facilitating cross-culturally and in multicultural contexts.

**PSY 5770G. 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 5770H. 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 5810J. Inner Theater: Working With Active Imagination (SDP). 1 Unit.****PSY 5810Q. Introduction to Art Therapy: Attachment And the Brain. 1 Unit.****PSY 5860. 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 5860C. Dynamics and Treatment of Eating Disorders. 1 Unit.****PSY 5860F. Narrative Therapy & Eating Disorders: Developing Skills for Remaining Collaborative While Working With Dangerous Problems. 1 Unit.****PSY 5890S. Trauma in Childhood & Adolescence. 1 Unit.****PSY 5910. 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 5910A. Grief and Bereavement for Adults and Children. 2-3 Unit.****PSY 5910B. Death and Dying: Transforming The Dying Process. 1 Unit.**

**PSY 5910E. 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 5920. 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 5930AA. Clinical and Community Issues <LGBT>. 3 Units.****PSY 5930BB. Affirmative Addictions, Treatment Sensitization, and Skills Workshop. 2 Units.****PSY 5930DD. Multicultural Mental Health. 3 Units.****PSY 5930DDC. 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 5930GG. Counseling Bisexuals: Providing Bi- Affirmative Therapy in an Era of Sexual, Gender and Cultural Fluidity. 1 Unit.****PSY 5930GH. 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 5930JJ. Transgender & Gender Diverse Clients: an Affirmative Approach. 1-2 Unit.****PSY 5930K. LGBT History and Mythology. 3-4 Unit.****PSY 5930KCT. 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 5930NN. Treating Families Through the LGBT Affirmative Lens. 3-4 Unit.****PSY 5930NNC. 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 5930PP. LGBT Soul Psychology: the Alchemy of Same-Sex Love, Bi-Love and Gender Variance. 1 Unit.****PSY 5930QQ. Therapeutic Process With Transgender Clients (LGBT). 2 Units.****PSY 5930RR. 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 5930SS. Working with LGBTQIA Clients: Theoretic Applications. 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 5930V. Feminism - Not for Women Only: Theory and Clinical Practice <LGBT>. 1 Unit.****PSY 5930X. Contemporary Mental Health With Queer Women. 1-2 Unit.****PSY 5930Y. Lgbt Addiction Recovery: an Affirmative Approach to Healing and Transformation. 1-2 Unit.****PSY 5930Z. Affirmative Psychotherapy. 3-4 Unit.****PSY 5930ZCT. 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 5931. Intersex Clients: Biomedical, Ethical And Psychological Considerations. 1-2 Unit.**

Recently the field of trauma psychology has directed research and attention beyond recovering from PTSD and traumatic experiences to the possibility of post-traumatic growth. Researchers have investigated not only what makes people resilient but what characteristics and conditions enable people to come through healing and end up wiser, stronger, more fulfilled, and with a deeper meaning to their lives than they had before trauma event. This course provides an overview of the theory and research of individuals' positive reactions to trauma--often called trauma transformation, self-reinvention, positive life change, posttraumatic growth (PTG), stress-related growth (SRG) or self-transcendence.

**PSY 5940D. Life and Teaching of the Historical Buddha. 3-4 Unit.****PSY 5940G. Art of Relationship in Tibetan Buddhism. 4 Units.****PSY 5940M. Frontiers in Integrative Depth Psychology. 3-4 Unit.****PSY 5940N. David Epston: Master Class in Narrative Therapy. 1-2 Unit.****PSY 5940P. The Shadow Side of Spirituality: a Clinical Consideration of the Traumatizing Legacy of Organized Religion. 1 Unit.****PSY 5940Q. Spritual & Depth Psychology Research Seminar. 1 Unit.****PSY 5940R. Depth Psychological Inquiry: Research And Soul. 1 Unit.****PSY 5940S. The Embodied Spirit: Integratigration of Mind, Body, Brain and Spirit & the Emergence of Authenticity. 1 Unit.****PSY 5940T. The Myth of Osiris & African American Male Identity Development. 1 Unit.****PSY 5940U. The Embodied Spirit, Part 2: Integration Of Mind, Body, Brain and Spirit and the Emergence of Authenticity. 1-2 Unit.****PSY 5940V. The Psychological Teachings of the Historical Buddha. 4 Units.****PSY 5940W. Introduction to Jungian Sandplay Therapy. 1 Unit.****PSY 5940X. Depth in Nature: Trauma, Somatic, Mindfulness, & Equine Assisted Psychotherapy (SDP). 1 Unit.****PSY 5960. 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 5970A. Assessment & Treatment of Clients With Posttraumatic Stress Disorder & Co-Occurring Substance/Alcohol Abuse, Dependency, Or Addiction. 3 Units.****PSY 5970B. Assesment & Treatment of Military Personnel/First Responders With Posttraumatic Stress Disorder (ptsd) & Co-Occurring Substance/Alcohol Abuse, Dependency, Or Addiction. 3 Units.****PSY 5970C. Assessment & Treatment of Trauma Posttraumatic Stress Disorder in the Civilian Population--Ptsd III. 2 Units.**



**PSY 5970CT. 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 5970D. Ax/Tx of Military and First Responders Postraumatic Stress Disorder (PTSD) in The Military/First Responder Population --PTSD IV. 2 Units.****PSY 5970E. Domestic Violence & Posttraumatic Stress Disorder in the Civilian Population. 1 Unit.****PSY 5970F. Domestic Violence & Posttraumatic Stress Disorder in Military Personnel, & Military Couples/Families. 1 Unit.****PSY 5970G. Working With Refugee Populations: Cultural Perspective Series. 2 Units.****PSY 5970H. Trauma & Addictive Behaviors (CRT). 3 Units.****PSY 5980C. Psychology of Personal Control. 1 Unit.****PSY 5989. MPIC Degree Planning Workshop. 0 Units.**

MPIC Degree Planning Workshop.

**PSY 5990. 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 6200. 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 6210. Clinical Practicum. 0 Units.****PSY 6230. 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.

**PSY 6240TCR. Trauma-Focused Clinical Case Consultation. 3 Units.**

This required course is an online component of the trauma certificate program that utilize learners' actual clinical experiences in their existing practices by allowing them to apply trauma-focused theory learned in the program into their current clinical work. There is increased documentation (e.g., Brown, 2008) of an articulated need for the inclusion of courses that provide participants with an opportunity to discuss clinical material and receive feedback from colleagues, as well as trauma experts, facilitating the class. Such a course is aligned with the mission of the department and goals of the trauma certificate program to develop competent clinicians who are particularly skilled in working with traumas. This course also serves as a way for participants to apply theories and integrate the constructs learned, with practical clinical skills, which will help to formulate a final case presentation that may serve as a capstone of their learning.

**PSY X2000. Psychology / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PSY X2001. Psychology & Bus / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PSY X2003. Psychology & Child Stu / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PSY X2004. Psych & Psych / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PSY X2005. Psych & UCE / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PSY X4000. Psychology / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.



**PSY X4001. Psychology & Bus / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PSY X4003. Psychology & Child Stu / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PSY X4004. Psych & Psych / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PSY X4005. Psych & UCE / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PSY X5000. MA Psychology Elective. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Public Administration

**PAD X2000. Public Administration / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PAD X2001. Public Admin & Bus / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PAD X4000. Public Administration / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**PAD X4001. Public Admin & Bus / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Religion

**REL 3080. 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 3500. Prior Learning: Religion. 0 Units.****REL 3510. Independent Study. 1-5 Unit.****REL X2000. Religion / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**REL X2004. Religion & Psych / Hum Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**REL X2005. Religion & UCE / Hum Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**REL X4000. Religion / Humanities Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**REL X4004. Religion & Psych / Hum Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**REL X4005. Religion & UCE / Hum Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Science

**SCI 2003. Science & Child Stu / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCI 2500. Prior Learning: Science. 0 Units.**

**SCI 3050A. 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 basis 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 3070. Leimert Park Living Lab: Native Plant Assessment & Restoration. 3-4 Unit.**

This course in the science of plant biology and native plant restoration offers students an experiential, hands-on learning opportunity on-site at Leimert Park's new People Street Plaza. Leimert Park is widely regarded as the vital heart and soul of African American music, arts, and culture in Los Angeles, sometimes dubbed as the black Greenwich Village. (It is located just 4 miles from the AULA campus.) The new plaza created by closing off vehicular traffic is being designed by local artists to include large planters that define the perimeter of the plaza where the plants native to the area will be restored. Students will identify and document these native plants through photography and plant sampling. They will learn basic scientific observation, research and documentation techniques, as well as urban ecological processes and problem solving. This project will raise awareness of the role of plants in peoples daily lives by illustrating some of the most common and interesting traditional use of these native plants in the Leimert park area. Through this learning process, students will also have the opportunity to make a concrete contribution to the cultural development of this vibrant location by working with local community members. This course uses a Living Lab teaching model. Living labs are real-life innovative spaces where students, faculty, and community members can address a current problem in order to develop as well as test possible sustainable solutions. Living labs also provide many opportunities to teach, co-create, design, and implement solutions that involve many disciplines and they often have open-ended applications. This course will also provide an opportunity for artist and scientist to collaborate and encourage student driven scientific and ecological inquiry in public spaces. The students will be asked to observe the natural phenomena in a living system as well as reflect on this experience.

**SCI 3100. 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 3220. 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 3360. 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 3380. Feminist Interventions Into Science & Technology. 2 Units.****SCI 3410. 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 3470A. 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 3480. 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 3500.LA. Prior Learning: Science. 0 Units.**

**SCI 3510. Independent Study. 1-5 Unit.**

**SCI 3530. Internship. 1-5 Unit.**

**SCI 3560. 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 3860. 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 4340A. 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 4510. Science (Independent Study). 1-5 Unit.**

**SCI X2000. Science / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCI X2004. Science & Psych / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCI X2005. Science & UCE / Science Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCI X4000. Science / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCI X4003. Science & Child Stu / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCI X4004. Science & Psych / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCI X4005. Science & UCE / Science Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Social Services Administration

**SSA X2000. Social Serv Admin / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SSA X2001. Social Serv Admin & Bus / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SSA X4000. Social Serv Admin / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SSA X4001. Social Serv Admin & Bus / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Social Work

**SCW 2000. Science & Child Stu / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCW 4003. Science & Child Stu / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCW X2000. Social Work / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCW X2003. Science & Child Stu / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCW X2004. Social Work & Psych / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCW X4000. Social Work / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCW X4003. Science & Child Stu / Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SCW X4004. Social Work & Psych / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Sociology

**SOC 2500. Prior Learning: Social Science. 0 Units.****SOC 3030A. 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 3050.LA. 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 3070. Race, Gender, and Migration. 3-4 Unit.****SOC 3110. Urban Youth. 3-4 Unit.****SOC 3130.LA. 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 3130A. Urban Environmental Movements. 3-4 Unit.****SOC 3160. 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 3230. 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 3340. 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, Césaire, Fanon, Audre Lorde, Cornel West, and Gloria Anzaldúa).

**SOC 3430. 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 3480A. 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 3500.LA. Prior Learning: Social Science. 0 Units.****SOC 3510.LA. Independent Study. 1-5 Unit.****SOC 3520A. 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 3530. Internship. 1-5 Unit.****SOC 3620. 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 3640. Observing Social Life in the City. 3-4 Unit.****SOC 3840A. 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 3900AZ. Queer Theory. 1 Unit.****SOC 3900B. 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 3900C. Counting the Uncounted: la Homeless Count. 1 Unit.****SOC 3900E. Trans-National Media Activism. 1 Unit.****SOC 4010. Participatory Media. 3-4 Unit.****SOC 4080. Sociological Perspectives on Children. 3-4 Unit.****SOC 4090. 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 4200. 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 4270A. Transgender Identities. 3-4 Unit.****SOC 4510. Independent Study. 1-5 Unit.****SOC 4540. 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 X2000. Sociology / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SOC X2003. Sociology & Child Stu / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SOC X2004. Sociology & Psych / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SOC X2005. Sociology & UCE / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SOC X4000. Sociology / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SOC X4003. Sociology & Child Stu / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SOC X4004. Sociology & Psych / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SOC X4005. Sociology & UCE / Social Science Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Spanish

**SPA 1040. Spanish. 3 Units.**

¡Bienvenidos a España 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 1050. 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 X2000. Spanish / Communications Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**SPA X4000. Spanish / Communications Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.



## Special Education

### **TESE 5090.LA. 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 5120A. 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 5150A. 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 5160.LA. 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 5170.LA. 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 5180.LA. 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 5380.LA. 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 5410.LA. 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 6010B. 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.

## Teacher Education

**TEP 5000B. 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 5040.LA. 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 5050.LA. 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 5070.LA. 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 5100.LA. 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 5110.LA. 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 5120A. 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 5130.LA. 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 5150A. 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 5190. 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 5250. 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 5260. 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 5270. Dialogue Seminar. 0 Units.****TEP 5310B. Enhancing English Language Development with Literature. 2 Units.****TEP 5310C. 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 5330.LA. 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 5330A. Field Practicum. 6 Units.****TEP 5360.LA. 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 5370.LA. 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 5380.LA. 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 5390.LA. Rethinking Secondary Education: Single Subject Methodology. 4 Units.****TEP 5440. 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 5450. 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 5650. 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 5960. Independent Learning. 1-5 Unit.****TEP 5990. 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 6010A. 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 6010B. 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 6020.LA. 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 6030B. 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 6030H. 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 6060. Diversity in Schools. 3 Units.**

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 6170AA. Access and Equity for Special Populations. 1 Unit.****TEP 6170B. 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 6170C. 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 6170D. Differentiated Instruction for Universal Access. 2 Units.**

TEP 617D is designed for professional educators who have earned a preliminary California State Teaching Credential and are seeking to clear the credential. The course explores and supports the development of pedagogical content knowledge in and across all areas of the curriculum, and makes visible ways for teachers to construct and maintain a caring learning environment intentionally designed to provide access for diverse learners to the curriculum as defined by the Common Core State Standards (CCSS). Professional educators explore and construct strategies to differentiate by learning modalities, applying universal design methods and research-based strategies that support English Language Development. The course foregrounds: Social Learning Theories and Practice, Specially Designed Academic Instruction in English (SDAIE), flexible grouping methods, and brain-based strategies that educators learned in their preliminary preparation year. Finally, educators will advance their technological knowledge base through application of on-line resources, apps, and platforms such as Facebook, Pinterest, Google Docs, Gmail, Google Hangout, Twitter, etc. Each candidate will integrate technological platforms into lessons/ activities in ways that foster universal access to learning.

**TEP 6210. Thesis Completion and Publication. 6 Units.****TEP 6210A. 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 theses and offer critique of each other's 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 6220. 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 6220A. Professional Inquiry and Collegial Observation I. 1 Unit.****TEP 6220B. Professional Inquiry and Collegial Observation II. 1 Unit.****TEP 6220C. Professional Inquiry and Collegial Observation III. 1 Unit.**



**TEP 6230. 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 6250. 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 6290A. 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 6290B. 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 6290C. Collaborative Inquiry III. 2 Units.****TEP 6300.LA. Apprenticeship for Social Justice. 3 Units.****TEP 6310A. Resilience Education. 1 Unit.**

Candidates will apply knowledge and skills acquired in their preliminary credential preparation to provide comprehensive support for student's physical, cognitive, emotional and social well-being based on an understanding of relationships between student health, a caring learning environment and discrimination. Topics for this course focus on community building in classrooms and schools as a mediating variable in developing positive behaviors and a positive disposition toward learning. Candidates use methods learned during their preliminary credential preparation year to promote respect, value differences, and mediate conflicts. 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. The PORT model of Resilience Education will be introduced and practiced. Each candidate will demonstrate how to access local and community resources to support all students. Participants in the course will use personal reflection and curriculum development for the purpose of strengthening their own and their students' resilience.

**TEP 6340.LA. 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 6350A. 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 6350B. 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 6350D. 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 6370.LA. 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 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 6380. 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 6390. 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 6420. Current Trends in Neuroscience. 3 Units.**

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 6430. Advanced Leadership. 3 Units.**

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 6440. Education-Community Contexts & Interactions. 3 Units.****TEP 6450. An Intro to Ecoliteracy. 3 Units.**

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 6470. 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.

**TEP X2000. Teacher Educ Prep / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**TEP X2003. Tchr Ed Prep & Child Stu / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**TEP X4000. Teacher Educ Prep / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**TEP X4003. Tchr Ed Prep & Child Stu / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**TEP X5000. MA Education Elective. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Television

**TEL 2500. Prior Learning: Television. 0 Units.****TEL 3500. Prior Learning: Television. 0 Units.****TEL 3530. Internship. 1-5 Unit.****TEL X2000. Television / Comm Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**TEL X4000. Television / Comm Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Theatre

**THE 2500. Prior Learning: Theatre. 0 Units.****THE 3500. Prior Learning: Theater. 0 Units.****THE 3510. Independent Study. 1-5 Unit.****THE 3530. Internship. 1-5 Unit.****THE 3900. 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 3900A. Introduction to Theatre of the Oppressed. 1 Unit.****THE X2000. Theater / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**THE X2002. Theater & CRW / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**THE X4000. Theater / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**THE X4002. Theater & CRW / Fine Arts Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## 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 1100. Introduction to Community Mapping Processes. 1 Unit.**

**URB 1110. Applying Community Engagement Skills. 1 Unit.**

**URB 1120. Linking Community Bldg and Service Learning. 1 Unit.**

**URB 2500. Prior Learning: Urban Studies. 0 Units.**

**URB 3030. Intro to Urban Communities & Environment. 3-4 Unit.**

**URB 3040. 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 3050. 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 3130. Autonomy, Sustainability, Justice: Community Organizing in LA. 3-4 Unit.**

**URB 3130A. Sustainability, Justice, and the Solidarity Economy. 3-4 Unit.**

**URB 3260. Art & Community Engagement. 3-4 Unit.**

**URB 3270. 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 3500. 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 3510. Independent Study, Urban Studies. 1-5 Unit.**

**URB 3530. Urban Studies Internship. 1-4 Unit.**

**URB 3900D. Mic Check: This Is What a Social Movement Looks Like. 1 Unit.**

**URB 4090. 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 4451. Working Toward a Healthy City. 3-4.01 Unit.**

**URB 4530. Urban Studies Internship. 1-4 Unit.**

**URB 4900. The City in Art. 1 Unit.****URB 4900AW. Community Organizing. 1-2 Unit.****URB X2000. Urban Studies /Social Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**URB X2005. Urban Studies & UCE / Soc Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**URB X4000. Urban Studies /Social Sci Domain. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**URB X4005. Urban Studies & UCE / Soc Sci Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

## Urban Sustainability

**URS 5010. 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 5020. 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 5030. 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 5040. 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 5100. 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 5110. 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 5220. 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 5230. 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 5240. 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 5500. Prior Learning: Urban Sustainability. 2-2.67 Unit.****URS 5960. Independent Learning. 1-5 Unit.****URS 6100. 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 6110. 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 6120. 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 6200. 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 6210. 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 6220. Radical Cartographies: Mapping for Social Justice. 1 Unit.****URS 6230. 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 6240. Science for Urban Sustainability. 1 Unit.****URS 6250. 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 6260. 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 6270. 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 6280. 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 6290. 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 X2000. Women's Studies / Humanities Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**WOM X2004. Women's Studies & Psych / Hum Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.



**WOM X4000. Women's Studies / Humanities Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

**WOM X4004. Women's Studies & Psych / Hum Dom. 1-9 Unit.**

General Education Transfer Credit Equivalency: Do not make any sections from this course.

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