

Table of Contents

Home	5
About Antioch University	6
Mission, Vision and Statement on Diversity and Inclusion	6
Statement on Antioch University's Policy of Freedom of Inquiry and of Academic Freedom	6
Governance	7
Administration and Leadership	7
Antioch University Los Angeles	10
Administration	10
Educational Objectives	11
Departments and Offices	12
Accreditation and Licensure	15
General Admissions	16
Special Admission Issues	16
International Student Admission	18
General Application Process	18
Admission Decisions	19
Undergraduate Program Admissions	21
Admission to the Undergraduate Programs	21
Graduate Program Admissions	25
Admission to the Master of Arts in Clinical Psychology (MAP) and Psychology (MPIC) Programs	25
Admission to the Master of Arts in Nonprofit Management (MANM)	25
Admission to the Education Department	26
Admission to the Master of Arts in Urban Sustainability (USMA) and Urban Sustainability Certificate Programs	27
Admission to the Master of Arts in Psychological Studies (MAPS) Program	28
Admission to the Master of Fine Arts and Creative Writing (MFA) Program	28
Certificate/Non-Degree Program Admissions	29
Admission to the Certificate in Psychology of Trauma Studies	29
Admission to the Certificate in Applied Community Psychology Program	29
Admission to the Post MFA Certificate in Teaching of Creative Writing Program	30
Admission to the Certificate in LGBT Affirmative Psychology Program	30
Admission to the Certificate in Web Development	31
Undergraduate Programs	32
BA in Applied Arts and Media	39
Bachelor of Applied Arts in Urban Communities and Justice	41
Bachelor of Arts in Applied Studies	43
Bachelor of Arts in Liberal Studies	44
Bachelor of Science in Applied Technology and Business Leadership	53
Graduate Programs	55
Education Department	55

Master of Arts in Education/Teacher Credentialing (MAE/TC)	58
Master of Arts in Education with Leadership and Change Emphasis (MAEx)	62
Master of Arts in Clinical Psychology (MAP)	63
Master of Arts in Psychology with Individualized Concentration (MPIC)	76
Master of Arts in Psychological Studies (MAPS)	80
Master of Arts in Nonprofit Management (MANM)	82
Master of Arts in Urban Sustainability (USMA)	85
Master of Fine Arts in Creative Writing (MFA)	88
USMA-MFA Dual Degree Program	96
USMA and Integrated Certificate in Geographic Information Systems (GIS)	99
Fast Track and Advanced Standing	101
BA-Education Department Advanced Standing	101
BA-MANM Fast Track	101
BA-MAP Fast Track	102
BA-MFA in Creative Writing Fast Track	103
BA-Teacher Credentialing Fast Track	104
BA-USMA Fast Track	104
Certificate Programs	106
Certificate in Conflict and Non-Conflict Related Trauma Studies	106
Certificate in Applied Community Psychology (ACP)	106
Certificate in LGBT Affirmative Psychology	107
Certificate in Applied Spatial Analysis for Geographic Information Systems (GIS)	107
Post-MFA Certificate in the Teaching of Creative Writing	109
Certificate in Web Development	110
Financial Aid	112
Financial Aid Eligibility	112
Financial Aid Policies and Processes	112
Satisfactory Academic Progress (SAP) Policy and Process	115
Student Accounts	119
Tuition and Fees	119
Tuition Refund Policy	121
Registrarial Policies and Procedures	125
Registration	125
Transcript	127
Enrollment/Degree Verification	127
Graduation/Diplomas/Commencement	128
Attending Other Institutions	128
Student Records	129
Petition for Exception	130
Policies, Regulations and Procedures	131
Academic Policies and Procedures	131
Forms of Probation and Their Consequences	135

Student Conduct	138
Student Status	139
Transfer Credit Policy	141
University Policies, Regulations and Procedures	143
Discrimination Action and Discipline Procedure	147
Grievances Against Faculty, Staff and Administrators	148
Academic Services	149
Library Resources	149
Teaching and Learning Center	151
Orientation	151
Student Services	152
Specialized Support Services	152
Students with Disabilities	154
Alumni Services	155
AULA Faculty	156
AULA Academic Calendars	157
2018-19 Academic Calendar	158
2019-20 Academic Calendar	164
Course Inventory	170
Addiction Studies	171
Anthropology	173
Applied Studies	173
Art	174
Astronomy	177
Biology	177
Business	177
Cinema	180
Communication	181
Computer Science	182
Concurrent Learning	183
Creative Writing	183
Dance	183
Economics	184
Education	184
English	185
Environmental Studies	189
Film	190
French	191
Geography	191
Gerontology	191
Health	192
History	192

Human Development	194
Humanities	195
Journalism	200
Labor Studies	200
Law	200
Library Science	201
Linguistics	201
Literature	201
Management	205
Mathematics	208
Music	210
Non-Profit Management	211
Nutrition	212
Organizational Management	212
Orientation	212
Philosophy	213
Physical Education	214
Political Science	214
Psychology	215
Public Administration	244
Religion	244
Science	244
Social Services Administration	246
Social Work	246
Sociology	247
Spanish	249
Special Education	250
Teacher Education	251
Television	258
Theatre	258
Thesis	259
Urban Studies	259
Urban Sustainability	261
Women Studies	263
Previous Catalogs	265
Index	266

Antioch University Los Angeles General Catalog 2018- 2019

Use of This Catalog

The fees, programs and policies contained in this catalog are effective from July 1, 2018 to June 30, 2019. 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>). [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 or a copy of this catalog should be addressed to:

Office of Enrollment Management & Student Services
Antioch University Los Angeles
400 Corporate Pointe
Culver City, CA 90230-7615
Telephone: (310) 578-1080 ext 216 Direct Line: (310) 578-1090
Facsimile: (310) 301-8403
studentservices.aula@antioch.edu
www.antiochla.edu

About Antioch University

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)

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/CEO, who provides campus leadership and is responsible to the Vice Chancellor of Academic Affairs of Antioch University. AULA's Provost/CEO, in concert with the faculty Department/Division 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/Division Chair or the Provost/CEO. 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
Interim 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

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

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

MB Lufkin
Vice Chancellor for Marketing
Ed.D., Plymouth State University

William Winkowski
Strategic Business Solutions Partner
M.A., Keller Graduate School

Donald Ronan
University Director of Financial Aid

B.S., Indiana University

Rebecca Todd
University Counsel
J.D., Cornell Law School

Iris Weisman
Vice Chancellor for Academic Affairs and University Provost
Ed.D., North Carolina State University

Michelle Ward
Project Manager, Academic Affairs and Marketing
B.S., Central Michigan University

Antioch University Provosts

Mark Hower, Interim Provost
Antioch University Los Angeles
Ph.D., Antioch University

Shawn Fitzgerald
Provost/CEO
Antioch University New England
Ph.D., University of Toledo

Benjamin Pryor, Antioch University Seattle
Ph.D., Pennsylvania State University

Barbara Lipinski, Interim Provost
Antioch University Santa Barbara
Ph.D., University of Southern California

Marian Glancy, Antioch University Midwest
Ph.D., University of Dayton

Antioch University Board of Governors

Paul Mutty, Chair
Seattle, WA

Charlotte M. Roberts, Vice Chair
Sherrill's Ford, NC

William Groves
Chancellor & Corporate Secretary
(*ex-officio*)

Bruce Bedford
St. Michaels, MD

Marva Cosby
Dayton, OH

Steve Crandall
Seattle, WA

Katrin Dambrot
Mendham, NJ

Lance Dublin
San Francisco, CA

Carole Isom-Barnes
Huntersville, NC

Elsa Luna

Los Angeles, CA

Holiday Hart McKiernan
Indianapolis, IN

William Plater
Indianapolis, IN

Rich Preyer
Asheville, NC

Lawrence Stone
Reston, VA

Martha Summerville
New Haven, CT

Gene Temple
Indianapolis, IN

Governor Emerita

Lillian Pierson Lovelace
Santa Barbara, CA

Antioch University Los Angeles

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 education and teacher credentialing, nonprofit 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 eLearning Information 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.

Facilities, equipment, and materials for instruction

The Antioch University Los Angeles (AULA) campus is located in Culver City, California, on the west side of greater Los Angeles, in an area historically known as Fox Hills. The AULA campus is in a large office park which houses a variety of tenants, including small businesses, law firms, and creative agencies.

The AULA campus is comprised of three full floors in the Culver 400 building. The campus has over 17,000 square feet of classroom and conference room space, where instruction takes place. Instructions are all in English. All dedicated classrooms have built-in audio-visual equipment, enabling use of technology and video playback for instruction. AULA also uses mobile audio-visual equipment to bring technology to smaller conference spaces when needed. Instructions are all in English.

In addition to classroom space, the AULA campus has two computer labs. Each computer lab is just over 800 square feet in size, and is equipped with technology for instruction. The AULA campus also has a library space that occupies over 1,600 square feet, as well as a tutoring and instruction space called the "Teaching and Learning Center" that occupies just over 1,400 square feet.

Housing Information

AULA is a commuter, non-residential school. It does not offer housing to students. However, there are several housing options (apartments/condos) available within the campus' location in Culver City and in adjacent cities such as Marina Del Rey, Marvista, Santa Monica, Westchester, El Segundo, Manhattan Beach, Inglewood, etc.. The estimated cost of renting an apartment or a condo ranges from \$1,000 (studio-type) to \$2,800 a month depending on the area. To get a better idea you may search here (https://www.zillow.com/homes/for_rent/90230_rb/?fromHomePage=true&shouldFireSellPageImplicitClaimGA=false&fromHomePageTab=rent) for more information.

AULA Administration

Mark Hower, PhD

Interim Provost & CEO

David Houser, MBA

Corporate Controller

Sandy Lee, MA

Chief Operations Officer

Eeme J. Dacanay, MA

Executive Director, Enrollment Management & Student Services

Andrea L. Richards, PhD

Dean of Assessment and Student Learning

Eric Day, PhD

Director, Antioch Counseling Center

Tony Urban

Director of Admissions Recruitment

Grant Elliott, PhD

Director, Affiliated Graduate Psychology Programs

Rosa Garza-Mourino, MA

Director, External Partnerships

Audrey Mandelbaum, MFA

Administrative Director, Division of Undergraduate Studies

Karen Hamilton

Campus Marketing Manager

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 Non-Profit Management
- Master of Arts in Clinical Psychology
- Master of Arts in Psychology Individualized Concentration
- Master of Arts in Psychological Studies
- 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 Psychology of Trauma Studies (formerly Certificate in Conflict and Non-Conflict Related Trauma Studies)
- Certificate in LGBT Affirmative Psychology
- Post-MFA Certificate in Teaching Creative Writing
- Certificate in Web Development (*In hiatus beginning fall 2018.*)

AULA Departments and Offices

Academic Affairs

Mark Hower, PhD, 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

Christopher Pruitt, 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

Amanda Kempfues, Psychology Program Coordinator

Samantha Gennuso, Psychology Program Coordinator

Donald Strauss, MFA, Chair, Sustainability Studies Program

Catherine McDonald, Sustainability Studies Program Coordinator

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

Natalie Truman, MFA Program Coordinator

Howie Davidson, MFA Program Coordinator

Bridge Program

Kathryn Pope, Program Director

Russell Thornhill, Co-Director

Satellite Locations

110 Newport Center Drive
Newport Beach, CA 92260

515 California Avenue
Irvine, CA 92617

400 W Washington Blvd.
Los Angeles, CA 90015

1933 South Broadway, 11th Floor
Los Angeles, CA 9007

21545 Centre Pointe Parkway
Santa Clarita, CA 91350

800 South College Drive
Santa Maria, CA 93454

Admissions

Tony Urban, Director of Admissions Recruitment
Erica Ifill, Admissions Counselor
Rossaleana Williams, Admissions Counselor
Andrea Williams, Admissions Counselor
Amanda Jones, Admissions Counselor

Campus Services Center

Sandy Lee, Chief Operations Officer
Tara Foley, Facilities Associate
Lauren Moran, Online Booksales & Facilities Coordinator
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 Administrator*
Angel Hernandez, Support Technician*

Counseling Center

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

Enrollment Management & Student Services

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

Lisa Lepore, Student Advocacy & Student Engagement
Sandy Lee, Student Conduct Officer & Supervisor of the Veterans Resource Office (VRO)

Kenneth Pienkos, Career Services Advisor

Finance

David Houser, Corporate Controller*

Dawn Jackson, Finance Manager

Financial Aid

Eulanie Bumagat, Associate Director of Financial Aid

Kaitlin Evans, Financial Aid Counselor

Lisa Ferguson, Financial Aid Counselor

Human Resources

Monica Cornejo, HR Coordinator

Library

Lisa Lepore, Director of Library Services

Kenneth Pienkos, Reference & Instruction Librarian; Career Services Advisor

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

* University Central Employee

Accreditation and Licensure

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 (<https://www.antioch.edu/los-angeles/why-au/aula-fast-facts>) by the **Commission on Institutions of Higher Education of the North Central Association (NCA) of Colleges and Schools, 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, a private not-for-profit institution, 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>), which means compliance with state standards as set forth in the CEC and 5, CCR. Antioch University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818; www.bppe.ca.gov (<http://www.bppe.ca.gov>); Telephone (888) 370-7589 or by fax (916) 263-1897 (916) 431-6959 or by fax (916) 263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site www.bppe.ca.gov (<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.

General Admissions

Antioch University Los Angeles 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 Psychology of Trauma Studies (formerly Certificate in Conflict and Non-Conflict Related Trauma Studies)*
- Certificate in LGBT Affirmative Psychology
- Certificate in Urban Sustainability*
- Certificate in Web Development*

**(Note: These programs are not accepting applications at this time until further notice.)*

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.

Housing Information

Antioch University Los Angeles is a non-residential and has no dormitory facilities under its control. Antioch University Los Angeles has no responsibility to find or assist students in finding housing. Students may consult local real estate or rental listings for available options, all at their own expense. Students may also consult with Antioch University's Financial Aid office; while financial aid is intended to support only your school expenses, an allowance for indirect costs such as housing, food, personal expenses, and transportation is part of your cost-of-attendance budget.

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

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 Integrated Student Services.

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. 104) 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 Office of Integrated Student Services (OISS) 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. Citizenship and Immigration Services (USCIS) (<https://www.usa.gov/study-in-US>) 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, demonstration of English language proficiency 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 Principal 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://www.antioch.edu/los-angeles/apply-to-aula>) 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, only submit official transcript indicating Bachelor's degree conferral from a regionally accredited college or university.

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 completing the Online Student Intent to Enroll (SIE) form. New students are required to attend a New Student Registration and Orientation (NSRO) 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 (OISS) 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 reapply through the Office of Admissions.

Returning students who are required to reapply 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 readmission 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 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 readmission

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 the Office of Integrated Student Services (OISS) 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

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)

(*The Certificate in Web Development program is in hiatus beginning Fall 2018. New applications are not accepted at this time until further notice.)

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 (<https://www.antioch.edu/los-angeles>).

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 Department of Education and/or the Council for Higher Education Accreditation (CHEA) and from foreign institutions approved by national ministries/departments of education.
- 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; and
- 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 University Registrar's 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

In order to promote the smooth transfer of students from community colleges and transfer schools, the Undergraduate Studies program has developed articulation agreements with the following schools:

- American Academy of Dramatic Arts
- East Los Angeles College
- El Camino College
- Glendale Community College
- Los Angeles City College
- Los Angeles Harbor College
- Los Angeles South West College
- Los Angeles Trade Technical College
- Los Angeles Valley College
- Pasadena City College
- Theatre of Arts College for the Contemporary Actor
- Pierce College
- Santa Monica College
- West Los Angeles College

Learn more at <https://www.antioch.edu/los-angeles/articulation-agreements/>

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 University 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.) 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 DAN TES) Examinations

Antioch University Los Angeles recognizes some credits earned through College-Level Examination Program (CLEP) and DAN TES 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 University Registrar who 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 University 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.) for further information.

Graduate Program Admissions

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. 25)
- Admission to the Master of Arts in Psychological Studies (MAPS) Program (p. 28)
- Admission to the Education Department Programs (p. 26)
- Admission to the Master of Arts in Nonprofit Management (MANM) Program (p. 25)
- Admission to the Master of Arts in Urban Sustainability (USMA) Program (p. 27)
- Admission to the Master of Fine Arts in Creative Writing (MFA) Program (p. 28)

**The MPIC program is available only to continuing students in the psychology department.*

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. 157) or to the AULA website, 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.
- 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, 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. 102) 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 INDUCTION 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 (<http://aulacatalog.antioch.edu/aulaacademiccalendar>) 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.

Induction Credential

Designed to develop socially just educators, Antioch's Induction Credential program combines field support with university support to help new and experienced teachers grow their practice and clear their credential.

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 Induction 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 Induction 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 Induction Credential program registration form

For information on how to apply to the Induction Credential contact Deborah Magana at dmagana@antioch.edu or call (310) 578-1080 ext. 303. Financial aid is not available for this program.

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. 157) 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. 104) section of this catalog for further details.

Admission to the USMA + Integrated Geographic Information Systems (GIS) Certificate

The admissions requirements for the USMA/GIS Certificate (<http://aulacatalog.antioch.edu/graduateprograms/masterofartsinurbansustainabilityusma/#usma+certificaterequirementsbysemester>) program are the same as those for the stand alone USMA program. An applicant may indicate on the application an intention to complete the integrated programs. Students who apply only to the USMA program may, with the advice of their USMA Mentor, elect to add the GIS option in Semester 2. Their program requirements would change as follows and as described above.

Overall units: 36 semester units

- Four semesters
- Seven residencies
- Six units of GIS coursework

- Maximum time to completion becomes 6 semesters
- Successful completion of all required coursework as a prerequisite to registering for capstone

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 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

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

Admission to the Post-MFA Certificate in the Teaching of Creative Writing Program (p. 30)

Admission to the Certificate in LGBT Affirmative Psychology Program (p. 30)

Admission to the Certificate in Conflict and Non-Conflict Related Trauma Studies Program (*Note: Undergoing major upgrade. Applications are not accepted at this time until further notice.*)

Admission to the Certificate in Applied Community Psychology Program (p. 29)

Admission to the Certificate in Web Development (*Note: In hiatus beginning fall 18. Applications are not accepted at this time until further notice.*)

Admission to the Certificate in Psychology of Trauma Studies

(Note: This program is undergoing a major overhaul. Applications for admission are not accepted at this time until further notice.)

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

(Note: This program is in hiatus beginning fall 2018 and will not accept new applications until further notice.)

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

1. **Complete and submit Application:**

- Basic demographic info

2. **Before Applicant submits Application:**

- In order to qualify for acceptance into the program, applicants are required to complete the *JavaScript: Introduction to JavaScript (module* (<https://www.codecademy.com/learn/javascript>)) which is approximately 10 -15hours. When the required module is finished, applicants must attach screenshot of their completion badge with the submission of the application.

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

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 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. Of these a minimum of 75 units must be upper division. (Note: units earned through DSST or CLEP testing may be counted as lower division units only.)

2. Residency Requirement

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

3. General Studies Requirement

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

Foreign Languages
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

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
	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 four applied studies 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)

Undergraduate 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 105 lower division units.) Students may also earn up to 22 upper division units of prior learning, for an overall maximum of 44 units. Prior learning units may not duplicate units transferred to Antioch or units earned through Antioch courses or independent studies. Prior learning credits are not awarded until students complete 24 units of course and/or internship credits at AULA. In order to begin documenting any Prior Learning, students must take and complete the Prior Learning Workshop. This workshop assists students in conceptualizing prior learning, developing successful prior learning proposals, and in understanding the documentation process. Students are advised to take this workshop early in their program. Each prior learning activity requires the completion of a Prior Learning Proposal Form, which is approved by the Prior Learning Coordinator and faculty evaluator. Up to 4 lower or upper division units can be requested for each prior learning activity. Upon review of the documentation, the Prior Learning Coordinator and faculty evaluator will make the final determination about the awarding of credit. Prior learning units do not count toward the Residency Requirement. For more detailed information regarding policies and procedures for Prior Learning, students should review the 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. 101).

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

PROGRAM DESCRIPTION

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
ART 3100	Sources of Creativity: Theory and Process	3-4
ART 3180	Parallel Worlds: Renaissance to Modern Art Europe & the Americas	3-4
ART 3220.LA	Feminist Art: a Revolution in Creative Practice	3-4
ART 3240	Contemporary View of Prehistoric to Gothic Art	3-4
ART 3250	Photography, Collage & 20th Century Avant-Garde Art	3-4
ART 3270	Los Angeles Art Now! Special Topics	3-4
ART 3280	Collaborative Art	3-4
ART 3290	Ideals of Beauty and Creative Practice	3
ART 3310	An Artist's Lexicon: Developing a Visual Vocabulary	3-4
ART 3400	Pictures From Light: Understanding Photography	3-4
BUS 3200	Non-Profit Management	3-4
BUS 3250	The Business of Social Change	3-4
BUS 3550	Principles of Marketing	3-4
BUS 3570	Interpersonal Communication in The Workplace	3-4
BUS 3270	Social Media Marketing	3-4
BUS 3340	Small Business Management	3-4
BUS 3390	Non-Profit Advancement	3-4
BUS 3400.LA	Nonprofit Program Design and Evaluation	3-4.01
BUS 3460	Principles of Finance	3-4
BUS 4050	Psychology of Leadership	3-4
CIN 3040	Transforming Literature Into Film: Women Novelists and the Male Cinematic Gaze	3-4

CIN 3140	Cinematic Los Angeles	3-4
CIN 3710	From Book to Screen: Strategies for Moving From Written to Visual Texts	3-4
CIN 3920B	Documentary Film & the American Psyche	3-4.01
CIN 3310	Women in Film	3-4
COM 3030	Media Literacy in the Information Age	3-4
COM 3230	Social Media	3
COM 3270.LA	Social Media Marketing	3-4
COM 3900E	Trans-National Media Activism	1
COM 4010	Participatory Media	3-4
ENG 3270	The Art of Mixed Media Literature	3-4
ENG 3290	The Art of Screenwriting	3-4
ENG 3450	Writing for Social Change	3-4
ENG 3540	The Play's the Thing: From Page to Stage	3-4
ENG 3650	Genre Mongrels and Unfixed Forms	3-4
ENG 3800A	Psychology of Dramatic Writing & Identity Development	3-4
FIL 3290	The Art of Screenwriting	3-4
FIL 3880A	American Culture & Soc Through Film	3-4
FIL 4050	Political Documentary: Challenging the Official Story	3-4
MUS 3050	The Rhythms and Patterns of Jazz in U.S. Culture	3-4
MUS 3070	History of African American Music and Culture in Los Angeles	3-4
SOC 3030A	Media Literacy in the Information Age	3-4
SOC 3480A	Gay & Lesbian History Through Documentary Film	3
THE 3900	Do You Hear What I Hear?: What Our Voices Reveal	1-2
THE 3900A	Introduction to Theatre of the Oppressed	1

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

Bachelor of Applied Arts in Urban Communities and Justice

PROGRAM DESCRIPTION

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
BUS 3250	The Business of Social Change	3-4
BUS 3270	Social Media Marketing	3-4
BUS 3320	Small Group Process	3-4
BUS 3390	Non-Profit Advancement	3-4
BUS 3400.LA	Nonprofit Program Design and Evaluation	3-4.01
BUS 3900	Social Media Marketing	1
COM 3270.LA	Social Media Marketing	3-4
COM 3600.LA	Public Speaking Workshop	1
ENV 3030	Global Justice & Ecology	3-4
ENV 3130	Urban Environmental Movements	3-4
ENV 3140	Environmental Justice: Law & Policy	3-4
ENV 3630	Environmental Crisis and Ethics	3-4
ENV 3900A	Wetlands Ecology Workshop	1
ENV 3900B	Urban Wilderness Conservation	1
ENV 3900C	Urban Fire Ecology	1
ENV 3900D	The LA River	1
ENV 3900G	Toxic Pollution & Environmental Racism: Communities for a Better Environment	1
ENV 4450	Working Toward a Healthy City	3-4
GEG 3030	Global Justice & Ecology; Crisis, Strategy and Change	3-4
HIS 3320	The Immigration Debate in Historical Perspective	3-4
HIS 3360	Environmental & Social History of Los Angeles	3-4
HUM 3110	LA Museums: Public Memory and Urban Narratives	3-4
HUM 3900LA	Los Angeles Architecture	1
MGT 5480	Negotiation and Conflict Resolution	4
PSY 3210	Small Group Process	3-4
SCI 3360	Environmental & Social History of Los Angeles	3-4
SCI 3480	Ecology and the Environment	3-4
SCI 3860	Systems & Systems Thinking	3-4
SOC 3070	Race, Gender, and Migration	3-4
SOC 3110	Urban Youth	3-4
SOC 3130.LA	The Cultural Shades of Downtown Los Angeles	1
SOC 3130A	Urban Environmental Movements	3-4

SOC 3050.LA	Social Theory of the City	3-4
SOC 3230	Identity, Community, Social Change	3-4
SOC 3430	Community Organizing	3-4
URB 3030	Intro to Urban Communities & Environment	3-4
URB 3031	Urban Studies: The City As Learning Lab	3-4
URB 3040	Sustainable Los Angeles: Vision, Practice, and Promise	3-4
URB 3050	Social Theory of the City	3-4
URB 3130A	Sustainability, Justice, and the Solidarity Economy	3-4
URB 3130	Autonomy, Sustainability, Justice: Community Organizing in LA	3-4
URB 3260	Art & Community Engagement	3-4
URB 3270	Toolkit for Community Leaders	3-4
URB 3900E	Practical Map Making Movement Looks Like	1
URB 4090	Immigrant Experiences in the Global City: From Displacement to Self-Reinvention	4
URB 3900F	Ecotourism: Economic Development and Social Responsibility	1
URB 4450	Working Toward a Healthy City	3-4
URB 4900	The City in Art	1
URB 4900AW	Community Organizing	1-2

Bachelor of Arts in Applied Studies

PROGRAM DESCRIPTION

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
BUS 3200	Non-Profit Management	3-4
BUS 3250	The Business of Social Change	3-4
BUS 3270	Social Media Marketing	3-4
BUS 3320	Small Group Process	3-4
BUS 3390	Non-Profit Advancement	3-4
BUS 3340	Small Business Management	3-4
BUS 3460	Principles of Finance	3-4
BUS 3550	Principles of Marketing	3-4
BUS 3830A	The Psychology of Consumer Behavior: Why We Buy	3-4
BUS 3560.LA	Case Studies in Business Ethics	3-4
BUS 4010	Foundations of Business Practice	3
COM 3270.LA	Social Media Marketing	3-4
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

PROGRAM DESCRIPTION

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 degree 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

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.

Curriculum:

Learners are encouraged to build core and expertise courses from the list below into their program of study as scheduling allows. Courses are offered in rotation throughout the yearly schedule. Learners are also 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.

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 or PSY 3560A	The Science of Psychopharmacology The Science of Psychopharmacology	3-4
PSY 3590	Theories of Addiction	3-4
PSY 3660A	Psychology of Addiction	3-4
PSY 3910A	Integrating Addiction Counseling Practices	3-4

Expertise Courses

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

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. It is recommended that learners in the Addiction Studies Concentration take at least 6 units of internship/fieldwork 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.

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 4010	Foundations of Business Practice	3
BUS 3550	Principles of Marketing	3
BUS 3460	Principles of Finance	3-4
		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
----------	------------	-----

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.

Certified Nonprofit Leadership Credential

Undergraduate Studies offers students a pathway to secure the nationally recognized Certified Nonprofit Professional (CNP) credential and accompanying National Certification in Nonprofit Leadership and Management while completing their Bachelor's degree at Antioch University.

Experts in nonprofit studies and nonprofit practitioners joined forces to create the CNP Program. The goal was to create a unique leadership development program designed to reduce the learning curve of nonprofit professionals, allowing them to more immediately impact their organization and communities. Through this model, students move beyond simply gaining domain knowledge to building the critical-thinking skills essential for successful leadership.

CNP: The Certified Nonprofit Professional credential is the only nationally recognized nonprofit credential preparing students for leadership in the nonprofit sector. Students who complete a leadership development program at one of the Nonprofit Leadership Alliance's (NLA) affiliated colleges or universities are awarded the credential and gain access to a network of non-profit resources. Antioch University Los Angeles is in the unique position of being the only campus in Los Angeles County affiliated with the Nonprofit Leadership Alliance offering the Certified Nonprofit Professional credential.

Students must complete the following in pursuit of earning the national credential:

1. Demonstrate competency on ten (10) core competencies for nonprofit professionals through qualifying coursework. (Students may also use AULA "Prior Learning" or "Self-Directed Independent Study" formats as a way to demonstrate competencies.)
2. Provide documented evidence of leadership and service
3. Attend one of the qualifying annual conferences sponsored or sanctioned by Nonprofit Leadership Alliance (locally – Center for Nonprofit Management's annual 501(C) conference, Los Angeles.)
4. Complete 300-hour internship within a nonprofit organization or provide qualifying evidence of professional nonprofit sector experience to waive the requirement.

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 or PSY 4090	Research Design and Methodology	4
PSY 4340A	Contemporary Neuro-Psychology	3
MAT 4030 or PSY 4140	Descriptive and Inferential Statistics	4

Child Advocacy

HUM 3160 or SOC 3160	Human Rights and Children	3
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 or EDU 3530	Internship (WriteGirl Teaching) Internship	1-4
ENG 3530 or COM 3530	Internship (WriteGirl Publishing) Internship	1-4
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 or SCI 3360	Environmental & Social History of Los Angeles Environmental & Social History of Los Angeles	3
GEG 3030 or ENV 3030	Global Justice & Ecology; Crisis, Strategy and Change Global Justice & Ecology	3
URB 3130	Autonomy, Sustainability, Justice: Community Organizing in LA	3-4

Theory

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

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. 101).

Bachelor of Science in Applied Technology and Business Leadership

PROGRAM DESCRIPTION

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
BUS 3200	Non-Profit Management	3-4
BUS 3270	Social Media Marketing	3-4
BUS 3320	Small Group Process	3-4
BUS 3340	Small Business Management	3-4
BUS 3560.LA	Case Studies in Business Ethics	3-4
BUS 3620	Management in the Multicultural Workplace	3-4
BUS 3810A	Mathematical Thinking: Personal Financial Management	3-4
BUS 3390	Non-Profit Advancement	3-4
BUS 3400.LA	Nonprofit Program Design and Evaluation	3-4.01
COM 3270.LA	Social Media Marketing	3-4
COM 3600.LA	Public Speaking Workshop	1
CSC 1010	Intro to Full Stack Web Develo	12
CSC 3010	Immersive Full Stack Web Devel	24

Graduate Programs

Antioch University Los Angeles offers several graduate programs.

- Education Department (MAETC, MAEx,TC) (p. 55)
- Master of Arts in Clinical Psychology (MAP) (p. 63)
- Master of Arts in Psychology with Individualized Concentration (MPIC)* (p. 76)
- Master of Arts in Psychological Studies (MAPS) (<http://aulacatalog.antioch.edu/graduateprograms/masterofartsinpsychologicalstudies>)
- Master of Arts in Nonprofit Management (MANM) (p. 82)
- Master of Arts in Urban Sustainability (USMA) (p. 85)
- Master of Fine Arts in Creative Writing (MFA) (p. 88)
- USMA-MFA Dual Degree Program (USMA-MFA DD) (p. 96)
- USMA and Integrated Certificate in Applied Spatial Analysis for Geographic Information Systems (GIS) (p. 85)

*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 degrees.

Teacher Credentialing (TC)

- Professional Credentials
 - SB 2042 Preliminary Multiple Subject
 - Preliminary Education Specialist Mild/Moderate
 - A combination of both
 - Clear Credential, offered over 3 quarters, generally one night per week each quarter. (Discontinued effective Summer 2017.)
 - New Induction Program (Replaced Clear Credential effective Fall 2017.)
- 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.

Requirements for the Preliminary Multiple Subject credential and the Preliminary Education Specialist, Mild/Moderate credential

BA degree posted on an official university transcript
 Certificate of Clearance, basic Credential or Teaching Permit for fingerprint clearance
 Proof of a negative TB test
 Completion of the Basic Skills requirement
 Successful passage of the CSET exam
 Successful passage of the RICA exam
 US Constitution
 CPR
 Teacher Performance Assessments
 Successful passage of the academic coursework

- The New Induction Program
 The State of California (CTC) recently changed the standards for the credential that teachers must complete to be awarded permanency. Previously, this credential was called the "clear," a nine-month program but now two years in the New Induction Program. There are six total courses and one course is offered each quarter for six quarters, except in Summer when students will not be in classrooms teaching which is a requirement.

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 10% 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 5th 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 8th 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 10th (or final) week of the quarter. Any Capstone date or topic that requires approval after the 8th 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 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 one 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 3rd quarter, candidates are assigned to half day field experiences. In their 4th 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) or Completion of a Subject Matter Program
- 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. All placements are arranged by the Field Placement Coordinator. 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.

Placements are arranged only when it has been verified that the candidate has satisfied the Subject Matter requirement either by passing the CSET exam or by completing a Subject Matter program. All documentation for either option must be submitted to the Credential Analyst by Week 8 of the appropriate quarter.

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

University 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 University Supervisor.

University Supervisors visit, observe and mentor novice teachers. They also meet with each novice teacher 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.

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 young people.

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 complete 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>).

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.

Induction program for the Multiple or Single Subject Credential

The Education Department is moving to the 2 year Induction model required by the California Commission on Teacher Credentialing. For more information about the program, which will start in October 2017, please contact the Department.

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 Programs

DEPARTMENTAL OVERVIEW

AULA's graduate psychology department currently offers three 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, Psychology of Trauma Studies, LGBT Affirmative Psychology, Addiction and Recovery, or General Practice.

The **Master of Arts in Psychological Studies** (MAPS) program is a 48-unit program uniquely designed for students who are interested in non-clinical, master's-level training in applied psychology (e.g., research, program evaluation) at the master's level and want a more theory focused program. It is also suitable for those interested in pursuing licensure at the doctoral level and who wish to obtain preparatory skills and knowledge. Information can be found on the MAPS (p. 80) section of this catalog.

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. It is not currently open to newly matriculating students. Information can be found on the MPIC (<http://aulacatalog.antioch.edu/graduateprograms/mainpsychologywithindividualizedconcentrationmpic>) section of this catalog.

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, MAPS 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 "Objectives 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.

Students may only attempt PSY 5450 Society and the Individual once. If a student receives a no credit evaluation in this course, 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 ALL DEGREES

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 Registration and Orientation and in the Office of Integrated Student Services) confirming the particular program options 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, Downtown Cohort, or Flexible Schedule.

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 reapply and are readmitted, 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." Learn more... (<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. Learn more... (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.") Learn more... (<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 carry sufficient unit credit to do so then all appropriate coursework will be waived. This is to prevent the student from "being required to repeat course work completed at an acceptable level of performance at a previously attended institution" as stipulated in our transfer credit 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 credit policy which assures "maximum utilization of credits earned previously and to encourage students to advance through their education toward the completion of their degree." For example: An incoming course with five 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 Registration and Orientation, 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, the Chair, 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.

The receipt of two letters of concern might result in slower entry into clinical training or affect current placement. The second letter received by a student will also trigger a remediation plan which may be the length of one quarter or more. If the concern is great enough or if the remediation plan is not completed successfully, then this may impact a student's ability to begin clinical training. If the concerns indicate a lack of suitability for the profession, the student may be asked to leave the program.

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 the 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.
- AUVView - Online registration and student accounts management system
- and other useful AULA resources

On the MAP Student Resources site or the AULA Sakai site, 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, the student will be withdrawn from the MAP Program. If there are extenuating circumstances, the student may appeal to the Psychology Department Chair to request a remediation that does not result in withdrawal from the 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.

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 5100 Requirement

Normally an incoming student would not be required to take this course 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 MAPS. 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 OISS 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 2012 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	Assessment 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
----------	----------------------------------	---

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 qtr
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

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	Healing Historical Oppression in the LG BT Communities	3
PSY 5930Z	Affirmative Psychotherapy	3
PSY 5930DD	Multicultural Mental Health	3
PSY 5930NNC	Treating Families Through the Lgbt-Affirmative Lens	3
PSY 5120D	LGBT Community Action	2
PSY 5190 Series LGBT Identity Workshop - Students must complete one workshop in the PSY 519 Series		1
LGBT Clinical Psychology Electives		2

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

The Spiritual and Depth Psychology Specialization

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

The SDP specialization:

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

SDP Specialization Requirements:

PSY 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.

Psychology of Trauma Studies Specialization

The Psychology of Trauma Studies Specialization (PTS) 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 PTS 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.

The PTS Specialization Requirements

PSY 5220A	Perspectives: Trauma & Its Effects, Awareness & Recovery	3-4
PSY 5710	Traumatic Grief and Loss	3-4
PSY 5711	Disasters, Mass Violence and Psychological First Aid	3
PSY 5712	Sexual Trauma and Human Trafficking	2-3
PSY 5713	Trauma Ax/Tx Across the Developmental Spectrum	3-4
PSY 5714	Exploration of Post Traumatic Growth	1
PSY 5971	PTSD: Military and the Family	2

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

Addiction and Recovery (A+R) Specialization

The Addiction and Recovery (A+R) Clinical Psychology Specialization consists of 17 units of focused coursework and clinical training that prepares students to work in a variety of settings providing compassionate, client-centered treatment to individuals with substance use and related disorders. The focus of the Specialization is promoting understanding of addiction from a multidimensional perspective and expands beyond the limitations of a one-size-fits-all approach to treatment.

The A+R Specialization:

- Presents an integrated understanding of substance use and related disorders from a biological, psychological, socio-cultural-political, and systemic perspective.
- Prepares students to competently engage as MFT professionals with the ability to provide psychoeducation, assess, conceptualize, diagnose, and deliver innovative, evidence-based, and client-centered interventions.
- Emphasis is placed on cultivating a deep understanding for the complexity of addiction along with the skills necessary to effectively work with the pain and suffering that seeds addiction.

A+R Specialization Requirements

PSY 5500E	Integrative Treatment of Addictive & Co-Occurring Disorders	3
PSY 5500G	Understanding and Treating Addiction: A Systems Perspective	2-3
PSY 5501	Understanding and Treating Addictions: Biological Perspectives	3
PSY TBD	Understanding and Treating Addiction: Socio-Cultural-Political (SCP) Perspectives	3
PSY TBD	Understanding and Treating Addiction: Psychological Perspectives	3
	A+R electives	3

Clinical Training: Note, at least 75 hours of direct-client-contact hours in clinical training must be earned with clients being treated for substance use disorders in an approved addiction treatment setting.

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 (effecting 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 (2u 1st qtr, 3u's 2nd & 3rd qtrs)	+8 units of thesis (2u 1st qtr, 3 u 2nd & 3rd qtrs)
+3 units of prosem (1u for 3 qtrs)	+3 units of prosem (1u for 3 qtrs)
<u>+17 units of specialization</u>	+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	Assessment 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:

- 1st Quarter of Thesis: 2 units

Thesis Design, Project Literature Review, ends in Thesis Proposal

- 2nd Quarter of Thesis: 3 units

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

- 3rd 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 trains professionals to exercise managerial and leadership expertise in support of any nonprofit organization's mission. This includes includes human service, religious, educational, community development, health care, arts and culture, environmental, foundation, 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 structures and practices.
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. Students may be working either on the program, development, or administrative staff of a nonprofit, as a trustee of a nonprofit, or as a 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 Winter quarters. The student attends class on Tuesday night and visits the sites of exemplary Los Angeles area nonprofit organizations on two Saturdays each quarter. As soon as an applicant is accepted into the MANM program, the student is given the program calendar for the entire six quarters of study.

In addition to classwork, each student undertakes one unit of supervised Field Work each quarter. The site and focus of the field work are 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 and resume.

The MA in Nonprofit Management degree is taught using an adult cohort education 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. 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 earn 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.

MANM Fast Track for Undergraduate Students

The MA in Nonprofit Management Fast Track option is available to AULA undergraduate students with 8 units remaining in their last quarter before graduation. Students who are approved for the MANM Fast Track option may enroll in the first quarter of the MANM program while concurrently enrolled in their last quarter of undergraduate studies.

Application for the MANM Fast Track option should be made two quarters prior to the student's final undergraduate quarter. Fast track students who wish to start in the Fall Quarter should apply by the previous May 1. Students who wish to start in the Winter Quarter should apply by the previous August 1.

Fast Track students will pay undergraduate tuition at the undergraduate rate for their final quarter of enrollment in undergraduate studies. They will not be eligible for MANM program scholarships during their first quarter of the MANM program. They will be considered for scholarship awards in subsequent quarters if they demonstrate graduate-level proficiency during their first quarter.

Fast Track Requirements

Prior to the fast-track quarter, applicants must:

1. Be in good academic standing
2. Have met their undergraduate degree requirements:
3. For the **BA in Liberal Studies** degree, requirements are: domains of knowledge, math, writing, non-classroom learning requirements, and area of concentration, if applicable. If their major area of concentration is Business and Social Entrepreneurship, they must have completed a minimum of 32 units in the concentration.
4. For Applied Studies degree students, requirements are: domains of knowledge, math, writing, non-classroom learning requirements, pro-seminar requirements, and core classes. Some Applied Studies degree students will be able to fulfill some of their core class requirements with MANM fast track courses, and should consult with their undergraduate faculty advisor for specific guidance.
5. Have completed 172 units toward their undergraduate degree.

Application Process

1. The undergraduate student requests an interview with an MANM faculty member.
2. The student completes the MANM Fast Track Application form, including signatures of approval from his or her 1) undergraduate faculty adviser, 2) undergraduate studies division chair, 3) MANM program chair.
3. The student provides a recommendation form to two of the student's undergraduate instructors who complete and return the recommendation to the MANM program chair.
4. The MANM program will review the Fast Track application. If the application is approved, the student will then apply for admission to the MANM program by the deadline stipulated in the Academic Calendar.

Provisional Acceptance and Enrollment in MANM Courses:

1. Fast track students are accepted into the MANM program on a provisional basis, pending successful completion of the first quarter at the graduate level.
2. The student enrolls in the first quarter MANM courses, MNM 5100 and 5100F during the Fall or Winter terms when the MANM first quarter courses are offered. A Fast Track student cannot start the MANM in Spring or Summer.
3. A Fast Track student will be fully admitted into the MANM program only if the student completes the first quarter of the MANM program at a graduate level, as determined by the student's course instructors.

4. If the student completes the coursework, but without demonstrating graduate level achievement, the student will receive 8 units counted toward undergraduate degree completion but will not be admitted to the MANM program as a continuing graduate student.

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 by joining another cohort and continues her or his studies, following the established sequence of courses (5100 through 5600) in the degree program.

In addition to the 7 units of coursework 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 undertakes a new field-based learning project for that unit.

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 working in nonprofit 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 form
- 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 Teaching and Learning 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 Master's program prepares students for leadership positions in multiple sectors, including public policy, corporate accountability, social justice organizing, and environmental programming.

Note: Effective Fall/Winter 2018 semester, USMA implemented its revised curriculum. Please refer to previous catalogs for information about the previous curriculum.

Program Overview

The USMA program integrates theoretical learning with field-based practice in a two-year/four-semester, full-time, graduate-level curriculum. This 32-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 4-credit science-oriented course as well as two 3-credit content courses and a 2-unit research course. They also attend four residencies and begin their fieldwork during this first year. In their second year of the program, students complete their core coursework, continue their fieldwork, and launch a capstone project while taking practice-based elective courses. Students attend two residencies in their third semester, one at the beginning of their fourth semester, 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 32 semester credits to complete the degree. Degree requirements include the following:

- 20 credits required core curriculum coursework
- 2 credits elective coursework
- 5 credits fieldwork
- 5 credit capstone project
- 4 semesters of full-time enrollment (or the equivalent)
- Attendance at 7 residencies plus presentation at an 8th residency

For every 3 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 Master's degree program.

Core Coursework

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

- Science for Urban Sustainability (4 units)
- Eco Systems Thinking (3 units)
- Urban Infrastructure (3 units)
- Research and Writing for Practitioners (2 units)
- Research/Capstone Proposal (2 units)
- Participatory Planning (3 units)
- Sustainable Urban Economies (3 units)

Full-time students enroll in 5 to 8 units of core coursework each semester, completing these required 20 units by the end of their third semester. Note that students also enroll in fieldwork courses while completing their core curriculum.

Elective Coursework & Independent Learning Activities

In their fourth semester, students take two 1-unit elective courses that enable them to develop their practitioner skills. A minimum of two electives are offered during each 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 4-unit science-oriented class as well as one 3-credit course. During the second semester, students enroll in two 3-unit courses as well as a 2-unit Research and Writing course. Both semesters require students to participate in two residencies each. In addition, 3 credits of fieldwork are required as part of the first-year curriculum. Students begin their fieldwork in the second semester. This first year curriculum totals 18 semester credits.

Semester 1

URS 5100	Fieldwork Planning	1
URS 5230	Eco Systems Thinking	3
URS 6240	Science for Urban Sustainability	4

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 3-unit participatory planning course, a 2-unit Research/Capstone Proposal course, 2 units of elective coursework, and a 5-unit Capstone project. Students in their second year attend both residencies in their third semester and the six-day residency at the beginning of their fourth semester. They also present their Capstone project at a public meeting during a final residency at the end of their program (at the beginning of the following semester). This second year curriculum totals 14 semester credits.

Semester 3

URS 6120	Fieldwork	2
URS 6xxx Research/Capstone Proposal		2
URS 6xxx Participatory Planning		2

Semester 4

URS 6xxx Capstone		5
URS 62xx Electives		2

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 6260	Practical Map Making	1
URS 6280	The Power of Story: Creating Strategy, Meme and Messages for Social Change	1
URS 6290	Introduction to Environmental Journalism	1

Residencies

The residencies constitute a key component of the USMA Program. Students are required to attend 7 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. Additional residencies, occurring mid-semester, span four days beginning on Thursday and ending on Sunday. All students attend six-day residencies at the start of each semester and four-day residencies in all but their final semester.

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 the residency following their final semester.

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

Residency Schedule

Cohorts Starting in October

Semester 1

October (6 day)
January (4 day)
April (6 day)
July (4 day)

Semester 3

October (6 day)
January (4 day)
April (6 day)

Final Residency: October (6 day)

Cohorts Starting in April

Semester 2

April (6 day)
July (4 day)
October (6 day)
January (4 day)

Semester 4

April (6 day)
July (4 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 the Adobe Connect Pro Classroom Platform. 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 professional 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

* An applicant with considerable related life and professional experience may, upon acceptance into the program, petition the program Chair for an exception to the four-semester requirement. If granted, the admitted student may complete the program in no fewer than three full-time semesters. The program unit requirements will remain the same. Contact the department for further details.

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). Note that this is referred to as a "Genre Jump".
- 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.

"Campus Jump" Semesters in the MFA in Writing & Contemporary Media Curriculum at Antioch University Barbara (AUSB)

In addition to the genres of study offered at the Los Angeles campus (fiction, poetry, creative nonfiction, and writing for young people), students in L.A.'s MFA in Creative Writing program (AULA) who choose either a mixed or dual concentration may choose to write and study one of the genres offered through the MFA in Writing & Contemporary Media offered at our sister campus in Santa Barbara: TV/screenwriting, play writing, and writing for new and emerging media. Students who wish to study these screen-or-stage-based genres may spend either one residency (mixed genre option) or two residencies (dual concentration) at the Santa Barbara campus, followed by either one (mixed genre option) or two (dual concentration) online project periods working with a professional script writer. For further information about AULA to AUSB or AUSB to AULA MFA "campus jump" options, please contact the chair or director of either program.

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: PDS A) an additional semester of project period mentoring any of the following genres: fiction, poetry, creative nonfiction, writing for young people, or literary translation at the Los Angeles campus, or a campus jump into TV/screenwriting, play writing, or writing for new or emerging media at the Santa Barbara campus (5 units, either campus); or PDS B) training and practice in the teaching of creative writing online, including online book coaching (5 units, Los Angeles campus only). The MFA Professional Development Semester is offered to Antioch MFA alumni as well as currently enrolled MFA students who have already completed all requirements for the MFA degree except the formatting review of the final manuscript. Continuing MFA students take the PDS during their fifth (or, in the case of dual concentrations, sixth) term of work. The 5 or 10 PDS units are added to the continuing student's total number of units required for graduation, making a total of 53 or 58 units that must be completed in order to earn the degree. Continuing MFA students may take only one Professional Development Semester but may also return for additional PDS terms as alumni. MFA alumni enroll in a PDS term as non-matriculating students.

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
- 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. Descriptions of residency seminars, panels, and other presentations are included in the MFA Student Handbook. The handbook is mailed to students and posted online in advance of the residency 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 (including a genre writing workshop) along with required orientations for specific student cohorts. In addition, students must attend two community activities (at least one "brown bag" lunch-time student reading and one graduating student reading) every residency.

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. Prior to the residency, students should prepare typed critiques for each fellow author and plan to hand these out in person to the author immediately after the writer's work has been discussed. The critique should be a minimum of 200 words with no maximum for each separate work (story, essay, poem, etc.) submitted for discussion.

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 it 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 (2nd project period), the Critical Paper (2nd and 3rd 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 4th or 5th 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, 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. 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 Critical Paper
- Working with at least three different faculty mentors (during the project periods) 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]
- Reading as a Writer
- 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 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, Writing for Young People, and all genres offered by the AUSB program 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 3-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 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 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 students during the three USMA semesters and as other MFA students during the three MFA semesters.

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 two 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 18 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 participatory planning class and the capstone course, which involves them writing their capstone proposals and starting on their capstone projects.

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 completion of the capstone project begun 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 80 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 two semesters as an MFA student. By the end of the first year, that student then applies to the USMA program and, if accepted, shifts to being a USMA student in Semester 3. The student spends Semesters 3,4, and 5 in the USMA program, and then shifts back to the MFA program for the final Semester, completing the USMA Capstone as part of the final MFA manuscript.

The student in this situation may or may not be able to finish both degrees within six semesters. Exact timing to complete the degrees depends largely on what work completed during the MFA program satisfies the USMA degree requirements, and vice versa. For example, fieldwork semesters required for USMA might have been fulfilled by the previous year's MFA field study placement. 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
 - Science for Urban Sustainability (4 units)
 - Eco Systems Thinking (3 units)
 - Urban Infrastructure (3 units)
 - Research & Writing for Practitioners (2 units)
 - Sustainable Urban Economies (3 units)
 - Participatory Planning (3 units)
 - Fieldwork Planning (1 unit)
 - Fieldwork (2 units)
 - Capstone (6 units)
- 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 through two 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 MFA program.
- Dual degree students who begin as USMA students begin their Capstone projects while USMA students, but complete them while enrolled as MFA 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, which 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.
- 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.

Urban Sustainability Master of Arts Degree and Integrated GIS Certificate

PROGRAM DESCRIPTION

The Urban Sustainability Master of Arts (USMA) degree with an integrated certificate in Applied Spatial Analysis for Geographic Information Systems (GIS) affords students the opportunity to earn both the MA degree and GIS certificate within 4 semesters. The GIS certificate, a 3-semester engagement, is earned while satisfying several of the USMA program requirements. The first 3-unit GIS course (ES 5100 Geographic Information Systems) of the nine-unit GIS certificate more than satisfies the 2-unit USMA elective requirement. ES6100 Advanced Geographic Information Systems does not satisfy any USMA requirements and thus is taken in addition to the USMA requirements. The final GIS Applications course, however, is subsumed entirely into the USMA capstone course. Thus, five of the certificate units satisfy five USMA required units, leaving students who want both the degree and the certificate to register for only 4 additional units beyond what is needed for the degree (36 total units). The Integrated USMA + Certificate requirements are as follows:

- Science for Urban Sustainability (4 units)
- Eco Systems Thinking (3 units)
- Urban Infrastructure (3 units)
- Research & Writing for Practitioners (2 units)
- Research/Capstone Proposal (1)
- Sustainable Urban Economies (3 units)
- Participatory Planning (3 units)
- Fieldwork Planning (1 unit)
- Fieldwork (4 units over two semesters)
- ES5100 Geographic Information Systems (3 units)
- ES6100 Advanced Geographic Information Systems (3 units)
- Applied GIS Capstone (6 units)

Total: 36 units

USMA + GIS Certificate Requirements by Semester

Semester 1 (8 units)

- Science for Urban Sustainability (4 units)
- Systems Thinking (3 units)
- Fieldwork Planning (1 unit)

Semester 2 (10 units)

- GIS (3 units)
- Research (2 units)
- Urban Infrastructure (3 units)
- Fieldwork 1 (2)

Semester 3 (12 units)

- Advanced GIS (3 units)
- Sustainability Urban Economics (3 units)

Participatory Planning (3 units)

Fieldwork 2 (3)

Semester 4 (6 units)

Capstone (6)

(Note: GIS applications course is satisfied through Capstone)

USMA/GIS Certificate students attend a total of 7 residencies, as follows: each of the six-day residencies, at the beginning of their first and second semesters and each of the four-day residencies during week 14 of their first and second semesters; the six day residencies at the beginning of both their third and fourth semesters; and then presenting their capstone projects in a public forum at the first residency following their final semester of enrollment in the USMA/GIS Certificate program.

Fast Track and Advanced Standing

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 link below to learn more about the qualification criteria.

Advanced Standing in the Master of Arts in Education, Leadership and Change (MAEx) Program (p. 101)

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 a future master's degree. Depending on the program, these units typically can satisfy up to a quarter's or semester's worth of graduate degree requirements. Undergraduate students should consult with their Academic Advisors in evaluation their suitability and eligibility for a Fast Track program. In addition, students must gain approval from the Undergraduate Studies Co-Chair to become a fast-track candidate prior to applying for the graduate program. To learn more, click on the links below:

Fast Track for Master of Arts in Psychology (MAP) Program

Fast Track for Teacher Credentialing (MAE/TC) Program (p. 104)

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 (MFA) Program

BA-Education Department Advanced Standing

Advanced Standing in the Master of Arts in Education with Leadership and Change Degree (MAEx)

Undergraduate students enrolled in the BA in Liberal Studies program who meet the requirements outlined below will be granted advanced standing status in order to enroll in MAEx classes.

BA students granted MAEx advanced standing status are pre-approved to enroll in up to 6 units of eligible coursework in fulfillment of their BA degree-unit requirement and may apply these 6 units toward fulfillment of the degree-unit requirements of the MAEx degree.

To qualify for MAEx advanced-standing status, a BA student must:

- Be in good academic standing. Students on probation are not eligible to apply for advanced-standing status
- Have the written approval of the Chair of the MA in Education, Leadership and Change program

Acceptance into the Education Department for those granted MAEx advanced-standing status is contingent upon successful completion of the BA in Liberal Studies degree and any other application requirements stipulated by the Department.

BA-MANM Fast Track

MANM Fast Track for Undergraduate Students

The MA in Nonprofit Management Fast Track option is available to AULA undergraduate students with 8 units remaining in their last quarter before graduation. Students who are approved for the MANM Fast Track option may enroll in the first quarter of the MANM program while concurrently enrolling in their last quarter of undergraduate studies.

Application for the MANM Fast Track option should be made two quarters prior to the student's final undergraduate quarter. Fast track students who wish to start in the Fall Quarter should apply by the previous May 1. Students who wish to start in the Winter Quarter should apply by the previous August 1.

Fast Track students will pay undergraduate tuition at the undergraduate rate for their final quarter of enrollment in undergraduate studies. They will not be eligible for MANM program scholarships during their first quarter of the MANM program. They will be considered for scholarship awards in subsequent quarters if they demonstrate graduate-level proficiency during their first quarter.

Fast Track Requirements

Prior to the fast-track quarter, applicants must:

1. Be in good academic standing
2. Have met their undergraduate degree requirements:
3. For the **BA in Liberal Studies** degree, requirements are: domains of knowledge, math, writing, non-classroom learning requirements, and area of concentration, if applicable. If their major area of concentration is Business and Social Entrepreneurship, they must have completed a minimum of 32 units in the concentration.
4. For Applied Studies degree students, requirements are: domains of knowledge, math, writing, non-classroom learning requirements, pro-seminar requirements, and core classes. Some Applied Studies degree students will be able to fulfill some of their core class requirements with MANM fast track courses and should consult with their undergraduate faculty advisor for specific guidance.
5. Have completed 172 units toward their undergraduate degree.

Application Process

1. The undergraduate student requests an interview with an MANM faculty member.
2. The student completes the MANM Fast Track Application form, including signatures of approval from his or her 1) undergraduate faculty adviser, 2) undergraduate studies division chair, 3) MANM program chair.
3. The student provides a recommendation form to two of the student's undergraduate instructors who complete and return the recommendation to the MANM program chair.
4. The MANM program will review the Fast Track application. If the application is approved, the student will then apply for admission to the MANM program by the deadline stipulated in the Academic Calendar.

Provisional Acceptance and Enrollment in MANM Courses:

1. Fast track students are accepted into the MANM program on a provisional basis, pending successful completion of the first quarter at the graduate level.
2. The student enrolls in the first quarter MANM courses, MNM 5100 and 5100F during the Fall or Winter terms when the MANM first quarter courses are offered. A Fast Track student cannot start the MANM in Spring or Summer.
3. A Fast Track student will be fully admitted into the MANM program only if the student completes the first quarter of the MANM program at a graduate level, as determined by the student's course instructors.
4. If the student completes the coursework, but without demonstrating graduate level achievement, the student will receive 8 units counted toward undergraduate degree completion but will not be admitted to the MANM program as a continuing graduate student.

BA-MAP Fast Track

Undergraduate students enrolled in the BA in Liberal Studies Program may, with faculty approval, apply as a fast track candidate for the MAP Program. The MAP fast track is a single integrated program that saves qualified students significant time and money when progressing from undergraduate to graduate studies. A student must gain approval from both the BA and MAP program chairs to become a fast track candidate.

Provisionally accepted fast track candidates will enroll in the required 9-12 quarter unit cohort curriculum for entering MAP students. Students may complete these courses in either one quarter if attending full time or in two quarters if attending less than full time. Once successfully completed, these 9-12 units will represent completion of the student's BA degree. These same units will also apply toward the single integrated MAP degree, per BBS requirements.

Students on academic or any other type of probation are not eligible for the Fast Track program.

If a student who is opting for the Fast Track (from BA to any graduate level program) is also receiving Title IV aid, the student would be eligible for only undergraduate level aid (including Pell grants) until the BA requirements are satisfied. The student may still be considered to be a graduate student for academic purposes.

In order to be eligible for the fast track, students must have met all of the criteria listed on the BA-MAP Fast Track checklist, including the following:

- 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-MFA in Creative Writing Fast Track

An AULA BA in Liberal Studies student may elect to become a Fast Track candidate, apply to the AULA 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, have no less than 18 units remaining and no more than 30 units remaining to complete 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.
- Have all prior learning units 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.)
- Ensure that any DSST/CLEP tests 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.
- 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 as a regular applicant 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

The Education Fast Track Policy allows undergraduate students to earn up to 31 upper division credits toward a teaching credential by taking courses in the Teacher Credentialing Program during the last one or two quarters of their undergraduate degree, with the prior approval of their undergraduate faculty advisor and Undergraduate Studies Chair and with preliminary acceptance into the Teacher Credentialing Program. Undergraduate students in the Fast Track option must fulfill all undergraduate requirements as described below in order to qualify. Upon successful completion of the undergraduate degree, the student is eligible to be considered for admission into the Teacher Credential Program and may complete the credential in additional two or three quarters of full-time study.

There are currently three start dates for BA to MAE Fast Track: Fall, Spring, and Summer quarters. Because most undergraduate requirements must be fulfilled prior to starting teaching credential course work, prospective Fast Trackers must plan their studies carefully with their undergraduate advisors in order to meet the eligibility requirements listed below:

- Must be in good standing in the BA program: (Not on SAP or Academic Probation)
- Unit Requirement: To begin the teacher credential coursework, the student must have completed
- At least 147 of the 180 minimum total units for the BA degree
- At least 57 of the minimum 90 upper division units
- At least 15 units in residency at Antioch
- 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 those 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:
 - Must have completed writing and math assessments, including turning in math workbooks.
 - Must have completed all writing classes as indicated by the results of the writing assessment.
- Residency Requirement:
 - Undergraduate students must complete a minimum 45 units in residency at Antioch. Prospective Fast-Tracker should expect to spend at least two quarters in the undergraduate program before beginning their Fast-Track coursework.
- Non-classroom learning:
 - o The BA Program requires 6 units of self-directed non-classroom learning (8 units for Applied Studies students), which are often fulfilled by prior learning units, internships, or approved Independent Studies. Early Deciders may also meet this requirement by taking TEP 533: Field Practicum, a 10-unit course that they complete during the second quarter of their teacher credential coursework. It is therefore not necessary for Fast-Trackers to complete their self-directed non-classroom learning requirement prior to beginning their Fast-Track course work.

Exceptions

In some cases, a student may petition his or her undergraduate advisor and the Teacher Credentialing Program for permission to take one remaining undergraduate course required for the degree during his or her first quarter of teacher credential course work, e.g., one domain of knowledge or area of concentration course. Because of the demands of the teacher credentialing sequence, this is the only exception that may be considered.

BA-USMA Fast Track

Undergraduate students enrolled in the BA in Liberal Studies Program may, with faculty approval, apply as a fast track candidate for the USMA Program. The USMA fast track is an option that saves qualified students

significant time and money when progressing from undergraduate to graduate studies. A student must gain approval from both the BA and USMA program chairs to become a fast track candidate. Students on academic probation are not eligible for the Fast Track program.

In order to become a fast track candidate, students must first apply to the USMA program and be provisionally accepted. Provisionally accepted fast track candidates will enroll in the required 10 semester-unit curriculum for entering USMA students.

- Urban Sustainability - 6 units
- EcoSystems Thinking - 3 units
- Fieldwork Planning - 1 unit

Once successfully completed, these 10 semester units will count toward the MA degree and also translate to 15 quarter units that will count toward completion of the student's BA degree. If not successfully completed, the student will not be granted full admission into the USMA program.

If a student who is opting for the Fast Track (from BA to any graduate level program) is receiving Title IV aid, the student would be eligible for only undergraduate level aid (including Pell grants) until the BA requirements are satisfied.

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 at least 27 units needed toward the 45 unit Residency Requirement in the undergraduate program
- Have completed all non-classroom learning and domain requirements;
- Have completed all math and academic writing requirements (including any math review determined through the math assessment)
- Have completed all area of concentration requirements, except for those with a concentration in Urban Studies, who must have completed 25 of the 40 unit concentration requirement.
- Adhere to the regular Admissions deadlines and procedures, as outlined by the USMA program. It is the student's responsibility to meet all admissions deadlines and requirements.

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. 106)
- Certificate in Applied Community Psychology (p. 106)
- Certificate in LGBT Affirmative Psychology (p. 107)
- Post-MFA Certificate in the Teaching of Creative Writing (p. 109)
- Certificate in Web Development (p. 110) *
- Certificate in Applied Spatial Analysis for Geographic Information Systems (GIS) (p. 107)

**Note: The Certificate in Web Development program is in hiatus beginning fall 18. Applications are not accepted at this time until further notice.*

Certificate in Conflict and Non-Conflict Related Trauma Studies

(Note: This program is undergoing a major overhaul. A significant upgrade is expected to become available soon. Applications for admission are not accepted at this time.)

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

In the LGBT-Affirmative Psychology Certificate Program, you will develop the knowledge, attitudes, skills, and self-awareness to implement the most effective and empowering mental health services for LGBTQIA+ individuals. You will challenge how you understand identity and become part of a community of advocates challenging broader categories of identity and helping advance greater equality and understanding. The Certificate will help you as an affirmative practitioner address the impact of minority stress (e.g., both institutionalized and internalized homo/bi/transphobia) that can be underlying causes for the depression, anxiety, substance abuse, unsafe sex, and other psychic challenges faced by many LGBT individuals. The LGBT Specialization benefits both LGBT people wanting to become immersed in the life-saving domain of affirmative theory and practice as well as allies who are eager to serve this community with new competencies and qualifications.

The LGBT Affirmative Psychology Certificate is designed for marriage and family therapists, clinical counselors, social workers, psychiatrists, psychologists or related professionals (licensed or license-eligible) seeking to expand their practices and refine their skills in clinical work with lesbian, gay, bisexual, pansexual, transgender, gender nonconforming, queer, intersex, asexual, questioning, and other related communities. The certificate was initially offered in Los Angeles, but has the potential to be offered in other cities.

The structure of the LGBT Affirmative Psychology Certificate consists 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 or 11, and week 20 of the program. During these residencies, students participate in classroom activities facilitated by the instructor(s). 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.

Through the LGBT Affirmative Psychology Certificate program, you will:

- Explore unconscious dynamics unique to LGBTQIA people
- Gain expertise in the most effective techniques in affirmative psychotherapy
- Grow awareness of unique issues associated with multiple oppressions of LGBTQIA people of color
- Learn to treat symptoms of internalized homophobia, biphobia, transphobia, and heterosexism in LGBTQIA client through exploring the unconscious and relational dynamics.
- Engage in case consultation regarding LGBTQIA cases

Required Courses

PSY 5930ZCT	Affirmative Psychotherapy	3
PSY 5930NNC	Treating Families Through the Lgbt-Affirmative Lens	3
PSY 5930DDC	Multicultural Mental Health	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.

Certificate in Applied Spatial Analysis for Geographic Information Systems (GIS)

As GIS increasingly becomes a vital decision support tool, the national and international need for qualified professionals has grown at an unprecedented rate. This state-of-the-art technology requires a high demand of technical skills to effectively gather, analyze, and relay vital information. This Certificate in Applied Spatial Analysis for Geographic Information Systems (GIS) helps students make a positive environmental impact by understanding unique patterns and relationships between multiple data points as they relate to cartography.

Certificate Overview

A certificate in Applied Spatial Analysis for Geographic Information Systems (GIS) meets the demand for qualified GIS professionals in various fields ranging from conservation and environmental sciences, business administration, clinical psychology, sustainability, to advocacy and social justice, epidemiology, and education. This 9-credit 1-year GIS Certificate is designed for graduate students, educators and professionals working in various sectors. It focuses on developing the skills and knowledge needed to work in any field that involves GIS-related spatial analysis. AULA offers this 9-credit certificate to matriculated and non-matriculated students. We believe that this certificate will add tremendous value to our students' professional development and career opportunities.

Certificate Learning Outcomes

Upon completion of the GIS certificate, students will demonstrate that they can:

- Understand the basics of cartography and geographic information systems.
- Process spatial socio-economic and environmental data of various types and from various sources
- Design, give meaning to and interpret maps.
- Appropriately model landscape features and to analyze spatial relationships among them.
- Conduct applied research projects using geospatial technology tools.
- Model environmental and socio-economic risks, target locations for appropriate interventions.
- Demonstrate familiarity with non-commercial spatial data mapping and analysis tools such as Quantum GIS, Google Earth and Maps, ArcGIS Online, Mobile GIS, etc.

Note: This certificate may be applied as credits toward the MA in Urban Sustainability degree at Antioch University Los Angeles as well as the Master of Science degree in Environmental Studies or Resource Management & Conservation at Antioch University New England.

Certificate Requirements

Students must earn a total of 9 semester credits to complete a GIS certificate, earning credit in each of the following three 3-unit courses:

ES-5100 Geographic Information Systems (GIS)

This is an introductory course in the use of GIS software to create, manage and work with spatially explicit data. The class will explore how to access GIS information available on the WWW, extract and analyze data using ArcGIS 10.0 software, understand limitations associated with various data sources, technical vocabulary, and preparation of maps for digital presentations. This is a computer based course with emphasis on the language of GIS and real world application.

ES-6100 Geographic Information Systems (GIS) Advanced

This course focuses on using real world examples and exercises to provide instruction on creating spatial models and predictive models, analyzing spatial patterns and dependence, deriving landscape and terrain variables as input for modeling, and creating professionally attractive maps using time-aware data. The course is intended for candidates from fields ranging from conservation and environmental sciences, business administration, urban planning and sustainability, advocacy, and social justice. The content for this course includes raster data manipulation, analysis and interpretation, advanced data editing, regression, suitability, and hotspot analysis, change detection, spatial distribution models, environmental assessment, and impact analysis, and human footprint analysis. ArcGIS Desktop, Quantum GIS, gvSIG, Google Earth, InVest, and Maxent, in combination with statistical packages such as SPSS will be used. To take this course, candidates are required to have successfully completed the first section of the certificate program (ES-5100 Geographic Information Systems). This is a hybrid course that can be taken completely on line. Students local to the AULA or AUNE campuses may attend onsite during online sessions.

Prerequisite: ES-5100

ES-6105 Geographic Information Systems (GIS) Applied

This course focuses on real-world applications of GIS. The students translate knowledge and applied GIS skills into problem-solving applications on the ground, working with a client. A student will spend a month with a client. The workload should total a minimum of 140 hours, which includes check-in and troubleshooting meetings with the instructor. The candidate works under joint supervision from both the client and the course instructor. At the end of the course, the GIS certificate candidate is expected to provide a final project report including GIS deliverables (maps, models, processed data, etc.) to the client according to the terms of the agreement between the client and the course instructor. At the end of the course, the student should be able to:

- Apply various GIS spatial analysis tools in a variety of platforms including ArcGIS, QGIS, DNRGPS and GPS to solve a real-world problem .
- Use cartography/map design principles to produce effective maps and communicate effectively with the audience.
- Work independently on GIS Projects to meet information needs from a client.
- Collect, manage, organize, update and share GIS data professionally.

Prerequisites: ES-5100 and ES-6100

Note: Applied Spatial Analysis for GIS certificate face-to-face courses meet one day/week or as intensives, aligned with AUNE's current Environmental Studies' delivery models.

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 Antioch University Los Angeles (AULA) or another accredited institution, and requires one semester beyond the completion of the MFA degree. During this semester, 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; and
- 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. In addition, 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;
- Attendance of all seminars, presentations, or panels dealing with creative writing pedagogy; and
- Five additional residency learning activities (seminars, presentations, panels, roundtables, etc. and 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; and
- 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; and
- 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.

Note that this program will be on hiatus after Summer 2018 and no new students are being admitted to this Certificate program.

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, at a minimum, a high school diploma 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

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)

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>). 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. 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>) and include AULA's school code: **E00554**.

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 an 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 email of their eligibility for financial aid. Students who qualify will receive a Financial Aid Award Letter indicating the types and amounts of financial aid awarded.
- Information and instructions for accepting 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 complete all Direct Loan requirements via www.studentloans.gov (<http://www.studentloans.gov>). Students can access the website by logging in with their FSA ID and password to complete and provide the following information:

- Entrance Counseling requirements
- Federal Direct Stafford Loans and/or Federal Direct PLUS Master Promissory Notes

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 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, there may still 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 any changes. 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®/Yellow Ribbon (Chapter 33), Vietnam Era GI Bill® (Chapter 34/30), Dependents GI Bill® (Chapter 35), the Reservists Montgomery GI Bill® (Chapter 106), Montgomery GI Bill® Reserve Education Assistance Program (Chapter 1607), or the Harry W. Colmery Veterans Educational Assistance Act of 2017 The "Forever GI Bill®," please call the Veterans' Affairs Toll Free telephone number at 1.888.442.4551 (1.888.GI Bill1) or visit the following web sites:
- Veteran's Benefits Administration web site: <https://benefits.va.gov>
- Department of Veterans Affairs web site: www.vets.gov (<https://www.vets.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. Notification of disbursement is provided by the Student Accounts office. All other aid sources are credited to a student's account 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.

Funds in excess of institutional costs are either deposited directly into a student's bank account, or a check is mailed to the student's address within 14 days of the credit balance occurring.

The institution will not disburse any aid to a student who has not yet registered for classes for that payment period. The responsibility for confirming a student's registration for classes before disbursement rests in the Financial Aid Office. Funds received for unregistered students are returned to the Department of Education within 14 days.

If the student withdraws, drops out, or is expelled before the first day of classes, the institution will restore to the program accounts any aid funds that were disbursed or credited to that student's account for that payment period.

The person responsible for monitoring that students have begun class attendance is the instructor of the course. Individual Class Rosters are available to the instructor via AUVIEW. 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.

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)).

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 60% of the term 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 \(p. 121\)](#) 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 Stafford Unsubsidized Loan
2. Federal Direct Stafford Stafford Subsidized Loan
3. Federal Perkins Loan
4. Federal Direct Grad PLUS Loan
5. Federal Direct PLUS Loan
6. Federal Pell Grant
7. Federal Supplemental Educational Opportunity Grant
8. Other Title IV assistance
9. State Grants
10. Institutional Aid
11. Private Aid
12. Vocational Rehabilitation
13. Money paid on Student Account
14. Other

Students' Rights and Responsibilities

As a recipient of financial aid, there are certain rights and responsibilities of which students should be aware.

Students have the right to know the:

- Financial aid programs available at Antioch University Los Angeles
- Application process which must be followed to be considered for aid
- Criteria used to select recipients and calculate need
- Antioch University Los Angeles refund and repayment policy
- FAO policies surrounding satisfactory academic progress
- Special facilities and services available for the disabled

Students are responsible for:

- Completing all forms accurately and by the published deadlines
- Submitting information requested by FAO staff in a timely manner
- Keeping the FAO informed of any changes in address, name, marital status, financial situation, or any change in student status
- Reporting to the FAO any additional assistance from non-University sources such as scholarships, loans, fellowships, and educational benefits
- Notifying the FAO of a change in enrollment status
- Maintaining satisfactory academic progress

Entrance Counseling 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. The Entrance counseling and the Master Promissory Note include:

- Importance of staying in contact with servicers when address or enrollment status changes.
- A general understanding of the average loan indebtedness, the interest rates on loans borrowed and applicable grace period.
- Various repayment, deferment, forbearance, and cancellation options.
- The consequences of delinquency and defaulting on their student loans.
- Repayment obligations even if they do not complete their program or if their expectations of the school were not met.
- Requirements for satisfactory academic progress and the consequences should academic progress not be maintained.

Exit Counseling

Prior to students dropping below half-time for any reason (LOA, EMS, graduating, withdrawal, enrollment below half-time), they must log in via <https://studentloans.gov> with their FSA ID to complete the required 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.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

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 AUVIEW.

Tuition & Fees

TUITION

(Effective Winter Quarter 2019)

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

Certificate In Web Development Tuition and Fees per Term*

Activity	Fee
Term 1	\$6,790.00
Term 2	\$12,901.00
Technology Fee	\$75.00
Parking Fee	\$95.00

*The Certificate in Web Development is in hiatus beginning fall 18. Applications are not accepted at this time until further notice.)

MAE/TC & MAEx Tuition per Quarter

Activity	Fee
13-23 units	\$7,210.00
5-12 units	\$4,326.00
Per unit	\$721.00
Induction Program tuition per quarter	\$750

MA in Psychology Tuition per Quarter

Activity	Fee
8-16 units	\$7,768.00
7 units	\$5,439.00
4-6 units	\$4,665.00
Per unit	\$777.00

MA in Non-Profit Management Tuition per Quarter

Activity	Fee
Per unit	\$678.00

MA in Urban Sustainability Tuition per Semester

(Effective Spring/Summer Semester 2019)

Activity	Fee
Full-Time (7 units minimum)	\$1,205.00 per unit
Half-Time (3-6 units)	\$1,205.00 per unit
Less than Half-Time	\$1,205.00 per unit

MFA in Creative Writing Tuition per Semester

(Effective Summer/Fall Semester 2019)

Activity	Fee
Summer/Fall 2019	\$8,701.00
4th Semester Summer/Fall 2019	\$12,959.00
Winter/Spring 2020	\$8,701.00
4th Semester Winter/Spring 2020	\$12,959.00
Summer/Fall 2019 Post MFA (Pedagogy)	\$8,701.00
Winter/Spring 2020 Post MFA (Pedagogy)	\$8,701.00

MFA-Professional Development Semester (PDS)

Activity	Fee
Per term	\$3,630.00

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	0
PSY 6230 Therapy (per section)	\$400.00
Per Evaluation Prior Learning	\$250.00

Reader Fees:

Activity	Fee
MFA Students	\$155.00/Semester
Per Course Reader	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 (USMA only)	\$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 Activities 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	No fee
Commencement Fee	No fee
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.

Estimates of total charges for each program are contained here.

<http://aulacatalog.antioch.edu/studentaccounts/tuitionfees/>

Tuition Refund Policy

Cancellation, Withdrawal, and Tuition Refund Policy

Cancellation of Enrollment Agreement

Antioch University Los Angeles is authorized to operate in the State of California by the Bureau for Private Postsecondary Education (BPPE), which is a state agency that serves California consumers by providing oversight of colleges and universities.

As part of our authorization, Antioch University Los Angeles provides students with an Enrollment Agreement, a document that outlines general information about academic program costs and refund policies. BPPE requires AULA to collect student's signature (either electronic or on paper) on this form and to be returned either via email to enrollmentagreement.aula@antioch.edu, U.S. mail to or in person at:

Antioch University Los Angeles

Attn: Enrollment Agreement
 400 Corporate Pointe, #A4028
 Culver City, CA 90230

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

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 Integrated Student Services. 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 Office of Integrated Student Services in writing of the intention to withdraw, in a letter or on a withdrawal form. Students on financial aid must also consult the AULA's Associate Director of Financial Aid. Students who have received Federal Student Loans must arrange with the Financial Aid Office for an exit interview.

Students who withdraw during the first eight weeks of the quarter or first sixteen weeks of the semester are entitled to a prorated refund of tuition which will be calculated based on the date the Office of Integrated Student Services received the student's written notification of his/her intention to withdraw.

Refund Schedule

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 5th week of class, a 75% refund will be applied
- 4) On Friday of the 11th week of class, a 50% refund will be applied 5) On Friday of the 17th 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 5th week of class, a 75% refund will be applied

4) On Wednesday of the 11th week of class, a 50% refund will be applied 5) On Wednesday of the 17th 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 Office of Integrated Student Services (ISS) within the first two weeks of the term. A written petition is required to Add/Drop after the first two weeks.

STUDENT TUITION RECOVERY FUND DISCLOSURE

"The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program."

"It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has

failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number."

Registrarial Policies and Procedures

The Office of the University Registrar maintains official academic records for each student. Along with the campus Office of Integrated Student Services providing front-facing customer services, the Office of the University Registrar provides services and support in areas such as: registration, academic standing, verification of enrollment/degree, transcripts, graduation audits, degree conferral, 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 Principal 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. 128)

Graduation, Diplomas, Commencement (p. 128)

Petitions for Exceptions to Registrar Policies (p. 130)

Registration Procedures (p. 125)

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 online each term through the AUView system. New students in quarter programs (except the Bachelors, MANM, USMA, and MFA whose new students are now able to register online) 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. Unless waitlisted, 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 "failure to register" reason. A student in this administrative leave of absence who fails to register for classes or for an extended LOA in the subsequent term will be withdrawn and cannot reenter without a 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 and Course Withdrawal

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 as defined.

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. *Learn more...*

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 Office of Integrated Student Services 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, she or 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.

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 Office of Integrated Student Services.

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 the student's advisor and the program chair 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 Associate 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 Antioch units for which they are enrolled in at AULA, and will register and pay separately for the concurrent learning 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. *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 campus Office of Enrollment Management and Student Services 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) 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.) These evaluations are official transcript supplements and may be requested by the student to accompany the transcript. The student may request that any, all, or none of the narrative evaluations accompany the transcript. No evaluations will be released unless requested by the student or alumnus. In no case shall a grade equivalent be recorded on a student's transcript or be represented as an official letter grade.

Students may request official transcripts via the NSC Transcript Ordering Online (<http://www.antiochla.edu/student-resources/transcript-request>). No transcripts will be released to any student until all financial obligations to the University have been satisfied.

Enrollment/Degree Verification

Student Self-Service Options: Enrollment Verification

Students seeking confirmation of their *current* enrollment status for an employer or for other personal purposes may use this option which will allow them to print an enrollment verification that can be used for this purpose. This service provides enrollment information based up on the most recently uploaded data which in most instances begins in the period following add/drop. This information is updated once each month. Click here (<https://www.antioch.edu/los-angeles/resources/students/registrar-office/student-records/#StudentSelf-ServiceOptions:EnrollmentVerification>) to use this service.

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](#).

Please email records@antioch.edu with any questions regarding this enrollment verification service.

Graduation, Diplomas, Commencement

Candidacy Status/Application for Graduation

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 online application for graduation through AUView in the term before their anticipated final term. The student is responsible for informing the Office of Integrated Student Services (ISS) of their Anticipated Completion Date (ACD) and any changes thereof. Student may consult their academic adviser in determining their ACD. The ACD is used by the Office of the University Registrar to generate the projected graduate list each term. In collaboration with respective advisors, program chairs and the campus ISS, the conferral team in the Office of the University Registrar conducts a final audit of projected graduating students to ensure that they are on track with their degree completion. Otherwise, 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.

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 Enrollment Maintenance Status, pay the fee, and complete any remaining degree requirements in order to be eligible to graduate.

The AULA's Annual Commencement Exercise occurs in June. The Commencement Exercise celebrates the completion of academic studies for students who have graduated in the preceding four quarters. The Commencement Committee notifies students who have indicated they will graduate by Spring of that year with details about the Commencement Exercise. The MFA in Creative Writing program conducts a separate Commencement Ceremony each December at the conclusion of the Summer/Fall Semester. In June, at the conclusion of the Winter/Spring Semester, graduating MFA students participate in commencement with students graduating from other academic programs.

Early Commencement

Students in the quarter programs who will not graduate until the end of Summer Quarter may petition to participate in the June Commencement Ceremony if they have no more than eight units of work outstanding as of the end of Spring term. Petitions to Participate Early in Commencement forms are available in the Office of Integrated Student Services.

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 Integrated Student Services will inform the student if the petition has been granted. Students are responsible for all applicable 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. Click [here](http://www.antioch.edu) (<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 University 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 University Registrar through the campus designee, 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 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 University Registrar at the campus Office of Integrated Student Services 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 Office of Integrated Student Services (OISS).

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

Application materials where applicant was not moved to student will be maintained by the Office of Admissions for 3 years.

Application materials where no application was ever received will be maintained for one year.

Petition for Exception

Petitions for exceptions to registrarial policies or procedures must be submitted in writing with supporting documentation using the petition form available in the Office of Integrated Student Services. Petitions are reviewed and processed by the Associate Registrar located at the campus. 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

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, and 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.

To access the full text of the SAP Policy, click here (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/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) 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 Integrated Student Services 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, Incomplete, or In-progress (if applicable) 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) 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 designated ISS Advisor 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. The Education Department 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 Integrated Student Services 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)

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) **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 ISS Advisor 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 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 may be withdrawn from AULA and may not 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 Integrated Student Services. 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 Office of Integrated Student Services in writing of the intention to withdraw, in a letter or on a withdrawal form. Students on financial aid must also consult the AULA's Associate Director of Financial Aid. Students who have received Federal Student Loans must arrange with the Financial Aid Office for an exit interview.

Students who withdraw during the first eight weeks of the quarter or first sixteen weeks of the semester are entitled to a prorated refund of tuition which will be calculated based on the date the Office of Integrated Student Services received the student's written notification of his/her intention to withdraw.

Non-Matriculated Status

Non-matriculated status applies to students who are not enrolled in a degree program but have been admitted to take one or more AULA classes. Non-matriculated students receive lowest priority to enroll and may not be permitted in all classes. Non-matriculated students must register during the late registration period. They are not eligible for financial aid and may not register for independent studies.

If a non-matriculated student subsequently wishes to enter Antioch University Los Angeles to work toward a degree, the student must apply for admission and be formally accepted. Credit earned while non-matriculating can be transferred to an AULA degree program. See the Admissions Page (p.) information about applying for non-matriculated status.

Auditor Status

Auditors attend a course for no credit, with the consent of the instructor and the Department/Division 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)" 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

AULA does not assess transfer credit evaluation processing fees.

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 University 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:

$$\# \text{ semester units} \times 1.5 = \# \text{ quarter units}$$

or

$$\# \text{ trimester units} \times 1.5 = \# \text{ quarter units.}$$

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 University 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 University 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).)

"NOTICE TO STUDENTS CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION"

"The transferability of credits you earn at Antioch University Los Angeles is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Undergraduate Studies Programs (Bachelors), Master of Arts in Education, Master of Arts in Education Leadership and Change, Master of Arts in Psychology, Master of Arts in Nonprofit Management, Master of Fine Arts in Creative Writing, and Master of Arts in Urban Sustainability you earn in the undergraduate studies and in all graduate programs, including all certificate programs is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Antioch University Los Angeles to determine if your earned credits will transfer."

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/

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/

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/

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/

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/

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/

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/

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

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/

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/

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/

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/

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/

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/

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/

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/

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/

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/

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/

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/

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/

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/

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/

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/

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/CEO 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).)

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/CEO 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.)). 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).)

Academic Services

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 24/7, AULA operates an online bookstore. Students may purchase books from the vendor of their choice, or may take advantage of AULA's partnership with MBS Direct, which has the nation's largest inventory of used books at discounted prices.

Some of the benefits of purchasing books through AULA's online bookstore through MBS Direct are:

- Fast shipping
- Order forms customized to AULA courses' required reading lists
- Multiple payment options, including Financial Aid Vouchers
- 100% return policy (Course materials must be returned within two weeks after class start date or within 21 days of date shipped, whichever is later)
- Excellent, U.S.-based customer service by phone or email
- A quarterly Customer Loyalty Program that increases the amount you receive when selling back your books

Visit AULA's online bookstore at bookstore.mbsdirect.net/antiochla.htm (<http://bookstore.mbsdirect.net/antiochla.htm>).

Course Readers

In addition to textbooks, some courses utilize compilations of journal articles and book excerpts, collectively bound as custom course readers. Readers can be picked up at the Campus Services Center, typically by the first day of the term. 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 compliment 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>) shows the dates when orientation is held by each of the quarter programs. For more information about the Orientations, contact the appropriate Program Coordinator.

Student Services

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/studentsservices/specializedsupportservices>)

Students with Disabilities (p. 154)

My Career Planner (<https://www.antioch.edu/los-angeles/resources/students/my-career-planner>)

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.vets.gov (<https://www.vets.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 Office of Integrated Student Services (OISS).

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 www.vets.gov (<https://www.vets.gov>).

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 www.vets.gov (<https://www.vets.gov>). (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 OISS.

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.vets.gov (<https://www.vets.gov>).

For efficient handling of student's VA records, inquiries, and other related problems, contact:

School Certification Official
Integrated Student Services, Suite A2060
400 Corporate Pointe, Suite A2060
Culver City, CA 90230-7615
(310) 578-1080 x 216

The AULA Veterans Resource Office

The Veterans Resource Office (VRO) serves as the primary advocate for veterans and other military-connected students. It is aimed at providing an array of services and opportunities in support of the educational goals and professional success of all military-connected students.

The VRO is committed to providing assistance to veterans and other military-connected students to ensure their unique needs are met toward the completion of their academic degree. The VRO will develop opportunities for peer-to-peer support for academic success, wellness, mentoring, and social networking to foster a "veteran-friendly" environment at AULA.

Hours of operation for the VRO shall be posted at the VRO office door, room A1003 on the first floor of the AULA campus. Students may also contact the VRO by phone at 310-578-1080, x440, or by email at vro.aula@antioch.edu.

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) handles all issues related to campus operations, facilities, equipment, supplies, safety, and security in support of the AULA learning environment. Students may have materials photocopied for a fee. Mailboxes for faculty are located in the Campus Services Center. The Campus Services Center (CSC) is open during all hours of university operation.

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.

Student mailboxes are located in the Campus Services Center (CSC). All registered students are assigned mailboxes by CSC during the first term of enrollment. 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 student 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 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. 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: <https://www.antioch.edu/wp-content/uploads/2017/09/AULA-2017-Annual-Security-Report.pdf>. 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

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 or by calling the Development and Alumni Relations Office at (310) 578-1080 ext. 118.

AULA Faculty

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 (<https://www.antioch.edu/los-angeles/resources/students/faculty-directory>) to meet our faculty members.

AULA Academic Calendars

2018-19 Academic Calendar (p. 158)

2019-20 Academic Calendar (<http://aulacatalog.antioch.edu/aulaacademiccalendar/2019>)

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.

2018- 19 University Holidays

Wednesday, July 4	Independence Day
Monday, September 3	Labor Day
Thursday, November 22-	
Friday, November 23	Thanksgiving
Saturday, December 22 -	
Tuesday – January 1	Winter Break
Tuesday, January 1	New Year's Day
Monday, January 21	Martin Luther King Jr. Day
Monday, February 18	Presidents' Day
Monday, May 27	Memorial Day

2018-19 Academic Calendar

/aulaacademiccalendar/2018/ (p. 158)MFA SUMMER/FALL SEMESTER 2018 CAMPUS TERM DATES 06/14/18 to 11/18

Activity/Event	Start	End
MFA Admission and Financial Aid Priority Application consideration for Summer/Fall 2018	2/15/18	
Post-MFA Certificate Admission and Financial Aid Application (No deadline)	Rolling admission	
Online registration for continuing students	4/23/18	6/7/18
Withdraw period for 100% tuition refund	4/23/18	6/15/18
Pre-residency Preparation Period	5/21/18	6/13/18
Residency Period	6/14/18	6/23/18
Withdraw period for proportional work tuition refund; drops to 0% tuition refund thereafterFri, Oct 19	6/16/18	10/19/18
All Program Commencement (for June Graduates)	6/24/18	
Project Period	6/25/18	11/18/18
Official Graduation/Degree Conferral Date for Summer/Fall 2018	12/22/18	

SUMMER QUARTER 2018 (Undergraduates, EDUC, MANM, MAP) CAMPUS TERM DATES 07/02/18 to 09/10/18

Activity/Event	Start	End
Early Admission Application Deadline for new students		4/23/18
Financial Aid Application Deadline	4/23/18	
New International Student Admission Application Deadline		4/23/18
New Student Admission and Financial Aid Application Consideration		5/18/18
Priority Online Registration for Continuing Students	5/29/18	5/31/18
Online Registration continues	6/1/18	7/1/18
Teacher Credentialing Completion Ceremony	6/23/18	
AULA Commencement Ceremony for Academic Year 2017-2018	6/24/18	
Submission Deadline of Student Learning Evaluation for Spring 2018 Classes		6/25/18
First Day of Classes	7/2/18	
Add/Drop period (100% tuition refund)	7/2/18	7/16/18
Independence Day Holiday (No Classes)	7/4/18	
Priority Financial Aid consideration for new students (Undegraduates, EDUC, and MAP Only)		7/9/18
Course Withdrawal period with a "W" (Withdrawal) grade	7/17/18	8/11/18
70% tuition refund for changes in student's enrollment status	7/17/18	7/21/18
Early Admission Application consideration for new students		7/23/18
New International Student Admission Application Deadline		7/23/18

Deadline to Apply for Graduation for Summer 2018 Graduates		7/26/18
Financial Aid Application Consideration for Fall 2018 (Continuing Students)		7/27/18
Last day of 60% tuition refund for changes in student's enrollment status	7/22/18	7/27/18
50% tuition refund for changes in student's enrollment status	7/28/18	8/4/18
Faculty Review of Student Files	7/30/18	8/10/18
40% tuition refund for changes in student's enrollment status	8/5/18	8/11/18
Course Withdrawal period with a "WNC" (Withdrawal No credit) grade	8/12/18	9/10/18
Student Advisement Week	8/13/18	8/17/18
New Student Admission and Financial Aid Application Consideration for Fall 2018		8/17/18
30% tuition refund for changes in student's enrollment status	8/12/18	8/18/18
20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter	8/19/18	8/24/18
Priority Online Registration for Fall 2018 Continuing Students	8/28/18	8/30/18
Labor Day Holiday (No Classes)	9/1/18	9/3/18
Undergraduate (Bachelors) New Student Orientation and Registration (Additional dates TBD)	9/5/18	
MAP New Student Orientation and Registration	9/8/18	
Last Day of Classes	9/10/18	
MANM New Student Orientation and Registration	9/22/18	
Submission Deadline of Student Learning Evaluation for Summer 2018 classes		9/24/18
Official Graduation/Degree Conferral Date for Summer 2018	9/25/18	

FALL QUARTER 2018**(Undergraduate, EDUC, MANM, MAP)****CAMPUS TERM DATES 10/01/18 to 12/08/18**

Activity/Event	Start	End
First Day of Classes	10/01/18	
Add/Drop (100% Tuition refund)	10/1/18	10/13/18
Priority Financial Aid Application consideration for new students		10/8/18
Course Withdrawal period with a "W" (Withdrawal) grade	10/14/18	11/10/18
70% tuition refund for changes in student's enrollment status	10/14/18	10/20/18
Early Admission Application deadline for new students		10/22/18
New International Student Admission Application Deadline		10/22/18
Financial Aid Application Consideration for Winter 2019 (Continuing Students)		10/26/18
60% tuition refund for changes in student's enrollment status	10/21/18	10/27/18

50% tuition refund for changes in student's enrollment status	10/28/18	11/3/18
Faculty Review of Student Files	10/29/18	11/9/18
40% tuition refund for changes in student's enrollment status	11/4/18	11/10/18
Course Withdrawal period with a "WNC" (Withdrawal No Credit) grade	11/11/18	12/8/18
30% tuition refund for changes in student's enrollment status	11/11/18	11/17/18
Student Advisement Week	11/12/18	11/16/18
New Student Admission and Financial Aid Application Consideration for Winter 2019		11/16/18
20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter	11/18/18	11/24/18
Thanksgiving Holiday (No Classes)	11/22/18	11/25/18
Priority Online Registration for Winter 2019 Continuing Students	11/27/18	11/29/18
Online Registration continues	11/30/18	
MAP New Student Orientation and Registration	12/1/18	
Undergraduate (Bachelors) New Student Orientation and Registration (Additional dates TBD)	12/5/18	
Last Day of Classes		12/8/18
Winter Recess (University Closed)	12/22/18	1/1/19
Official Graduation/Degree Conferral Date for Fall 2018	12/23/18	
Submission Deadline of Student Learning Evaluation for Fall 2018 classes	1/2/19	

**URBAN SUSTAINABILITY FALL/WINTER SEMESTER 2018-19
CAMPUS TERM DATES 10/23/18 to 03/24/19**

Activity/Event	Start	End
Priority Admission and Financial Aid Application Consideration for Fall/Winter 2018-2019		8/14/18
Final Admission and Financial Aid Application Deadline		9/17/18
Registration period	10/1/18	10/23/18
Pre-residency Preparation Period	10/11/18	10/22/18
New Student Orientation	10/22/18	
Last day of registration (\$100 late registration fee applies)		10/23/18
Residency period	10/23/18	10/28/18
Project Period	10/29/18	03/24/18
Last day to Withdraw @ 100% tuition refund		10/31/18
Last Day of Add/Drop		11/4/18
Course Withdrawal period with a "W" (Withdrawal) grade	11/5/18	1/23/19
Mid-semester off-site residency period	1/24/19	1/27/19
Course Withdrawal period with a "WNC" (Withdrawal No Credit) grade	1/24/19	3/24/19
Last day to Withdraw for pro rata tuition refund; drops to 0% tuition refund thereafter		2/20/19
Official Graduation/Degree Conferral Date for Fall/Winter 2018-2019	3/31/19	

Submission Deadline of Student Learning Evaluation for Fall/Winter 2019 classes	4/16/19
---	---------

MFA WINTER/SPRING SEMESTER 2019

CAMPUS TERM DATES 12/06/18 to 05/19/19

Activity/Event	Start	End
Admission and Financial Aid Priority Application consideration for Winter/Spring 2018-2019		8/15/2018
Post-MFA Certificate Admission and Financial Aid Rolling Admission Application (No deadline)		
Online registration for continuing students	10/29/18	12/06/18
Pre-residency Preparation Period	11/19/18	12/5/18
LATE REGISTRATION FOR WINTER/SPRING 19 (\$100 late registration fee applies)		12/06/18
Residency Period	12/6/18	12/15/18
Last day to Withdraw for 100% tuition refund		12/7/18
MFA Commencement Ceremony (for December Graduates)	12/16/18	
Project period	12/24/18	05/19/19
Last day to Withdraw for proportional work tuition refund; drops to 0% tuition refund thereafter		4/21/19
Last day of Winter/Spring 2018-2019 project period		5/19/19
Official Graduation/Degree Conferral Date for Winter/Spring 2018-2019	6/22/19	
LATE REGISTRATION (\$100 late registration fee applies)		12/6/18

WINTER QUARTER 2019

(Undergraduate, EDUC, MANM, MAP)

CAMPUS TERM DATES 01/02/19 to 03/12/19

Activity/Event	Start	End
MANM New Student Orientation	1/5/19	
First Day of Classes	1/2/19	
Last Day of Online Registration (\$100 late registration fee applies)	1/2/19	
Add/Drop period (100% Tuition refund)	1/2/19	1/15/19
Priority FA Application consideration for new students		1/8/19
Course Withdrawal period with a "W" (Withdrawal grade)	1/16/19	2/12/19
Holiday, Martin Luther King's Birthday (No Classes)	1/21/19	
70% tuition refund for changes in student's enrollment status	1/16/19	1/23/19
New International Student Admission Application deadline		1/22/19
Faculty Review of Student Files	1/28/19	2/8/19
60% tuition refund for changes in student's enrollment status	1/24/19	1/30/19
Last day to apply for Cal Grant (For Bachelors New Students Only)		2/1/19
50% tuition refund for changes in student's enrollment status	1/31/19	2/6/19
Student Advisement Week	2/11/19	2/15/19

40% tuition refund for changes in student's enrollment status	2/7/19	2/13/19
Course Withdrawal period with a grade of "WNC" (Withdrawal No Credit) grade	2/13/19	3/12/19
Last day to apply for Cal Grant (For Bachelors Continuing Students Only)		2/15/19
Financial Aid Application Consideration for Spring 2019 (Continuing Students)		2/15/19
President's Day (No Classes)	2/18/19	
30% tuition refund for changes in student's enrollment status	2/14/19	2/20/19
20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter	2/21/19	2/27/19
Priority Online Registration for Spring 2019	2/26/19	2/28/19
Undergraduate (Bachelors) New Student Orientation and Registration (Additional dates TBD)	3/6/19	
MAP New Student Orientation and Registration	3/9/19	
Last Day of Classes	3/12/19	
Submission Deadline of Student Learning Evaluation for Winter 2019 classes		3/26/19
Official Graduation/Degree Conferral Date for Winter 2019		3/31/19

SPRING QUARTER 2019**(Undergraduate, EDUC, MANM, MAP)****CAMPUS TERM DATES 04/01/19 to 06/12/19**

Activity/Event	Start	End
Last Day of Online Registration (\$100 late registration fee applies)		4/1/19
First Day of Classes	4/1/19	
Add/Drop period (100% Tuition refund)	4/1/19	4/13/19
Priority Application consideration for new students		4/8/19
Course Withdrawal period with a "W" (Withdrawal) grade	4/14/19	5/15/19
70% tuition refund for changes in student's enrollment status	4/14/19	4/20/19
New International Student Admission Application Deadline		4/22/19
60% tuition refund for changes in student's enrollment status	4/21/19	4/27/19
Faculty Review of Student Files	4/29/19	5/10/19
50% tuition refund for changes in student's enrollment status	4/28/19	5/4/19
40% tuition refund for changes in student's enrollment status	5/5/19	5/11/19
Student Advisement Week	5/13/19	5/17/19
Course Withdrawal period with a "WNC" (Withdrawal No credit) grade	5/16/19	6/12/19
Admission and New Financial Aid Application consideration for Summer 2019		5/17/19
30% tuition refund for changes in student's enrollment status	5/11/19	5/18/19

20% tuition refund for changes in student's enrollment status; drops to 0% tuition refund thereafter	5/19/19	5/25/19
Holiday, Memorial Day (No Classes)	5/25/19	5/27/19
Priority Online Registration for Summer 2019 Continuing Students	5/28/19	5/30/19
Undergraduate (Bachelors) New Student Orientation and Registration (Additional dates TBD)	6/5/19	
MAP New Student Orientation and Registration	6/8/19	
Last Day of Classes		6/12/19
AULA Commencement Ceremony for 2018-2019 Academic Year Graduates	6/23/19	
Submission Deadline of Student Learning Evaluation for Spring 2019 classes		6/24/19
Official Graduation (Diploma) Date for Spring 2019 Quarter		6/30/19

**URBAN SUSTAINABILITY SPRING/SUMMER SEMESTER 2019
CAMPUS TERM DATES 04/29/19 to 09/22/19**

Activity/Event	Start	End
Admission and Financial Aid Application consideration for Spring/Summer 2019		2/11/19
Final Admission and Financial Aid Application Deadline for Spring/Summer 2019		3/11/19
Registration begins	4/2/19	
Pre-residency Preparation Period	4/11/19	4/22/19
New Student Orientation	4/22/19	
Last day of registration (\$100 late registration fee applies)	4/23/19	
Spring/Summer 2019 Residency	4/23/19	4/28/19
Project Period	4/29/19	9/22/19
Last day to Withdraw for 100% tuition refund	5/1/19	
Last day of Add/Drop		5/5/19
Course Withdrawal period with a "W" (Withdrawal) grade	5/6/19	7/30/19
Mid-semester off-site residency period	7/25/19	7/28/19
Course Withdrawal with a "WNC" (Withdrawal No Credit) grade	7/31/19	9/22/19
Last day to Withdraw for pro- rata tuition refund; drops to 0% tuition refund thereafter		8/21/19
Last day of Spring/Summer 2019 project period		9/22/19
Official Graduation/Degree Conferral Date for Spring/Summer 2019	10/14/19	
Submission Deadline of Student Learning Evaluation for Spring/Summer 2019 classes	10/15/19	

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.

2019-20 Academic Calendar

MFA SUMMER/FALL SEMESTER 2019

CAMPUS TERM DATES 06/13/19 to 11/17/19

Activity/Event	Start	End
MFA Admission and Financial Aid Priority Application consideration for Summer/Fall 19	2/14/19	
Start Applying for Graduation for this semester	2/18/19	
Post-MFA Certificate Admission and Financial Aid Application (No deadline)	Rolling admission	
Online registration for continuing students	4/22/19	6/13/19
LATE REGISTRATION FOR SUMMER/FALL 20 (\$100 late registration fee applies)		6/13/19
Withdraw period for 100% tuition refund	4/22/19	6/14/19
Pre-residency Preparation Period	5/20/19	6/12/19
Residency Period	6/13/19	6/22/19
Withdraw period for proportional work tuition refund; drops to 0% tuition refund thereafter	6/15/19	10/18/19
All Programs Commencement (for June Graduates)	6/23/19	
MFA-only Commencement	6/23/19	
Project Period	6/24/19	11/17/19
Faculty (Mentor) Student Learning Evaluations due		12/5/19
Official Graduation/Degree Conferral Date for Summer/Fall 2019	12/22/19	

Note: Dates subject to change for compliance with University policy.

SUMMER QUARTER 2019

(Undergraduates, EDU, MANM, MAP)

CAMPUS TERM DATES 07/01/19 to 09/9/19

Activity/Event	Start	End
Early Admission Application Deadline for new students		4/22/19
Financial Aid Application Deadline		4/22/19
New International Student Admission Application Deadline		4/22/19
Start Applying for Graduation for this term	5/5/19	
New Student Admission and Financial Aid Application Consideration		5/17/19
Summer 19 Classes Available to View Online	5/20/19	
PRIORITY REGISTRATION for SUMMER 19	5/28/19	5/30/19
OPEN REGISTRATION for SUMMER 19	5/31/19	7/1/19
Deadline by which All Course Syllabi are Posted Online		6/24/19
LATE REGISTRATION (\$100 late registration fee applies)		7/1/19
First Day of Classes	7/1/19	
Add/Drop (100% tuition refund)	7/1/19	7/14/19
Independence Day Holiday (No Classes)	7/4/19	
Course Withdrawal with a "W" grade	7/15/19	8/10/19
Withdraw period for proportional work tuition refund; drops to 0% tuition refund thereafter	7/15/19	8/25/19

Early Admission Application consideration for Fall 19 new students		7/22/19
Faculty Review of Student Files	7/29/19	8/9/19
New International Student Admission Application Deadline for Fall 19		7/22/19
Financial Aid Application Consideration for Fall 19 (Continuing Students)		7/26/19
Course Withdrawal with a "WNC" grade	8/11/19	9/19/19
Student Advisement Week	8/12/19	8/16/19
New Student Admission and Financial Aid Application Consideration for Fall 2019		8/16/19
Fall 19 Classes Available to View Online	8/19/20	
PRIORITY REGISTRATION FOR FALL 19	8/27/19	8/29/19
OPEN REGISTRATION for FALL 19	8/30/19	9/29/19
Labor Day Holiday (No Classes)	8/31/19	9/2/19
Undergraduate (Bachelors) New Student Orientation and Registration (Additional dates TBD)	9/4/19	
MAP New Student Orientation and Registration	9/7/19	
Last Day of Classes	9/9/19	
Faculty Student Learning Evaluations due		9/23/19
Official Graduation/Degree Conferral Date for Summer 19	9/24/19	

Note: Dates subject to change for compliance with University policy.

FALL QUARTER 2019

(Undergraduate, EDU, MANM, MAP)

CAMPUS TERM DATES 9/30/19 to 12/9/19

Activity/Event	Start	End
Start Applying for Graduation for this term	8/26/19	
MANM New Student Registration and Orientation	9/28/19	
Deadline by which All Course Syllabi are Posted Online		9/23/19
LATE REGISTRATION (\$100 late registration fee applies)		9/30/19
First Day of Classes	9/30/19	
Add/Drop (100% Tuition refund)	9/30/19	10/13/19
Priority Financial Aid Application consideration for Winter 20 new students		10/7/19
Course Withdrawal with a "W" grade	10/13/19	11/9/19
Withdraw period for proportional work tuition refund; drops to 0% tuition refund thereafter	10/14/19	11/24/19
Early Admission Application deadline for new students		10/21/19
New International Student Admission Application Deadline for Winter 20		10/21/19
Financial Aid Application Consideration for Winter 2020 (Continuing Students)		10/24/19
Faculty Review of Student Files	10/28/19	11/8/19
Course Withdrawal with a "WNC" grade	11/10/19	12/9/19
Student Advisement Week	11/11/19	11/15/19
New Student Admission and Financial Aid Application Consideration for Winter 2020		11/15/19
Winter 20 Classes Available to View Online	11/18/19	

PRIORITY REGISTRATION for WINTER 20	11/25/19	11/27/19
OPEN REGISTRATION for WINTER 20	11/28/19	1/5/20
Thanksgiving Holiday (No Classes)	11/28/19	12/1/19
MAP New Student Orientation and Registration	11/30/19	
Undergraduate (Bachelors) New Student Orientation and Registration (Additional dates TBD)	12/4/19	
Last Day of Classes		12/9/19
Faculty Student Learning Evaluations due		12/23/19
Winter Recess (University Closed)	12/25/19	1/3/19
Official Graduation/Degree Conferral Date for Fall 19	12/22/19	

URBAN SUSTAINABILITY FALL/WINTER SEMESTER 2019-20**CAMPUS TERM DATES 10/22/19 to 03/22/20**

Activity/Event	Start	End
Priority Admission and Financial Aid Application Consideration for Fall/Winter 2019-20		8/13/19
Start Applying for Graduation for this term	8/5/19	
Final Admission and Financial Aid Application Deadline		9/16/19
Deadline by which All Course Syllabi are Posted Online		10/11/19
Registration period	9/30/19	10/21/19
Pre-residency Preparation Period	10/10/19	10/21/19
New Student Orientation	10/21/19	
Last day of registration (\$100 late registration fee applies)		10/22/19
Residency period	10/22/19	10/27/19
Project Period	10/28/19	03/22/20
Last day to Withdraw @ 100% tuition refund		10/29/19
Last Day of Add/Drop		11/2/19
Course Withdrawal with a "W" grade	11/4/19	1/22/20
Mid-semester off-site residency period	1/23/20	1/26/20
Course Withdrawal with a "WNC" grade	1/23/20	3/22/20
Last day to Withdraw for pro rata tuition refund; drops to 0% tuition refund thereafter		2/19/20
Official Graduation/Degree Conferral Date for Fall/ Winter 2019-20	3/29/20	
Faculty Student Learning Evaluations Due		4/1/20

Note: Dates subject to change for compliance with University policy.

MFA WINTER/SPRING SEMESTER 2020**CAMPUS TERM DATES 12/5/19 to 5/17/20**

Activity/Event	Start	End
Admission and Financial Aid Priority Application consideration for Winter/Spring 2019-20		8/14/19
Post-MFA Certificate Admission and Financial Aid Rolling Admission Application (No deadline)		
Start Applying for Graduation for this term	10/7/19	
Online registration for continuing students	10/28/19	12/5/19
LATE REGISTRATION FOR WINTER/SPRING 20 (\$100 late registration fee applies)		12/5/19

Pre-residency Preparation Period	11/18/19	12/4/19
Residency Period	12/5/19	12/14/19
Last day to Withdraw for 100% tuition refund		12/6/19
MFA-only Commencement Ceremony (for December Graduates)	12/15/19	
Project period	12/23/19	05/17/20
Last day to Withdraw for proportional work tuition refund; drops to 0% tuition refund thereafter		4/19/20
Faculty (Mentor) Student Learning Evaluations Due		6/11/20
Official Graduation/Degree Conferral Date for Winter/Spring 2019-20	6/20/20	

Note: Note: Dates subject to change for compliance with University policy.

**WINTER QUARTER 2020
(Undergraduate, EDU, MANM, MAP)
CAMPUS TERM DATES 01/06/20 to 03/16/20**

Activity/Event	Start	End
Start Applying for Graduation for this term	10/5/19	
Deadline by which All Course Syllabi are Posted Online		12/31/19
MANM New Student Orientation	1/4/20	
First Day of Classes	1/6/20	
LATE REGISTRATION (\$100 late registration fee applies)	1/6/20	
Add/Drop period (100% Tuition refund)	1/6/20	1/19/20
Priority FA Application consideration for Spring 20 new students		1/13/20
Course Withdrawal with a "W" grade	1/20/20	2/15/20
Holiday, Martin Luther King's Birthday (No Classes)	1/20/20	
Last day to apply for Cal Grant (For Bachelors New Students Only)		1/21/20
Withdraw period for proportional work tuition refund; drops to 0% tuition refund thereafter	1/25/20	3/8/20
New International Student Admission Application deadline for Spring 20		1/28/20
Faculty Review of Student Files	2/3/20	2/14/20
Last day to apply for Cal Grant (For Bachelors Continuing Students Only)		2/14/20
Course Withdrawal with "WNC" grade	2/16/20	3/16/20
President's Day (No Classes)	2/17/20	
Student Advisement Week	2/18/20	2/21/20
Financial Aid Application Consideration for Spring 2020 (Continuing Students)		2/21/20
Spring 20 Classes Available to View Online	2/24/20	
PRIORITY REGISTRATION FOR SPRING 20	3/3/20	3/5/20
OPEN REGISTRATION for SPRING 20	3/6/20	6/5/20
Undergraduate (Bachelors) New Student Orientation and Registration (Additional dates TBD)	3/11/20	
MAP New Student Orientation and Registration	3/14/20	
Last Day of Classes	3/16/20	
Faculty Student Learning Evaluations Due		3/30/20

Official Graduation/Degree Conferral Date for 30/30/20
Winter 20

Note: Dates subject to change for compliance with University policy.

**SPRING QUARTER 2020
(Undergraduate, EDU, MANM, MAP)**

CAMPUS TERM DATES 04/6/20 to 06/15/20

Activity/Event	Start	End
Start Applying for Graduation for this term	2/18/20	
Deadline by which All Course Syllabi are Posted Online		3/30/20
LATE REGISTRATION (\$100 late registration fee applies)		4/6/20
First Day of Classes	4/6/20	
Add/Drop period (100% Tuition refund)	4/6/20	4/19/20
Priority Application consideration for Summer 20 new students		4/13/20
Course Withdrawal with a "W" grade	4/20/20	5/23/20
Withdraw period for proportional work tuition refund; drops to 0% tuition refund thereafter	4/19/20	5/31/20
New International Student Admission Application Deadline for Summer 20		4/27/20
Faculty Review of Student Files	5/4/20	5/15/20
Student Advisement Week	5/18/20	5/22/20
Course Withdrawal with a "WNC" grade	5/24/20	6/15/20
Admission and New Financial Aid Application consideration for Summer 20		5/22/20
Summer 20 Classes Available to View Online	5/25/20	
PRIORITY REGISTRATION for SUMMER 20	6/2/20	6/4/20
Undergraduate (Bachelors) New Student Orientation and Registration (Additional dates TBD)	6/10/20	
MAP New Student Orientation and Registration	6/13/20	
Last Day of Classes		6/15/20
AULA Commencement Ceremony for 2019-20 Academic Year Graduates	6/28/20	
Faculty Student Learning Evaluations due		6/29/20
Official Graduation (Diploma) Date for Spring 20 Quarter		6/30/20

Note: Note: Dates subject to change for compliance with University policy.

URBAN SUSTAINABILITY SPRING/SUMMER SEMESTER 2020

CAMPUS TERM DATES 4/28/20 to 09/27/20

Activity/Event	Start	End
Admission and Financial Aid Application consideration for Spring/Summer 20		2/18/20
Start Applying for Graduation this term	2/18/20	
Final Admission and Financial Aid Application Deadline for Spring/Summer 20		3/18/20
Registration begins	4/9/20	
Deadline by which All Course Syllabi are Posted Online	4/13/20	
Pre-residency Preparation Period	4/18/20	4/26/20
New Student Orientation	4/27/20	

Last day of registration (\$100 late registration fee applies)	4/28/20	
Residency Period	4/28/20	5/3/20
Last day to Withdraw for 100% tuition refund	4/29/20	
Project Period	4/29/20	9/27/20
Last day of Add/Drop		5/3/20
Course Withdrawal with a "W" grade	5/4/20	8/4/20
Mid-semester off-site residency period	7/30/20	8/2/20
Course Withdrawal with a "WNC" grade	8/5/20	9/27/20
Last day to Withdraw for pro- rata tuition refund; drops to 0% tuition refund thereafter		8/26/20
Faculty Student Learning Evaluations due		12/7/20
Official Graduation/Degree Conferral Date for Spring/Summer 20	10/28/20	

Notes: Dates subject to change for compliance with University policy.

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

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 (p. 265). 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 AUView (<https://mynew.antioch.edu/WAPROD/WebAdvisor?mode=xxx&id=Nzg1MjQ4MzA3Nio1MDM4NTE3MzkwMDE3ODIqM>).

- Addiction Studies (p. 171)
- Anthropology (p. 173)
- Applied Studies (p. 173)
- Art (p. 174)
- Astronomy (p. 177)
- Biology (p. 177)
- Business (p. 177)
- Cinema (p. 180)
- Communication (p. 181)
- Computer Science (p. 182)
- Concurrent Learning (p. 183)
- Creative Writing (p. 183)
- Dance (p. 183)
- Economics (p. 184)
- Education (p. 184)
- English (p. 185)
- Environmental Studies (p. 189)
- Film (p. 190)
- French (p. 191)
- Geography (p. 191)
- Gerontology (p. 191)
- Health (p. 192)
- History (p. 192)
- Human Development (p. 194)
- Humanities (p. 195)
- Journalism (p. 200)
- Labor Studies (p. 200)
- Law (p. 200)
- Library Science (p. 201)
- Linguistics (p. 201)
- Literature (p. 201)
- Management (p. 205)
- Mathematics (p. 208)
- Music (p. 210)
- Non-Profit Management (p. 211)
- Nutrition (p. 212)
- Organizational Management (p. 212)
- Orientation (p. 212)
- Philosophy (p. 213)
- Physical Education (p. 214)
- Political Science (p. 214)
- Psychology (p. 215)
- Public Administration (p. 244)

- Religion (p. 244)
- Science (p. 244)
- Social Services Administration (p. 246)
- Social Work (p. 246)
- Sociology (p. 247)
- Spanish (p. 249)
- Special Education (p. 250)
- Teacher Education (p. 251)
- Television (p. 258)
- Theatre (p. 258)
- Thesis (p. 259)
- Urban Studies (p. 259)
- Urban Sustainability (p. 261)
- Women Studies (p. 263)

Addiction Studies

ADS 2500. Prior Learning: Addiction Stud. 1-5 Unit.

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 Units.

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. 1-5 Unit.****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.

ADS X4000. 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: Anthropology. 1-5 Unit.

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. 1-5 Unit.

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.

Applied Studies

APS 3510. Applied Studies Independent Study. 1-5 Unit.

APS 3530. Internship Applied Studies. 1-4 Unit.

APS 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.

APS 3990A. Applied Studies Seminar: Cultural Context S. 3-4 Unit.

This professional, hybrid-format seminar provides students an opportunity to connect their technical knowledge with concepts related to cultural contexts and apply these ideas to their area of expertise. The Professor serves as a facilitator/mentor providing principles to understand the study of culture from various disciplines and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to relate academic theory and practical experience around cultural context issues. Specific topics addressed in the seminar include models of culture, culture and innovation, multi-cultural issues in management, and cross-cultural management.

APS 3990B. Applied Studies Seminar: Group Dynamics. 3-4 Unit.

This professional, hybrid-format seminar provides students an opportunity to connect their technical knowledge to group dynamics issues in their area of expertise. The Professor serves as a facilitator/mentor providing principles regarding groups, their development and dynamics, and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to relate academic theory and practical experience around group dynamics issues. Specific issues addressed in the seminar include the formation of groups, group cohesion, social influence, authority and conformity, decision making, and conflict.

APS 3990C. Applied Studies Seminar: Technology, Self, and Society. 3-4 Unit.

This professional, hybrid-format seminar is open to both Applied Studies and BA Liberal Arts students and provides an opportunity for students to connect their technical, professional and personal knowledge to current issues related to Technology, Self and Society. Together we will think about the development and influence of technology from a postmodern perspective. Some of the issues we'll reflect on together include: the historical development of technology, its various impacts on the self, identity, relationship, society, culture, globalization, economy and business. We'll also attempt to define technological trends and speculate about the future direction and impact of technology. Because this is an Applied Studies Seminar, students will be asked to reflect upon what they're learning and apply it directly to their professional, personal, or political interests, depending on their current program of study.

APS 4510. Applied Studies Independent Study. 1-5 Unit.**APS X2000. Applied Studies Domain. 1-9 Unit.**

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

APS X4000. Applied Studies 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. 1-5 Unit.**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 3450. African American Assemblage Art. 3-4 Unit.**

This course explores the black assemblage movement, its origins, ethos and aesthetic, its practitioners and their work, in the context of the recent socio-political history of the black community of Los Angeles. The approach is sociological, i.e. art understood as an expression of societal values, consciousness, and structures. Through critical appraisals of oral historical, primary and secondary sources, viewing imagery, discussion, various projects, and visits to artists' studios and locations in the black community, students will explore this world emotionally and analytically, within and outside the classroom.

ART 3460. Climate Change As Subject. 3-4 Unit.

Climate Change as Subject will examine the ways in which that art can be used to document and process the effects of climate change upon the world. Students will be encouraged to develop projects that focus on the environment and the ways in which that what they create works of art can address climate change. Naomi Klein's *This Changes Everything: Capitalism vs. The Climate*, which will serve as the course text and aid on the quest to understand the political, environmental and cultural impacts of climate change across the globe. The most up-to-date research on climate change, as well as guest speakers, art slide lectures, and films will be used in order to examine how modern life is rapidly changing the planet and hopefully lead students to new modes of green living, consciousness, and art production.

ART 3500. Prior Learning: Art. 1-5 Unit.**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 3900H. Aesthetics and Theory of Photographic Portraiture. 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 1510. Independent Study: Biology. 1-4 Unit.**BIO 3500. Prior Learning: Health. 1-5 Unit.****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. 1-5 Unit.**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: ?tInnovation: Social entrepreneurs are innovators who create social change. What are the conditions that allow for innovation? ?tTeam Dynamics: Engaging complex social problems is rarely an individual endeavor and often requires we work with partners and teams to achieve a goal. What are processes and skills that can harness the highest potential of groups and foster effective team dynamics? ?tNew Emergent Forms: New forms of technology, communication, economy, and business are rapidly transforming our social sphere. How are social entrepreneurs keeping pace with the speed of change and, in some cases, shaping cutting edge advances to our social initiatives and business practices? ?tImpact, Evaluation, and Sustainability: How do we know we are succeeding in such new terrain? What are methods for observation, evaluation, and measuring impact and effectiveness of social organizations? How do we continue to sustain our efforts over time?.

BUS 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. 1-5 Unit.**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 3620. Management in the Multicultural Workplace. 3-4 Unit.

This course provides students with the tools needed for effective functioning in a multicultural setting. The course illustrates how an awareness and appreciation of human difference can enhance both individual and organizational effectiveness and.

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 3900. Social Media Marketing. 1 Unit.

For over a decade, social media platforms have experienced mass-market popularity, with billions of people using them for personal reasons. Yet most organizations and professionals still struggle to achieve business objectives using social media, often settling for views, "likes" and other "engagement" metrics of questionable value. Through case studies and discussions, this one-day workshop will show students how to evaluate various social media networks (including Twitter, LinkedIn, and Facebook) and content platforms (Instagram, blogs, and YouTube) to determine their marketing value, assess why some social media initiatives succeed and others fail, and apply analytical frameworks and strategies to outline a social media campaign for a cause, an organization, or for oneself.

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 3990A. Applied Studies Seminar: Cultural Context S. 3 Units.

This professional, hybrid-format seminar provides students an opportunity to connect their technical knowledge with concepts related to cultural contexts and apply these ideas to their area of expertise. The Professor serves as a facilitator/mentor providing principles to understand the study of culture from various disciplines and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to relate academic theory and practical experience around cultural context issues. Specific topics addressed in the seminar include models of culture, culture and innovation, multi-cultural issues in management, and cross-cultural management.

BUS 3990B. Applied Studies Seminar: Group Dynamics. 3-4 Unit.

This professional, hybrid-format seminar provides students an opportunity to connect their technical knowledge to group dynamics issues in their area of expertise. The Professor serves as a facilitator/mentor providing principles regarding groups, their development and dynamics, and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to relate academic theory and practical experience around group dynamics issues. Specific issues addressed in the seminar include the formation of groups, group cohesion, social influence, authority and conformity, decision making, and conflict.

BUS 3990C. Applied Studies Seminar: Technology, Self, and Society. 3-4 Unit.

This professional, hybrid-format seminar is open to both Applied Studies and BA Liberal Arts students and provides an opportunity for students to connect their technical, professional and personal knowledge to current issues related to Technology, Self and Society. Together we will think about the development and influence of technology from a postmodern perspective. Some of the issues we'll reflect on together include: the historical development of technology, its various impacts on the self, identity, relationship, society, culture, globalization, economy and business. We'll also attempt to define technological trends and speculate about the future direction and impact of technology. Because this is an Applied Studies Seminar, students will be asked to reflect upon what they're learning and apply it directly to their professional, personal, or political interests, depending on their current program of study.

BUS 4010. Foundations of Business Practice. 3 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).

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 3040. Transforming Literature Into Film: Women Novelists and the Male Cinematic Gaze. 3-4 Unit.

This course offers an exploration of novels written by women and investigates how they translate into films directed by men. Viewing the films and reading the novels on which they are based, students examine the content, ideas, and meaning of each work of literature and how the film version embellishes or diminishes this meaning.

CIN 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. 1-5 Unit.****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.**

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.

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. 1-5 Unit.

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. 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.

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. 1 Unit.

COM 3510. Independent Study. 1-5 Unit.

COM 3530. Internship. 1-5 Unit.

COM 3550. Intercultural Communication. 3 Units.

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

COM 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 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.

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 4510. Independent Study: Computer Science. 1-4 Unit.**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 2002. Concurrent Learning. 1-9 Unit.

CON 5002. Concurrent Learning. 1-9 Unit.

Creative Writing

CRW 2500. Prior Learning: Creative Writing. 1-5 Unit.

CRW 3500. Prior Learning: Literature. 1-5 Unit.

CRW 3530. Creative Writing Independent Study. 1-5 Unit.

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

CRW 5200. Residency & Project Period II. 12 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 5999. Res & Project Continuation. 0 Units.

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

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

CRW CP. Critical Paper. 0 Units.

CRW FMB. Final Manuscript & Bibliography. 0 Units.

CRW FS. Field Study. 0 Units.

CRW SPR. Graduating Student Presentation & Reading. 0 Units.

CRW TSC. Translation Seminar & Conference. 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. 1-5 Unit.

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 classon 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. 1-5 Unit.****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. 1-5 Unit.**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.**

Last quarter, you wrote your own stories. We focused on expression and writing your world as well as using the process of writing (and the SFD). This quarter, we will build on these ideas. In addition to writing about your experiences, you'll be writing your responses to ideas and opinions of others.

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. 1-5 Unit.**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 3230. Life Story Writing. 1 Unit.**

This one-day workshop will be an intensive introduction to the "how-to" of life story writing. The day will be a mixture of writing workshop, lecture, and literary analysis of assigned readings in order to construct a working methodology and practice for the aspiring memoir writer. Students will learn how to take the raw material of their lives and shape it into a compelling narrative using the techniques and craft of creative non-fiction. We will explore the writer's toolbox: detail/description, character development and arc, scene writing, story arc and theme and how to put those elements to best use in construction of stories. Although geared for writers, this workshop will also be of value to non-writers, particularly students studying psychology, by showing how life writing is a valuable tool to self-understanding, and how creating narrative out of raw experience and memory can have tremendous therapeutic value.

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 3290. The Art of Screenwriting. 3-4 Unit.

This class uses a workshop format for students to develop the fundamental tools and techniques of screenwriting for film. It is designed to provide the creative and film writing student with skills that cultivate an ability to create compelling narrative story lines, a nuanced understanding of the dramatic structure of screenplays, and an ability to effectively read and write in film script format. The class is designed for the screenwriting student who is prepared to originate new work and present it in a supportive and rigorous workshop setting. Work will be given a close reading by all students and the teacher in the workshop. Participants will give detailed written comments as well as engage in group critique of work. The class will seek to investigate screenwriting as a genre that is both bound by conventions but breaks with held formulas. We will reflect on the commercial versus the artistic aspects of the screenplay and the demands of each market- how can the screenplays and stories we want to tell be both personal (reflect our cultural identities) and viable in a commercial marketplace?.

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. 1-5 Unit.**ENG 3510. Independent Study. 1-5 Unit.****ENG 3530. Internship. 1-5 Unit.****ENG 3540. The Play's the Thing: From Page to Stage. 3-4 Unit.**

In this writing workshop, students learn the art of dramatic writing by experiencing first-hand how the written word comes to life from page to stage. The fundamental components of a play - story, characters, dialog, theme, structure, tone - are explored through discussion, writing exercises and reading assignments. Students are encouraged to develop their own personal voices by writing a one-act play.

ENG 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 3630. Works in Progress: Poetry Discussion Group. 3-4 Unit.

This course offers students an opportunity to explore the writing and editing processes of poetry in an in-depth manner. The notion of poet as conduit versus poet as craftsman is grounds for much debate. How certain can we be that what comes to us from our muse is as Pound said, "The best words in the best order"? We hold up to the light the roles of biography and geography and their inevitable shadow over the lives of the poets we study.

ENG 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. 1-5 Unit.

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 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. 1-5 Unit.**FIL 3290. The Art of Screenwriting. 3-4 Unit.**

This class uses a workshop format for students to develop the fundamental tools and techniques of screenwriting for film. It is designed to provide the creative and film writing student with skills that cultivate an ability to create compelling narrative story lines, a nuanced understanding of the dramatic structure of screenplays, and an ability to effectively read and write in film script format. The class is designed for the screenwriting student who is prepared to originate new work and present it in a supportive and rigorous workshop setting. Work will be given a close reading by all students and the teacher in the workshop. Participants will give detailed written comments as well as engage in group critique of work. The class will seek to investigate screenwriting as a genre that is both bound by conventions but breaks with held formulas. We will reflect on the commercial versus the artistic aspects of the screenplay and the demands of each market- how can the screenplays and stories we want to tell be both personal (reflect our cultural identities) and viable in a commercial marketplace?.

FIL 3500. Prior Learning: Film. 1-5 Unit.**FIL 3510. Independent Study. 1-5 Unit.****FIL 3530. Internship. 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. 1-5 Unit.**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. 1-5 Unit.**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. 1-5 Unit.

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. 1-5 Unit.

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. 1-5 Unit.

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 (and library skills) 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 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. 1-5 Unit.**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 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 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.

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 Caste 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 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.

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 3040. Transforming Literature Into Film: Women Novelists and the Male Cinematic Gaze. 3-4 Unit.**

This course offers an exploration of novels written by women and investigates how they translate into films directed by men. Viewing the films and reading the novels on which they are based, students examine the content, ideas, and meaning of each work of literature and how the film version embellishes or diminishes this meaning.

LIT 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 Radclyff 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. 1-5 Unit.****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 Anzúdua, 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 romans a 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. 3 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. 1-5 Unit.**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. 4 Units.**

The course 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, piece wise functions, and the Fundamental Theorem of Calculus. Each of these five major problems is revisited again later in Math 1900B for students to solve using new 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.

MAT 1900B. Calculus. 4 Units.

The course 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: optimization, limits, differential equations, exponential functions, the relationship between distance and velocity, piece wise 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 new 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.

MAT 1910. Calculus I. 4 Units.

The course aims to apply and extend what students have learned in previous mathematics courses through the study of limits, derivatives, and integrals, 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. Derivative techniques and applications will include related rates, implicit differentiation, optimization, and the Mean Value Theorem. Integration techniques and applications will include areas between curves, u-substitution, and volumes. Each of these five major problems is revisited again later in Math 1920 for students to solve using new 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 1920. Calculus II. 4 Units.

The course aims to apply and extend what students have learned in previous mathematics courses through the study of more derivative techniques and application, integration techniques and applications, derivatives and integrals of transcendental functions, polar and parametric functions, and sequences and series. The course begins with a wrapping up of derivative techniques from Math 1910 and L'Hopital's rule. Students then work on integration applications like volumes and arc length. The course continues to integration techniques like integration by parts, partial fractions, and improper integrals. Students learn to work with, graph, differentiate, and integrate polar and parametric functions. The last part of the course includes a thorough treatment of sequences and series, including finding the sum of an infinite series and utilizing tests for convergence. Students in this course 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. 1-5 Unit.**MAT 2510. Independent Study. 1-5 Unit.****MAT 3060. Math and Social Change. 3-4 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 3220. Mathematics in Applied Contexts. 3-4 Unit.

Math is everywhere and yet many people think that they can avoid it in their everyday lives if they don't want to directly study it. This course tells a different story by familiarizing students with the mathematics embedded in the media they see every day with the goal of helping them become more capable and critical readers of this information. We will investigate how math impacts many aspects of journalism, evaluate the arguments of those who critique the way math is represented in lay literature, and explore the media directly to find examples of appropriate and inappropriate mathematical arguments. During this course we will read from a broad range of sources, looking at arguments from scholarly articles, blog posts, and various online articles that speak to the issues we are studying. Within the ten weeks of this course, students will develop important critical thinking skills that expand their capacity for evaluating mathematical concepts in applied contexts.

MAT 3500. Prior Learning: Mathematics. 1-5 Unit.**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 SKILL. Math Skill Requirement. 0 Units.****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. 1-5 Unit.**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. 1-5 Unit.**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 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. 1-5 Unit.**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. 1-5 Unit.

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. 1-5 Unit.

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 1010. Political Science. 3 Units.**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. 1-5 Unit.

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. 1-5 Unit.**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 3030. Origins of Psychodynamic Theory. 1 Unit.

This course is designed to expose students to the psychological tenets of the origins of psychodynamic theory, with a primary focus on the work of Sigmund Freud, Carl Jung, Melanie Klein and Alfred Adler. Through lecture, hands-on activities, documentary film and assigned readings, this one-day workshop will equip students with the tools to identify, articulate and analyze the theories, concepts and interventions that have laid the foundational framework for practices within the field of clinical psychology. Additionally, the historical context behind the creation of these theories and the sociopolitical ramifications resulting from the practice of these modalities will be explored, providing an educational context for each orientation's theory of change, view of the self, and role of the therapist.

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 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 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. 1-5 Unit.**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 3600E. Drama Therapy: Special Topics in Psychology. 1 Unit.

This interactive and creative workshop will engage students in the history and practical applications of Drama Therapy as an effective clinical therapeutic treatment, as well as a powerful resource for creative expression and personal growth in non-clinical contexts. A collaborative format will be utilized, engaging theater improvisation techniques, along with other practices central to the process of Drama Therapy.

PSY 3610. The Psychology of Bullying. 3-4 Unit.

This course is designed to introduce students to the cognitive, psychosocial and historical theories behind the reasons we bully. Through psychoeducational lecture, small group activities, documentary film, expert panels and in-the-field immersion experiences, this interactive course will equip students with the tools to deconstruct the dominant discourse surrounding today's bullying epidemic. Modules will cover a wide range of psychological bullying situations -- from the schoolyard to the workplace, through media and consumerism, from Nazi Germany through the 1980's HIV epidemic, and even from within ourselves. Applied community psychology tenets and postmodern/art therapies will be explored as possible solutions to healing internalized traumas; social justice and empowerment theory will be examined as a means to reframe detrimental schemas/systems and combat micro, meso and macro-level marginalization. Additionally, students will participate in interactive therapeutic projects in order to explore their own inner-critic and resilience stories, as well as learn practical community action skills for combating oppression at both the local and national levels.

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 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 Phylis 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 identify 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 Practices. 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 looks at how current western psychological theories, both traditional and newer, have been informed by eastern traditions such as mindfulness. Students will explore how Buddhist and other eastern practices have been integrated into current theories. Students will compare and contrast global concepts of "the self," "mental health" and "well-being" and will also explore the latest research regarding the effects of mindfulness and other eastern practices on the brain.

PSY 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.

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 Epston: Master Class in Narrative Therapy. 1 Unit.**PSY 4900W. Re-Membering Skills & Practices:. 2 Units.**

Redefining Grief & Loss.

PSY 4910. Sex-Positivity and Social Justice. 3-4 Unit.**PSY 4940. 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 serves as a capstone to initial program coursework and is designed to assess students' readiness to begin clinical training and serves as a bridge between previous coursework and upcoming clinical traineeship. Students will learn about various facets of traineeship, including gathering information about training sites and the application process, as well as professional development skills. Students will integrate the knowledge and skills gained in all prior program coursework by applying a clinical theory to case conceptualize and create a treatment plan. Professionalism and receptivity to feedback, assignments including the case conceptualization and clinical roleplays, participation, communication with the instructor, interpersonal skills and the expressed understanding and knowledge of prerequisite courses will be used to evaluate students' readiness to begin clinical training. Successful completion of this course will allow students to progress into the clinical training component of their program.

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 5011. History and Systems of Psychology. 3 Units.

This course will survey the historical events relevant to the development of modern psychological theory, research, and application. We will review the roots of modern psychology in philosophy (beginning with the Greeks) and the biological and physical sciences. The course will also describe the different schools (e.g., structuralism, functionalism, behaviorism, Gestalt psychology) and theories that emerged when psychology became a separate academic discipline (in the late 1800s). We will also look at the ways social and technological contexts have influenced the evolution of psychology theory, research, and practice. Finally we will look at the current state of the field of psychology and anticipate its future directions.

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 5101. Geographic Information Systems (GIS). 3 Units.

This is an introductory course in the use of GIS software to create, manage and work with spatially explicit data. The class will explore how to access GIS information available on the WWW, extract and analyze data using ArcGIS 10.0 software, understand limitations associated with various data sources, technical vocabulary, and preparation of maps for digital presentations. This is a computer based course with emphasis on the language of GIS and real world application.

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).

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 5201. Interrupting Intergenerational Trauma and Advancing Development in Children and Families: A Contemporary Psychoanalytic & Neurobiological Approach <CS>. 1 Unit.

This course offers psychoanalytically and neurobiologically informed interventions to introduce students to how to interrupt multi-generational transmission of unresolved trauma. Rather than focusing mainly on symptom reduction in identified children, it teaches active techniques to help students recognize interpersonal patterns between parents and children that perpetuate traumatic experiences and inform behavioral difficulties in children. Through lecture and class discussions the didactic part of the workshop will address ideas about organizing patterns and meaning making between parents that are often expressed in the dysregulation of the autonomic nervous system in adults and children. The lecture will also address the somatic symptoms of dysregulation as a way to return to autonomic balance so family closeness can develop. The dynamics of attachment, empathic mirroring and attunement, and boundary negotiation will be addressed in order for parents and families to grow both in terms of family closeness and the individuation of family members, without sacrificing one for the other. The experiential part of the workshop, with the focus on both implicit and explicit communication, will help students acquire tools to help families develop new organizing patterns of relating. By using various sensory modalities the experiential exercises will enhance students' self-awareness in a relational context and will develop their ability to negotiate individual differences including cultural, sexual, and gender differences.

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 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 5290. Feminist Theories in Psychology: Application in Clinical Practice. 2-3 Unit.

Current research and empirical investigations have shown that women-identified clients in the U.S. use psychotherapy and psychological services significantly more than their male peers. Further, the American Psychological Association (APA) has established non-sexist practice as part of its ethical guidelines and standards for practitioners (APA, 2002). This higher utilization of therapy by women and gender-nonconforming clients and call for gender-affirmative practice indicate the need for therapists and counselors: (a) to understand psychological issues that affect women in particular, (b) to become knowledgeable about feminist principles and practices which, by definition, include an examination of the social, political, and cultural contexts of women, and (c) to broaden their knowledge base to include feminist perspectives on psychological theory, intervention, and client populations of women in order to become more effective therapists. The purpose of this course is to introduce students to contemporary feminist theory and the impact that feminist thought has had on psychology. Students will develop an understanding of the varieties of feminist thought, the psychology of gender, issues of power and privilege, and feminist models of assessment, counseling and psychotherapy.

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.

This course provides an intercultural orientation to the unconscious, spirituality and self transformation as seen through the lens of transpersonal and depth psychology. Utilizing Jungian psyche-centered theory the course explores the meaning of intercultural myths and symbols including dream work, active imagination, and rituals. Coursework will provide the opportunity to practice skills for developing personal inner work with the aim of furthering intercultural dialogue and clinical competence. Students will gain knowledge of a depth psychological view of intercultural personal, cultural, and transpersonal identities and its application in clinical practice with emphasis on the treatment of intergenerational trauma (e.g. legacy of slavery, racism, homophobia, religious oppression, colonization, and immigration). With the intention of expanding beyond a Eurocentric view of psyche, the class will broaden understanding of intercultural ideas about the psychic reality and non-duality, the increasing East/West/South/North dialogue in Western* psychology, and the exploration of non-Western/indigenous psycho-spiritual techniques of self-transformation. The course also considers the significant influence of various (Western and non-Western) religious and spiritual traditions that are critical to Jung's theories of the Self, complexes, individuation, the transpersonal, the collective unconscious, and the evolution of consciousness. (*West European/Euro-American).

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.**

Childhood is a time when children's central nervous system is developing at rates that never again will occur in their lives. Experience shapes a child's brain and stress response systems. Learning self-regulation is a developmental task of early childhood and infants and young children attain social and developmental tasks in context of relationships. When infants and young children are exposed to trauma, it impacts a child's cognitive, social and emotional development. Especially impacted is a child's capacity to regulate their own emotions. Children exposed to trauma are often left with sense of being unprotected and not worthy of protection, which causes disruptions of internal working model of the self and the caregivers. This workshop will assist students in developing an understanding of how trauma impacts cognitive, social and emotional development of a child when exposed to trauma. It will provide an overview of Child Parent Psychotherapy (CPP), an evidenced based treatment for children, birth to five, exposed to trauma.

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 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.

This course provides an orientation to research methodology for the mental health professional, focusing on developing competence in using and understanding professional research 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.

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 societally-focused topic in psychology, demonstrating mastery of American Psychological Association format.

PSY 5361. Research Methods for a Diverse Society. 3 Units.

This is an introductory course on quantitative, qualitative, and participatory action research methods. A particular emphasis is placed on sociocultural diversity and its implications for design and methods choices as well as stakeholder participation in social science research. "Sociocultural diversity" refers to the range of social locations with respect to ethnicity, race, age, gender and gender expression, sexual orientation, disability/health, socio-economic status, religious and spiritual identities, and additional manifestations of the human experience. The course is organized into four sections. Section 1 introduces students to the scientific method, the research process and the role of ethics in conducting research with human participants. Section 2 focuses on quantitative methods, including sample selection, survey development, and basic statistical methods used in hypothesis testing. Section 3 provides an overview of qualitative methods, including participant observation, interviews, focus groups, and case studies. Section 4 focuses on participatory action research (PAR). Throughout the course, various methodologies will be assessed (quantitative, qualitative, PAR) in terms of their relative strengths and weaknesses for conducting research with diverse populations and in diverse settings, including comparative research (cross-cultural and cross-national). Readings, assignments, and interactive class sessions reinforce the focus on diversity/diverse settings. This is a required core course for students in the M.A. in Psychological Studies.

PSY 5362. Statistics: An Introduction. 3 Units.

This course is designed to familiarize students with statistical methods and prepare them to use various techniques that are essential in psychological and social science research. Students learn both the theoretical and practical features of the most commonly used statistical tests and methods in an effort to make them better creators and evaluators of statistical information. Topics include use of descriptive statistics, analysis of variance for single- and multi-factor designs, planned comparisons, simple effects analyses, correlation, regression, and the analysis of categorical data. In addition, students propose which statistical methods they will apply as part of their own thesis projects. During class meetings students are introduced to methods for conducting analyses on various datasets and review their progress each week successfully applying appropriate methods and interpreting their findings. For the majority of their assignments, students analyze data using a combination of hand calculations and SPSS statistical software, and then write about their results following formal APA style.

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 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.**

This course introduces students to psychopathology and diagnostic assessment in accordance with DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, 5th edition). Students will have exposure to the main classes of diagnoses, strategies to assess signs, symptoms, and psychosocial stressors, and gain introductory proficiency in psychiatric terminology, diagnostic notation, and assessment language utilized by interdisciplinary and multidisciplinary treatment teams. Discussions related to possible etiology of disturbances of behavior, cognition, perception, interpersonal dynamics, and emotional expression; and ethical and legal implications in the assessment process are included. Special attention will be devoted to the students' development of cultural and human diversity sensitivity, and awareness of the diagnostic assessment as an instrument of crucial clinical and social responsibility affecting the lives of consumers, families, and society.

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 5431. The Psychology of Adoption. 1 Unit.**

Adoption is a family building event that has a lifelong impact on each member of the adoption constellation: birth family, adoptive family and adoptee. There are distinct developmental, neurobiological, psychological and social/cultural/environmental implications for this population that mental health clinicians will face at social service agencies, community clinics and in private practice settings. Few graduate level clinical psychology programs include modules on diagnosis and treatment of this group, while child and adolescent adoptees are recipients of mental health services at a significantly higher percentage than the general population. The intention of this one-day class is to contextualize psychological approaches through an adoption lens; to increase students' skills to accurately assess clinical issues that adoptees and their families may face; and learn appropriate therapeutic interventions to meet those needs from a strength-based, culturally competent framework.

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 5451. Coalition Building in Community Practice. 1 Unit.**

This course will introduce students to contemporary theory, research and practice on community coalition building. Community coalitions have been successful in facilitating community change through the development of long-term collaborative relationships between citizens, community-based organizations, and government agencies. Students will develop their capacity to think critically about the ways in which community coalitions are structured and function. This course provides students with a training level of Exposure to Community Psychology Practice Competency - Collaboration and Coalition Development - The ability to help groups with common interests and goals to do together what they cannot do apart.

PSY 5452. Social Policy and Advocacy in Community. 1 Unit.

Social policy includes the social welfare policies and programs of governments as well as an academic field of study. Students will be introduced to social policy-making process within the U.S. government and advocacy techniques utilized by individuals, groups, organizations and communities seeking to affect changes in policy to promote wellbeing. This course provides students with a training level of Exposure to Community Psychology Practice Competency (CPPC) - Public Policy, Analysis, Development and Advocacy - The ability to build and sustain effective communication and working relationships with policy makers, elected officials and community leaders. Related CPPC's include collaboration, organizing, coalition development, community education, information dissemination, and building public awareness.

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. Understanding and Treating Addiction: A Systems Perspective. 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 5501. Understanding and Treating Addictions: Biological Perspectives. 3 Units.

This course examines addiction from a biological perspective in order to increase understanding of addictive behaviors and guide treatment. In addition to considering heredity and trauma as biological risk factors, the ways that drug abuse changes the structure and chemistry of the brain are explored. By understanding the biochemistry and physiology of addiction, students gain insight into the progressive process from substance use to diagnosable Substance Use Disorder, including the phenomena of triggers, craving, relapse, tolerance, and withdrawal. Students learn comprehensive treatment planning and biologically-based interventions through the lens of the Medical Model and Disease Model. Harm Reduction and Medication Assisted Treatment (MAT) will be discussed and Mindfulness-based Relapse Prevention (MBRP) will be introduced as an intervention from an evidence-based, neurobiological perspective. Students will gain an awareness of common biological comorbidities that occur within this population to consider during assessment and treatment planning. Students will learn to effectively translate and articulate what they learn in order to provide psychoeducation to clients regarding the biology of addiction and recovery.

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 5550. Gestalt Theory and Therapy. 2-3 Unit.**

This course is designed to familiarize students with Gestalt Therapy concepts and their application in clinical practice, as well as to provide students with direct experience of the Gestalt therapy approach. Methodologies include theory lectures, experiential exercises, clinical demonstrations, dyad work and class discussion. Participants learn about the historical context of Gestalt Therapy and its theoretical foundation, and explore integration of the theory with the clinical work through exercises and demonstrations.

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 <sdp>. 1-2 Unit.****PSY 5640E. Introducing Narrative Therapy in Clinical Practice. 1 Unit.****PSY 5640F. Queer Counseling and Narrative Practice. 2-3 Unit.****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 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 Psychologic al 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 5715. Mind/Body Treatment Interventions With Trauma Survivors. 1 Unit.

In 2013, the DSM-5 published a new definition of trauma, changed the diagnostic criteria for PTSD (for children and adults) and established a new category for Trauma and Stressor-Related Disorders. Instead of being seen as a form of anxiety, symptoms associated with a traumatic event are considered to be the result of a brain injury that impacts an individual's mind and body in clinically significant ways. As a result, mental health professionals are faced with reconceptualizing ways to enhance the quality of their therapeutic relationships; and providing more effective treatment, assessment, intervention and resolution of symptoms presented by trauma survivors. This course will present research regarding the theory of trauma as a brain injury, discuss how traumatic events impact individuals on physical, mental, and emotional levels, explore how interpersonal neurobiology can enhance the therapeutic relationship, and demonstrate effective mind/body treatment interventions such as: Deep Breathing, Full Body Muscle Relaxation, Mindfulness Meditation and Visualization Techniques, Journal Writing, Mirroring, Family Sculptures, EFT and EMDR.

PSY 5716. Using a Trauma-Informed Approach to Targeting Therapy-Interfering Behaviors. 1 Unit.

Recent advances in trauma treatment have highlighted a need for clinicians to go beyond learning the basic principles and interventions associated with empirically-based protocols and be prepared to treat the complex, multi-disordered client that doesn't fit neatly into clinical trials or academic studies. Researchers have highlighted rates of substance abuse, expressed anger, treatment drop-out, dissociation, therapy ruptures and other symptoms can be higher in clients with a history of trauma, and can lead to negative treatment outcomes in trauma treatments, if not addressed. Therapists treating adults with a complex trauma history utilizing exposure-based treatments (CPT, EMDR, PE, or DBT) are often faced with therapy-interfering behaviors not covered in basic training manuals. These behaviors need to be identified, conceptualized, and addressed with a trauma-informed lens. This course addresses the key problems of retention, motivation, and commitment when applying trauma-focused recovery. It will provide an overview of the current research and methods of addressing several therapy-interfering behaviors, teaching clinicians how to safely observe, describe, and address them with a guiding therapeutic frame grounded in recent advances in trauma treatment. Content will also explicitly address the role of clinical "burnout", vicarious trauma, compassion fatigue and trauma informed-ecological systems in working effectively with highly traumatized populations, providing discussion and insight on therapist burn-out as a treatable and preventable part of ethical practice.

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 5721H. Family Violence & Abuse within LGBTQIA Communities. 3 Units.

This hybrid course will foster a well-informed understanding of the individual and inter-generational effects of family, with a special emphasis on how members of the LGBTQIA community are affected by these. Intersectionality of race, ethnicity, class, culture, ability, and other cultural groups will be explored as it applies to family violence. Family violence includes intimate partner violence (IPV), child abuse, adult dependent abuse, and elder abuse. Students will develop an understanding of family violence, including myths and misconceptions about various forms of family violence, the cycle of violence, and traumatic bonding. Students will begin to understand the dynamics that lead to adult victims staying in abusive relationships and why abusers abuse and the role of internalized homo/bi/transphobia in these processes. This course will teach students how to help LGBTQIA clients dealing with these issues develop better self-esteem. This class will train mental health professionals to recognize, assess, and effectively intervene in cases where abuse is occurring. Resources (or lack thereof) for LGBTQIA clients dealing with family violence will be identified and explored. Mandated reporting requirements for child abuse, elder and adult dependent abuse are discussed.

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 5730T. Attachment and Affective Neuroscience. 2 Units.**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 5810N. The Creative Arts in Psychotherapy: Using Movement, Games and Art to Create Change. 1 Unit.**

Increasingly, mental health practitioners are using various creative arts in conjunction with therapy. This workshop examines how visual arts, movement, drama and theater improvisation techniques can be incorporated into the therapeutic practice as positive healing tools in processing emotions, experience, and behaviors. This course will also introduce narradrama, a method in drama and narrative therapy that integrates action methods and the creative arts. The course will examine the benefits of using these new action-oriented and creative tools in therapy both theoretically and practically. A portion of the day will be spent with hands-on experience to allow students to grasp the power of these tools and to experience the effects of applying these methods.

PSY 5810Q. Introduction to Art Therapy: Attachment And the Brain. 1 Unit.**PSY 5840. Therapy As a Profession Disorders. 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 5880C. Profiles of Self-Injury. 1 Unit.****PSY 5890S. Trauma in Childhood & Adolescence. 1 Unit.****PSY 5900B. Treatment of HIV/STD Related Clinical Issues with LGBT Clients. 1 Unit.**

HIV continues to be a public health crisis in the United States that has disproportionately affected the LGBTQ community since its inception. While much has changed in the availability and types of treatments that now make HIV a chronic non-lethal disease, infection rates continue to remain steady at approximately 40,000 new infections per year. Most of these new infections are within the gay male community. However a disproportionate number affect MSM Latino and African-American men as well as the transgender communities. While the disease is now medically manageable, the psychosocial needs of the LGBTQ individuals living with and affected by HIV deserve clinical understanding and attention on the role of possible oppressions related to various identity components of each individual and how this might influence physical and mental health to support a self-valuing LGBTQ sense of self. An LGBTQ affirmative position empathically and clinically appreciates the often complex interplay and trauma-related responses between sexual orientation, gender, racism, socioeconomic challenges, religion, sexual abuse and the still powerful stigma attached to HIV and LGBTQ identities. This workshop will be facilitated from a broad-based perspective that encourages understanding of issues related to the treatment of HIV-infected and affected populations with the LGBT community. We will specifically consider the psychological, social and cultural influence of HIV on the LGBTQ community. Therapeutic skills will be taught that will assist student clinicians with a basic framework with which to provide compassionate and ethical treatment of HIV and co-occurring sexually transmitted diseases including the advances to prevention through the administration of PEP and PrEP protocols.

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 remembering 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 5930FF. LGBT Clinical and Psychological Wellne ss Across the Lifespan. 3 Units.

This course presents a hands-on overview of contemporary LGBT issues across the lifespan, as seen in clinical practice. Using a developmental framework, various issues are explored in a chronological fashion, from the developing psychology of the proto-LGBT (as well as queer and questioning) child, all the way through adolescence, midlife and issues of older adulthood, unique to the LGBTQQ experience. This course is equal parts theory and process. Not only does it cover relevant developmental models and LGBT-affirmative theories, it also explores the lived experience of various LGBT issues from both a personal and clinical point of view. Key to this class is the philosophy that good treatment must include self-awareness on the part of the clinician, which enables true empathy for the client. To this end, the class includes opportunities for students to reflect on their own life experiences and the meanings they make of them. Additionally, it looks at how these issues show up in psychotherapy (both in private practice and in clinic work). Through lectures, readings, class exercises, writing and much discussion this course works to understand the multiple layers of LGBT identity and experience in cross-cultural context, and how they interact with each other, and how they evolve over the course of one's life.

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. Healing Historical Oppression in the LG BT Communities. 3 Units.**

This course explores how LGBT historical (and current) oppression negatively affects personal development of LGBT individuals through the experiences of minority stress. This process will be explored with both systemic and psychodynamic lenses. Although the labels included in LGBT (and any number of other labels) communities have not always existed, people with non-heteronormative or non-cisgender identities have always existed through history. A therapist with the ability to help clients reclaim LGBTQ+ history can help in psychological healing through providing twinship, altering internal objects, and healing the internal split, thereby reducing internalizing homo/bi/transphobia. The historical treatment of LGBT people in psychotherapy and psychiatry will be explored, as well as ways to navigate how this manifests in negative transference. Through learning in this course, students will learn to deliver interventions that help in building the self-efficacy of LGBTQ+ individuals through historical/cultural appreciation and understanding.

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 5932. Lesbian Love, Identity, Sexuality: Working with Clients. 1 Unit.

Students will enter into a journey that aims to honor the Lesbian as a whole and complete person with her own psyche, soul, developmental organization, historical, and unfolding liberational potential. As part of this journey, students will be provided with a rich and textured Lesbian-affirmative theory of Lesbian identity and psychological development, charting a potential path on how therapists and their clients alike can learn how to embody a healthy and eroticized Lesbian sense of self. We will examine some of the ways in which psychoanalytic theorists such as Freud and others have attempted to explain the phenomenon of erotic love between women promulgating the millennial homophobia that denies Lesbians her own personhood, thus continuing the tragic legacy of internalized lesbianphobia and misogyny for women who love women. We will also examine ways in which modern Lesbian-affirmative theorists and activists have heroically worked under oppressive conditions towards a reclaiming of Lesbian selfhood by tackling these heterosexist and lesbian-phobic psychological dilemmas. This workshop will introduce students to how to work with the particular trauma associated with growing up Lesbian in a heterosexist and heteronormative world by working with the idea of The Sapphic Complex, a concept of lesbian development, in order for budding therapists to learn how to help all Lesbians achieve self-liberation within the clinical setting.

PSY 5933. Dismantling Privilege and Oppression Within LGBT Communities. 3 Units.

This class is designed to provide students 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. In keeping with the LGBT Specialization mission, the class will employ an integral approach based in psychodynamic/Jungian methodology that also utilizes strength-based methodologies such as CBT, family systems, narrative therapy and existential humanist Interventions. This synthesis will assist in effectively and therapeutically honoring the unconscious and feeling life as it relates to LGBT core traumas and the attempt to survive homophobic and heterosexist world cultures, alongside the effects of multiple oppressions such as racism, sexism, ableism, ageism, and the intersection of religion/spirituality/family and other psychosocial concerns impacting LGBT clients. Students will be asked to explore LGBT multiculturalism through theory (via a mastery of the existing literature) and application (in the treatment planning assignments). This will include a validation on the cultural contributions in contemporary and ancient times by LGBT people of color. And, throughout the class, there will be significant focus on student self-awareness in regard to one's own personal/cultural/sexual history vis-à-vis cultural diversity, as well as biases and attitudes related to LGBT people of diverse cultures and backgrounds through an attitude of ongoing attentiveness towards one's own internalized homophobia, lesbianphobia, biphobia, transphobia, heterosexism, sexism and toxic shame as it intersects with racism and resulting multiple oppressions in the lives of LGBT people of color. To this aim, postmodernism and Queer Theory can be supportive in deconstructing heteronormativity and unjust power and other forms of colonialism. However, the class goals are in line with the LGBT Specialization's stance that these orientations are best employed in support of LGBT Studies and the study of the unconscious psyche, in an effort to not reinforce dominant heterosexist attitudes undermining LGBT affirmative identity and healing.

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: Integratigation 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 Stess 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 5971. PTSD: Military and the Family. 2 Units.

This hybrid course has been designed to provide a well-informed understanding of military culture and its environment, chronic effects of posttraumatic stress, and the traumatic legacies of war and terror on the service member and their families. Topics included, but not limited to, are post-traumatic stress, co-occurring substance use disorders, dissociative disorders, sleep disturbances, anger and aggressive behaviors, sexual assault, moral injury, and suicidal intentions. The course also surveys prevention related interventions that are utilized to promote resilience.

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 5990 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 5990, Form K with appropriate signatures is required.).

PSY 5991. Proseminar in Graduate Research. 1 Unit.

The major purpose of this required, core course is to increase competency in the application of research methods. Class experiences will increase both knowledge and skills in the design and carrying out of research, program evaluation, or psychoeducational programs/trainings/group work relevant to diverse populations. This required course is the in-class component of the master's project experience and must be taken concurrently with it. As every MAPS student is required to Through the use of structured discussions and peer and instructor-provided consultation, this course is designed to enhance and support the students' research experiences by providing academic consultation. The course will address issues of professional development. This course is taken by all MAPS students in a consecutive, three quarter sequence designed to provide a consultation, scaffolding, and mentorship for students in all aspects of designing a master's level thesis project (or project of thesis-level equivalence), collecting and analyzing research data using culturally sensitive methodology, and interpreting research results. These courses serve as an intervening link between basic research methods courses, and the dissertation application of designing research projects, workshop.

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.

This required course is the in-class component of the field-based clinical training experience and must be taken concurrently with it. Through the use of structured discussions and peer and instructor-provided consultation, this course is designed to enhance and support the students' clinical experiences by providing academic oversight. The course will address issues of professional development, supervision utilization, and it will offer training in case documentation and case presentation.

PSY 6230. Personal Psychotherapy. 0 Units.

PSY 6230 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 6230B.(To register for PSY 6230, 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 6230.

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. 1-5 Unit.**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 2500. Prior Learning: Science. 1-5 Unit.**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 basic of understanding allows students to analyze critically issues that confront the environment on a daily basis and to become advocates for productive and sustainable solutions to those ideas.

SCI 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. 1-5 Unit.**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 X2003. Science & Child Stu / 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 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. 1-5 Unit.**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, Cesaire, Fanon, Audre Lorde, Cornel West, and Gloria Anzaldua).

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. 1-5 Unit.**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 4910. Sex-Positivity and Social Justice. 3-4 Unit.**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 Espa ol 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 5160. Culture and Language in the Classroom. 4 Units.**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 5310D. Enhancing English Language Wit. 2 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.

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. 3 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 5610. Assessment of Student Learning. 1 Unit.

The purpose of this course is to provide participants with foundational knowledge on key issues related to assessing learning. We will examine K-6 student assessment from both theoretical and practical perspectives and apply our emerging understandings to the application and critical analysis of current educational assessment policies and practices.

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 is designed to provide students with the opportunity to intensively study selected areas of contemporary education issues. The course will provide a knowledge base that is conceptual and empirical and will help students develop independent inquiry skills. Students will explore and pose problems and possible solutions related to the area to be explored.

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 physical, 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 these and offer critique of each others work. In this course, students will prepare their poster session presentations and collaborate in the creation of the Capstone Event. The course will be conducted through interactive practices that are intended to enhance the skills of civic education for each student.

TEP 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 6221.LA. Professional Inquiry & Collegial Observation I. 2 Units.**

Throughout the Induction Program Clear Credential candidates take TEP 6221 - 6226 Professional Inquiry and Collegial Observation (PICO). The main purpose of these 2-unit courses is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for growth for the candidate's teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships and take additional course work to support their application and integration of learning in these areas.

TEP 6222.LA. Professional Inquiry & Collegial Observation II. 2 Units.

Throughout the Induction Program Clear Credential candidates take TEP 6221 - 6226 Professional Inquiry and Collegial Observation (PICO). The main purpose of these 2-unit courses is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for growth for the candidate's teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships and take additional course work to support their application and integration of learning in these areas.

TEP 6223.LA. Professional Inquiry & Collegial Observation III. 2 Units.

Throughout the Induction Program Clear Credential candidates take TEP 6221 - 6226 Professional Inquiry and Collegial Observation (PICO). The main purpose of these 2-unit courses is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for growth for the candidate's teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships and take additional course work to support their application and integration of learning in these areas.

TEP 6224.LA. Professional Inquiry & Collegial Observation IV. 2 Units.

Throughout the Induction Program Clear Credential candidates take TEP 6221 - 6226 Professional Inquiry and Collegial Observation (PICO). The main purpose of these 2-unit courses is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for growth for the candidate's teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships and take additional course work to support their application and integration of learning in these areas.

TEP 6225.LA. Professional Inquiry & Collegial Observation V. 2 Units.

Throughout the Induction Program Clear Credential candidates take TEP 6221 - 6226 Professional Inquiry and Collegial Observation (PICO). The main purpose of these 2-unit courses is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for growth for the candidate's teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships and take additional course work to support their application and integration of learning in these areas.

TEP 6226.LA. Professional Inquiry & Collegial Observation VI. 2 Units.

Throughout the Induction Program Clear Credential candidates take TEP 6221 - 6226 Professional Inquiry and Collegial Observation (PICO). The main purpose of these 2-unit courses is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for growth for the candidate's teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships and take additional course work to support their application and integration of learning in these areas.

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. 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 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. 1-5 Unit.**TEL 3500. Prior Learning: Television. 1-5 Unit.****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. 1-5 Unit.**THE 3500. Prior Learning: Theater. 1-5 Unit.****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. 1-5 Unit.****URB 3030. Intro to Urban Communities & Environment. 3-4 Unit.****URB 3031. Urban Studies: The City As Learning Lab. 3-4 Unit.**

We study the city so we can study ourselves - past, present and future - the strength and resilience of our communities, our planning missteps; class, race and gender; our accomplishments, our monuments, our mess and our most meaningful moments of human activity. In this course, we use major themes such as advocacy, policy, culture and environmental studies to consider the foundations of our urban experience - housing, quality of life, economic stability, climate change and public health impacts, the role of activism and politics - and those themes will guide us to locate, identify, assess and utilize the necessary tools for thoughtful and equitable change.

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. 1-5 Unit.**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 3900E. Practical Map Making Movement Looks Like. 1 Unit.****URB 3900F. Ecotourism: Economic Development and Social Responsibility. 1 Unit.**

In this one-day workshop students will explore the evolution of ecotourism as both an economic and conservation effort. Discussion and activities will allow students to explore case studies of tourism projects from around the world through the lens of sustainable development strategies and initiatives; evaluate and critique them within competing notions of sustainability; discuss the importance of the local ecology, culture, history and economic development balanced with social responsibility; explore the relationship of tourism and ecotourism to local communities; explore the negative and positive impacts of ecotourism on biodiversity and on local peoples and cultures. After the course students will evaluate an ecotourism venture and apply best practice guidelines and assessment tools introduced in class.

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 4450. Working Toward a Healthy City. 3-4 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. 1-5 Unit.**URS 5960. Independent Learning. 1-5 Unit.****URS 6000. Capstone. 6 Units.**

The Capstone is a semester-long comprehensive project in which students integrate environment, economy, and social equity 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 reflect the mission of the University and the USMA Program. With that vision of a larger matrix or network of interconnected systems, students address an urban sustainability question, problem, or initiative, building from the Capstone Proposals that they wrote at the end of the Research and Writing course. In consultation with their Capstone Committees, students design, create, record, and report on the processes of a significant client project or research project. Projects can be done by individuals or teams, and innovation is encouraged. The seminar component of the course keeps students in contact with each other and their Capstone course instructor through online conferencing as well as class and individual meetings during the residency. Students complete their capstone projects, including a written document, and prepare a presentation, which is given during their final six-day residency of the program.

URS 6100. Capstone Part A. 3 Units.

Capstone A guides students to develop a proposal for a comprehensive, focused project that: . contributes to a specific field and/or area of practice on a theme that is relevant to the problems and possibilities of urban sustainability . meets the standards of advanced graduate work at the Master's level . demonstrates your potential as a professional practitioner and/or scholar . demonstrates that you have achieved all of the program learning outcomes at a high level . prepares you for future contribution in your chosen field Projects may be accomplished by individuals or teams and may be of service to a client (Client Project), a self-initiated project that provides some public benefit (Proposal and/or Policy Project), or contributes to the academic field of urban sustainability (Thesis Project). The Capstone Proposal requires signed approval by your Capstone Advisor (see below), Mentor, and Capstone A Instructor. Both the proposal and completed project are in partial fulfillment of the requirements of the Master of Arts Degree in Urban Sustainability. When your capstone project has been approved by the Capstone A Instructor, your Mentor, and the Capstone Advisor, you will give a professional-quality public presentation (to be delivered during your final residency).

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.

Previous Catalogs

This page serves as the repository for previous AULA online catalogs.

- AULA General Catalog 2017-18 PDF, web (<http://aulacatalog.antioch.edu/previouscatalogs/2017-18>)
- AULA General Catalog 2016-17 PDF (<http://aulacatalog.antioch.edu/pdf/2016-17.pdf>), web (<http://aulacatalog.antioch.edu/previouscatalogs/2016-17>)
- AULA General Catalog 2015-16 PDF (<http://aulacatalog.antioch.edu/previouscatalogs/2015-16.pdf>), web (<http://aulacatalog.antioch.edu/previouscatalogs/2015-16>)
- AULA General Catalog 2014-15 PDF (<http://aulacatalog.antioch.edu/previouscatalogs/2014-15.pdf>), web (<http://aulacatalog.antioch.edu/previouscatalogs/2014-15>)
- AULA General Catalog 2013-14 PDF (<http://aulacatalog.antioch.edu/previouscatalogs/2013-14.pdf>), web (<http://aulacatalog.antioch.edu/previouscatalogs/2013-14>)
- AULA General Catalog 2012-13 PDF (<http://aulacatalog.antioch.edu/previouscatalogs/2012-13.pdf>), web (<http://aulacatalog.antioch.edu/previouscatalogs/2012-13>)

Index

#

2018-19 Academic Calendar	158
2019-20 Academic Calendar	164

A

About Antioch University	6
Academic Policies and Procedures	131
Academic Services	149
Accreditation and Licensure	15
Addiction Studies	171
Administration	10
Administration and Leadership	7
Admission Decisions	19
Admission to the Certificate in Applied Community Psychology Program	29
Admission to the Certificate in LGBT Affirmative Psychology Program	30
Admission to the Certificate in Psychology of Trauma Studies	29
Admission to the Certificate in Web Development	31
Admission to the Education Department	26
Admission to the Master of Arts in Clinical Psychology (MAP) and Psychology (MPIC) Programs	25
Admission to the Master of Arts in Nonprofit Management (MANM)	25
Admission to the Master of Arts in Psychological Studies (MAPS) Program	28
Admission to the Master of Arts in Urban Sustainability (USMA) and Urban Sustainability Certificate Programs	27
Admission to the Master of Fine Arts and Creative Writing (MFA) Program	28
Admission to the Post MFA Certificate in Teaching of Creative Writing Program	30
Admission to the Undergraduate Programs	21
Alumni Services	155
Anthropology	173
Antioch University Los Angeles	10
Applied Studies	173
Art	174
Astronomy	177
Attending Other Institutions	128
AULA Academic Calendars	157
AULA Faculty	156

B

BA in Applied Arts and Media	39
BA-Education Department Advanced Standing	101
BA-MANM Fast Track	101
BA-MAP Fast Track	102
BA-MFA in Creative Writing Fast Track	103

BA-Teacher Credentialing Fast Track104

BA-USMA Fast Track104

Bachelor of Applied Arts in Urban Communities and Justice 41

Bachelor of Arts in Applied Studies43

Bachelor of Arts in Liberal Studies44

Bachelor of Science in Applied Technology and Business Leadership 53

Biology177

Business177

C

Certificate in Applied Community Psychology (ACP)106

Certificate in Applied Spatial Analysis for Geographic Information Systems (GIS)107

Certificate in Conflict and Non-Conflict Related Trauma Studies106

Certificate in LGBT Affirmative Psychology107

Certificate in Web Development110

Certificate Programs106

Certificate/Non-Degree Program Admissions29

Cinema180

Communication181

Computer Science182

Concurrent Learning183

Course Inventory170

Creative Writing183

D

Dance183

Departments and Offices12

Discrimination Action and Discipline Procedure147

E

Economics184

Education184

Education Department55

Educational Objectives11

English185

Enrollment/Degree Verification127

Environmental Studies189

F

Fast Track and Advanced Standing101

Film190

Financial Aid112

Financial Aid Eligibility112

Financial Aid Policies and Processes112

Forms of Probation and Their Consequences135

French	191
G	
General Admissions	16
General Application Process	18
Geography	191
Gerontology	191
Governance	7
Graduate Program Admissions	25
Graduate Programs	55
Graduation/Diplomas/Commencement	128
Grievances Against Faculty, Staff and Administrators	148
H	
Health	192
History	192
Home	5
Human Development	194
Humanities	195
I	
International Student Admission	18
J	
Journalism	200
L	
Labor Studies	200
Law	200
Library Resources	149
Library Science	201
Linguistics	201
Literature	201
M	
Management	205
Master of Arts in Clinical Psychology (MAP)	63
Master of Arts in Education with Leadership and Change Emphasis (MAEx)	62
Master of Arts in Education/Teacher Credentialing (MAE/TC)	58
Master of Arts in Nonprofit Management (MANM)	82
Master of Arts in Psychological Studies (MAPS)	80
Master of Arts in Psychology with Individualized Concentration (MPIC)	76
Master of Arts in Urban Sustainability (USMA)	85
Master of Fine Arts in Creative Writing (MFA)	88
Mathematics	208
Mission, Vision and Statement on Diversity and Inclusion	6
Music	210

N

Non-Profit Management 211
 Nutrition 212

O

Organizational Management 212
 Orientation 151
 Orientation 212

P

Petition for Exception 130
 Philosophy 213
 Physical Education 214
 Policies, Regulations and Procedures 131
 Political Science 214
 Post-MFA Certificate in the Teaching of Creative Writing 109
 Previous Catalogs 265
 Psychology 215
 Public Administration 244

R

Registrarial Policies and Procedures 125
 Registration 125
 Religion 244

S

Satisfactory Academic Progress (SAP) Policy and Process 115
 Science 244
 Social Services Administration 246
 Social Work 246
 Sociology 247
 Spanish 249
 Special Admission Issues 16
 Special Education 250
 Specialized Support Services 152
 Statement on Antioch University's Policy of Freedom of Inquiry and of Academic Freedom 6
 Student Accounts 119
 Student Conduct 138
 Student Records 129
 Student Services 152
 Student Status 139
 Students with Disabilities 154

T

Teacher Education 251
 Teaching and Learning Center 151

Television258
Theatre 258
Thesis 259
Transcript 127
Transfer Credit Policy 141
Tuition and Fees 119
Tuition Refund Policy 121

U

Undergraduate Program Admissions21
Undergraduate Programs32
University Policies, Regulations and Procedures 143
Urban Studies259
Urban Sustainability 261
USMA and Integrated Certificate in Geographic Information Systems (GIS) 99
USMA-MFA Dual Degree Program96

W

Women Studies263

ANTIOCH UNIVERSITY

SANTA BARBARA



2018-2019 General Catalog

Table of Contents

Antioch University Santa Barbara General Catalog 2018 – 2019	8
General Information	9
Accreditation.....	9
The Antioch Story.....	10
Admissions	16
Undergraduate Program.....	16
Graduate Programs.....	19
International Students	23
Transfer Students from Other Antioch Campuses.....	25
Readmitted Students	25
Admission Decisions.....	26
Deferring Admission.....	26
Antioch University Financial Aid	27
Institutional Aid.....	27
Federal Aid	27
State Aid.....	28
Private Aid.....	28
Financial Aid Withdrawal & Refund Policy.....	28
Tuition and Fees.....	30
Tuition	30
Fees	31
Explanation of Fees.....	34
Tuition Payment Plan.....	37
Tuition Refund Policy	37
Office of Student Services.....	39
Registration.....	39
Add/Drop	42
Intra-University Registration.....	42
Transcripts.....	43
Enrollment/Degree Verification.....	43
Diploma/Commencement	44
Attending Other Institutions.....	44

Student Records.....	45
Student Status.....	46
Academic Policies & Procedures.....	48
Taking Courses at Another Institution.....	48
Transfer Credit.....	48
Academic Writing Skills.....	49
Computing Skills.....	49
The Narrative Evaluation Process.....	49
Grade Equivalency.....	51
Incomplete Work.....	51
Student Evaluation of Courses.....	52
Exceptions to Policies & Procedures.....	52
Academic Progress.....	52
Satisfactory Academic Progress.....	53
Review of Student Work.....	54
Academic Probation.....	54
Student Resources.....	57
Advising.....	57
Bookstore.....	57
Writing Center.....	58
Services for Students with Disabilities.....	58
Veteran Students.....	58
Academic Computing and the Technology Classroom.....	58
Library Resources.....	59
International Student Services.....	59
Student Health Insurance.....	60
Student Identification Cards.....	60
Student Announcements.....	61
Student Forms.....	61
Student Organizations.....	61
Housing.....	61
Parking.....	61
AUSB Alumni Association.....	63
Antioch University Computing Recommendations.....	64
Computer Hardware/Operating System.....	64

Additional Computer Hardware.....	64
Office Productivity Software.....	64
Internet Connection Recommendations.....	65
Internet Browsers	65
Antivirus and Malware/Spyware Protection	65
Hand-Held and Tablet Devices.....	65
Antioch University Policies, Regulations and Procedures.....	66
Undergraduate Programs	74
The Mission of the Undergraduate Program at AUSB	75
Learning Options.....	76
Outside Learning Activities	76
Prior Experiential Learning.....	77
Degree Completion with Community Colleges: The Bridge Program.....	77
Degree Requirements for the Bachelor of Arts Degree in Liberal Studies	78
Applied Studies Degrees	88
Bachelor of Arts in Applied Studies.....	89
Bachelor of Arts in Applied Arts & Media	90
Bachelor of Science in Applied Technology & Business Leadership	92
Experiential Learning	93
Educational Foundations Class	94
Academic Writing Skills.....	94
Area of Concentration Requirement.....	94
Areas of Concentration	94
Child Development and Education (CDE).....	94
Communication and Marketing (CME)	96
Business and Entrepreneurship (BE).....	98
Environmental Studies (ECO).....	99
Applied Psychology (APSY).....	101
Liberal Arts (LBA).....	102
Professional and Creative Writing (PCW)	107
Preparation for Graduate Study	109
The Early Decider Program	109
Acceptable Grades for Transfer Credit	111
Conversion of Semester Units to Quarter Units	111
Accredited Institutions.....	111

Transfer Eligibility for Remedial, Vocational, and Technical Courses	112
Physical Education Units	112
Extension Courses and Continuing Education Units	112
Cooperative Education Credit	112
Credit Policies for Registered Nurses and Other Health Professionals.....	113
Credit from Foreign Institutions.....	113
Credit for CLEP Examinations.....	113
Transfer of Credit from the Armed Forces.....	113
Academic Advising	114
Degree Audit	114
Concurrent Enrollment	114
Attendance Policy	114
Waitlist Policy.....	115
Undergraduate Policy on Incompletes	115
Candidacy for Graduation	115
Senior Capstone	116
Graduation	116
Preparation for Graduate Schools	116
AUSB’s Master of Arts in Clinical Psychology (MACP) Program.....	116
AUSB’s Master of Arts in Teacher Credentialing (MAE/TC) or MEd/TC Program.....	117
Antioch University Santa Barbara’s Clinical Psychology Doctoral (PsyD) Program	117
Undergraduate Program Course Descriptions.....	117
Master of Arts in Clinical Psychology (MACP).....	139
Master of Arts in Clinical Psychology General Description of the Program.....	139
Program Degree Requirements	140
Board of Behavioral Sciences Educational Requirements	141
Master of Arts in Clinical Psychology Required Curriculum.....	141
Personal Psychotherapy Requirement.....	143
Degree Concentrations	144
The Clinical Traineeship	145
Master of Arts in Clinical Psychology Course Descriptions	147
Master of Arts in Psychology (MAP)	159
Master of Arts in Psychology Curriculum.....	159
Master of Arts in Psychology Course Descriptions	160
Master of Business Administration Social Business, Non-Profit Management, and Strategic Leadership	164

Learning Outcomes	164
Program Overview	165
Program Design.....	166
Attendance Policy	166
Master of Business Administration Course Descriptions.....	166
Master of Fine Arts in Writing and Contemporary Media	170
Program Overview	170
Program Design.....	170
Program Goals.....	171
Curriculum Format and Delivery.....	171
Education	172
Programs of Study.....	172
Master of Education and Multiple Subject Teaching Credential (MEd/TC).....	173
Field Experience	173
Master of Education and Multiple Subject Teaching Credential (MEd/TC) Curriculum	174
Master of Arts in Education with Dual Credential (MAE/TC).....	177
Field Experience	178
Master of Arts in Education with Dual Credentials (MAE/TC) Curriculum	178
Master of Arts in Education with M/M Education Specialist Credential	182
Master of Arts in Education with M/M Education Specialist Credential Curriculum	183
Preliminary Education Specialist for Mild & Moderate Disabilities Credential	186
Preliminary Education Specialist for Mild & Moderate Disabilities Credential Curriculum	186
Induction Program	188
One Year Induction Program Curriculum.....	188
Two Year Induction Program Curriculum.....	189
Multiple Subject Certificate Program	190
Multiple Subject Certificate Program Curriculum.....	191
Nature-Based Early Childhood Education Certificate	192
Nature-Based Early Childhood Education Certificate Curriculum	193
Master of Arts in Education with Concentration in Leadership & Social Justice (MAE-LSJ).....	193
Master of Arts in Education with Concentration in Leadership & Social Justice (MAE-LSJ) Curriculum	195
Master of Arts in Education with Concentration in Nature-Based Early Childhood Education.....	196
Master of Arts in Education with Concentration in Nature-Based Early Childhood Education Curriculum.....	197
Education Course Descriptions	198
Doctorate in Clinical Psychology (PsyD).....	214

PsyD Program Goals.....	214
California Board of Psychology Educational Requirements.....	215
Entry Tracks.....	215
PsyD Program Components Coursework.....	216
PsyD Specific Policies	217
Doctoral Program in Clinical Psychology Course Descriptions	224
Antioch Community	233
Antioch University Santa Barbara Faculty, Administration & Staff.....	233
Antioch University Leadership	234
Antioch University Campuses	234
Academic Calendar Information	235
Campus Security Report.....	238



Antioch University Santa Barbara General Catalog 2018 – 2019

Use of This Catalog:

The fees, programs and policies contained in this catalog are effective with the Summer 2018 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. (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.

Antioch University does not have a pending petition in bankruptcy, is now operating as debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

A PDF version of the 2018-2019 General Catalog is available to a prospective student or to the general public when request from the AUSB website.

Requests for further information should be addressed to:

Office of Student Services
Antioch University Santa Barbara
602 Anacapa Street
Santa Barbara, CA 93101
Telephone: (805) 962-8179 ext. 5302
Facsimile: (805) 962-4786
studentservices.ausb@antioch.edu



General Information

Accreditation

Antioch University Santa Barbara, a private institution, in collaboration with the Office of the Vice Chancellor for Academic Affairs of Antioch University, publishes the Antioch University Santa Barbara Catalog. We make every effort to provide accurate and up-to-date information; however Antioch University Santa Barbara 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 Santa Barbara 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. ([Antioch University Affirmative Action and Equal Opportunity policy 4.005](#))

Antioch University Santa Barbara is an integral part of Antioch University, which is accredited by the **Higher Learning Commission**, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, (800) 621-7440.

<http://hlcommission.org/>

Antioch University Santa Barbara is in voluntary compliance with state statutes, rules, and regulations pertaining to a private postsecondary institution in order to operate in California as directed by the Department of Consumer Affairs' Bureau for Private Postsecondary Education (BPPE) of the State of California. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95814
or
P.O. Box 980818
West Sacramento, CA 95798

(888) 370-7589 or by fax (916) 263-1897
(916) 431-6959 or by fax (916) 263-1897

www.bppe.ca.gov

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site www.bppe.ca.gov.

All of the credentials offered in the Master of Arts in Education, Master of Education, and Teacher Credentialing Programs are fully accredited by the California Commission on Teacher Credentialing.

California Commission on Teacher Credentialing Information Services
1900 Capitol Avenue
Sacramento, CA 95811-4213
(916) 322-4974
www.ctc.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.

Accreditation information is also available on the [AUSB website](#).

The Antioch Story

Welcome to Antioch Santa Barbara!

About Antioch University

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.

Our 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.

Our Vision

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

Our Goals

Antioch University Santa Barbara is one of five campuses within the national system of Antioch University. Our goal is to provide an excellent, innovative graduate and undergraduate education and to prepare our students for professional success and service to their communities. An Antioch education empowers students to act responsibly and to effect personal, social and environmental change within a global context. The Antioch approach emphasizes:

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

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

Our Purpose

The purpose of Antioch University Santa Barbara is to prepare our students for professional success and service to their communities. To further these goals, Antioch's academic experience and curriculum focus on developing critical thinking, leadership and an expansive worldview as the foundation for teaching and learning in all disciplinary fields of study. Our faculty, administrators and staff strive to model and nurture academic excellence and personal integrity based upon the basic values of ethical behavior, intellectual honesty and tolerance for the beliefs, ideas and cultural experiences of others.

Our Values

Antioch University Santa Barbara expects and demands consistent excellence in teaching and learning to meet the individual needs of our students in ways that recognize and respond to the rapidly evolving demands of a society undergoing dramatic technological and social change.

Antioch University Santa Barbara exists to provide both the highest standards of academic learning and career development for our students, and a civic forum for our community to engage in the respectful and open-minded discussion and debate of events and issues that affect all of us.

Antioch University Santa Barbara's academic approach and efforts encourage and celebrate innovation and flexibility in adapting to a time of historic transformation, but must always rest on a set of humanistic values that honor and demand personal integrity, ethical behavior, social responsibility,

and an appreciation of (or commitment to) diversity from our students, faculty, administrators, and staff.

Antioch University Santa Barbara

The Santa Barbara campus opened in 1977 and has experienced steady growth. Located in downtown Santa Barbara, the campus offers more than 75 courses each quarter, all taught in English, with a faculty of more than 125 full-time and part-time instructors. AUSB has 14 classrooms and [Library](#) resources that include an on-site facility as well as comprehensive electronic resources. Antioch's degree and certificate programs rely on traditional undergraduate- and graduate-level instructional books and supplies; students typically also have personal computers at their disposal.

Antioch University Santa Barbara serves local residents as well as commuters and participants in various low-residency programs. Although AUSB will always remain small and personal, current plans call for growth to about 800 students, with particular emphasis on growth in the international student body.

Antioch University Santa Barbara's students are adults who seek a new direction in their careers or the mobility provided by earning an undergraduate or graduate degree. A diverse group of men and women ranging in age from 19 to 68, they share a serious determination to transform their lives. The average student is 35 years old, and over 70 percent receive some form of financial aid.

Students are drawn to Antioch University Santa Barbara from the Santa Barbara area as well as Ventura, Oxnard, the western San Fernando Valley, Santa Maria and San Luis Obispo. A growing number of Antioch students have relocated from countries around the world to Santa Barbara specifically to attend Antioch, attracted by Antioch's distinctive education and the community's justly famous climate, lifestyle, and amenities.

Educational Community

Antioch University Santa Barbara's educational delivery system is designed for adult learners, most of whom have active professional and personal lives. Campus student life, therefore, is primarily focused in the classroom as the place where most student interaction occurs. Antioch is committed to ensuring a safe and supportive environment for the learning process. The Antioch legacy that continues today involves creating a learning space in which participants, both instructors and students, can explore and express ideas and points of view as part of the process of engaged learning.

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

Within this learning community, Antioch delivers a distinctive education that recognizes learning derived from previous work and life experience, and uses written narrative evaluations instead of impersonal and competitive grades (although individual students may request grade equivalents in addition to narrative evaluations). Among the distinctive features of our learning environment are:

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

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

Degrees Offered

- Bachelor of Arts in Applied Arts & Media
- Bachelor of Arts in Applied Studies
- Bachelor of Arts in Liberal Studies
- Bachelor of Science in Applied Technology & Business Leadership
- Master of Arts in Clinical Psychology
- Master of Arts in Education
- Master of Arts in Psychology
- Master of Business Administration
- Master of Education
- Master of Fine Arts in Writing & Contemporary Media
- Doctor of Psychology in Clinical Psychology

Academic Certificates Offered

- Induction Program

- Dual Credential Certificate
- Mild/Moderate Education Specialist Credential Certificate
- Multiple Subject Credential Certificate
- Nature-Based Early Childhood Education Certificate

Statement of Commitment, Inclusion and Diversity

In recognition of our mission, vision, and core values, Antioch University governors, 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.

Governance

Antioch University strives to be a unique national educational resource committed to progressive, innovative, and high-quality education for adult students. Antioch strives to be a democratically minded and participatory institution of higher education. Antioch's governance structure is based on several fundamental assumptions:

- The governance structure contributes to achieving Antioch's mission, priorities and objectives;
- The governance structure clearly articulates and provides for each academic program's curriculum to be developed and implemented by the faculty to achieve Antioch's educational mission;
- The governance structure provides for appropriate and meaningful involvement of students, faculty, staff, and administration in decision-making processes and facilitates communication, promotes cooperation, and encourages effective and efficient operation;
- The governance structure judiciously uses institutional, human, and fiscal resources to achieve its mission, priorities, and objectives.

Antioch seeks to provide a wide range of opportunities for broad involvement in governance. Principal responsibility for governance of the University rests with the Board of Governors, which appoints a University Chancellor to lead the University's five campuses. The principal responsibility for the Santa Barbara campus rests with its Provost, who provides leadership to the campus and is responsible to the Antioch University Vice Chancellor for Academic Affairs and University Provost, Chancellor, and Board of Governors. The Santa Barbara Provost and faculty Program Chairs provide leadership in academic affairs, and the faculty as a whole is responsible for curricular development, innovation and excellence, for providing a challenging student-centered classroom environment, and for modeling a community of lifelong learning. The Faculty Senate of Antioch University Santa Barbara deliberates

on policy, curricular, and planning issues. Student voices related to these policy issues are directed to the Provost. The campus also has other governing and advisory bodies, a wide range of faculty and staff meetings, and community-wide meetings to provide input into campus operations and directions.



Admissions

Antioch University Santa Barbara particularly seeks qualified candidates who will contribute to building a student population diverse in gender, ethnicity, age, class, physical differences, learning styles, sexual orientation, professional backgrounds, and community experiences.

Criteria for acceptance to Antioch University Santa Barbara (AUSB) varies by academic program. Applicants can review the admission criteria for their specific program of interest and complete the application form online on the individual academic program webpages. Individuals who seek more information about Antioch University Santa Barbara should contact the Office of Admissions to make an appointment to meet with an Admission Advisor who can answer questions pertaining to the programs offered, admission application procedures, and basic financial aid information.

In order to apply, be accepted, and enroll for a particular term, the application process should begin prior to the early action deadline and no later than the final application deadline. All application materials become part of an applicant's file and cannot be returned. Once all necessary application materials are received, the application file is complete and ready for review by an Admissions Committee. For all graduate and BA-to-Graduate Pathway programs, the applicant is required to participate in a group or individual interview with the graduate academic program. Undergraduate applicants may be called for an interview as needed, once his/her file has gone through an initial review. The admissions decision is communicated through electronic mail from the Office of Admissions.

Prospective students are encouraged to review this catalog prior to signing an enrollment agreement. Prospective students are also encouraged to review the School Performance Fact Sheet, which is provided prior to signing an enrollment agreement.

Undergraduate Program

- **Bachelor of Arts in Applied Arts & Media**
- **Bachelor of Arts in Applied Studies**
- **Bachelor of Arts in Liberal Studies**
- **Bachelor of Science in Applied Technology & Business Leadership**
- **BA-to-Graduate Program Pathways**

Applications are accepted throughout the year for all four academic quarters. Applicants are encouraged to meet with an Admission Advisor to gain preliminary knowledge about transfer credit, prior learning credit, estimates regarding the residency required to complete degree requirements, and to learn more about Antioch's unique approach to undergraduate education.

Criteria for acceptance to the Bachelor programs include: adherence to admission deadlines, strength of previous college work, writing skills, and interpersonal and intrapersonal skills. The required essay(s) are used to assess writing skills and other qualities such as self-understanding. While grade point averages and the quality and content of previous academic work are evaluated for admission, the programs also consider life experience and interpersonal qualities that support successful participation in a small, discussion-oriented learning environment.

The BA-to-Graduate Program Pathways allow applicants to simultaneously apply for admission into the undergraduate program and provisional admission into one of four graduate programs offered at the Santa Barbara campus: Master of Business Administration (MBA), Master of Arts in Clinical Psychology (MACP), Master of Fine Arts in Writing & Contemporary Media (MFA), and Doctorate in Clinical Psychology (PsyD), pending successful completion of the undergraduate program with final recommendation from the Undergraduate Academic Advisor and Undergraduate Program Chair. In addition to the standard undergraduate application documents, the Pathway programs also require additional documents and a mandatory interview with the graduate program faculty.

Admission Requirements for the BA, BS, & BA-to-Graduate Pathway Programs

	BA/BS	BA-to-MBA	BA-to-MACP	BA-to-MFA	BA-to-PsyD
Entrance Terms	All four quarters: Summer (July), Fall (October), Winter (January), Spring (April)				
Online Application	X	X	X	X	X
Admission essay(s)	X	X	X	X	X
Official, sealed transcripts or eTranscripts	X	X	X	X	X
≥ 36 quarter (24 semester) of transferable credit	X	X	X	X	X
Desired minimum undergraduate GPA	2.5	3.0	2.8	3.0	3.2
Resume		X		X	X
Two letters of recommendation		X	X	X	X
Interview with the Academic Program	As needed	X	X	X	X

It is required that applicants complete a minimum of 36 quarter (24 semester) units of transferable credit prior to applying. Students may transfer with as many as 90 semester units (135 quarter units) of lower-division work for the Bachelor of Arts in Liberal Studies degree and for the Applied Studies degrees. The following credits may be used to meet the undergraduate program minimum transferable unit admission requirement, and can be applied as transfer credit toward the degree program:

- Credits for institutions accredited by one of the six regional accrediting agencies recognized by the U.S. Department of Education (Grade of 'C' or better, Pass, or Credit)
- Credits from academic institutions accredited by national accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA) (Grade of 'C' or better, Pass, or Credit)
- Learning demonstrated through equivalency exams (CLEP, DANTES, ACT, PEP) which have been evaluated by the American Council on Education (ACE)
- Learning demonstrated through portfolios which have been evaluated by Council on Adult and Experiential Learning (CAEL) and are listed on an ACENET transcript
- College Board Advanced Placement (AP): Antioch will award credit for one standard course unit (or 3 semester hours if there is no standard course unit as a reference) for an AP score of 3 or more
- U.S. Military experience, listed as recommended for credit at the lower-division or upper-division level on a Joint Services Transcript
- International coursework determined to be the equivalent to a U.S. accredited undergraduate education
- Successful completion of Upper-Secondary Education (Gymnasium/Abitur) from the following countries: Norway, Sweden, Denmark, Netherlands, and Germany. Official transcript in English required.

AUSB also has established articulation agreements for transfer credit purposes with the following institutions:

- Santa Barbara City College
- Ventura College
- Moorpark College
- Oxnard College

To learn more about the acceptable sources of transfer credit, or for assistance in determining whether or not you meet admission requirements, please contact the Office of Admissions at admissions.ausb@antioch.edu or 805.962.8719 ext. 5301.

Once admitted, students are required to attend a pre-registration appointment with his/her Academic Advisor. Attendance at these events is required for admission, and failure to complete these activities may result in an applicant's admission being revoked.

Some students are admitted as non-matriculated students, which allows them to take the Educational Foundations course. This course is also offered to members of the community-at-large as a pre-enrollment option to learn more about Antioch University and how the undergraduate program might fit with personal and career goals. Non-matriculated status is sometimes appropriate in order to assure a good match between the student's skills and the program requirements.

Graduate Programs

Creative Writing & Communication

- Master of Fine Arts in Writing & Contemporary Media (MFA)

Education

- Induction Program
- Dual Credentials Certificate (CT/DC)
- Preliminary M/M Education Specialist Credential Certificate (CT/MMES)
- Preliminary Multiple Subject Credential Certificate (CT/MS)
- Nature-Based Early Childhood Education Certificate (CT/NBECE)
- Master of Education with Preliminary Multiple Subject Credential (MEd/TC)
- Master of Arts in Education with Concentration in Leadership and Social Justice (MAE)
- Master of Arts in Education with Concentration in Nature-Based Early Childhood Education (MAE/NBECE)
- Master of Arts in Education with Preliminary M/M Education Specialist Credential (MAE/ES)
- Master of Arts in Education with Dual Credentials – Preliminary Multiple Subject & Preliminary M/M Education Specialist (MAE/BC)

Leadership, Management & Business

- Master of Business Administration (MBA)

Psychology

- Master of Arts in Clinical Psychology (MACP)
- Master of Arts in Psychology (MAP)
- Doctorate in Clinical Psychology (PsyD)

Criteria for acceptance to any graduate program include relevance and strength of previous college work, writing skills, community involvement, and previous study and/or experience in the field. The required essays are used to assess writing skills and other qualities such as: self-understanding, the applicant's mindedness and interest in working with diverse populations. While grade point averages and the quality and content of previous academic work are evaluated for admission, the programs also consider exemplary field experience and other interpersonal qualities conducive to successful graduate training in the study (Psychology, Education, Business). Some graduate programs require two letters of recommendation written by those qualified to assess the applicant's: intellectual and creative work, ability to successfully manage self-directed graduate studies, and competence for professional pursuits linked to the academic program. Lastly, individual or group interviews facilitated

by the academic program are required to directly assess interpersonal qualities and an applicant's fit with the program.

Admission Requirements for the MBA, MACP, MFA, and PsyD Programs

	MBA	MACP	MFA	PsyD
Entrance Term	Fall (September)	Fall (October) or Winter (January)	Winter/Spring (December) or Summer/Fall (June)	Fall (October)
Online Application	X	X	X	X
Admission essays	X	X	X	X
Resume	X		X	X
Two letters of recommendation	X	X		X
Official, sealed transcripts or eTranscripts	X	X	X	X
Desired minimum undergraduate GPA	3.0	2.8	3.0	3.2
Interview with the Academic Program	X	X	X	X

Admission Requirements for the Education & Credentialing Master's Programs

	MEd/TC	MAE/BC	MAE/NBECE	MAE/ES	MAE
Entrance Term	Summer (July)	Summer (July)	Summer (July)	Summer (July)	Summer (July)
Online Application	X	X	X	X	X
Admission essay	X	X	X	X	X
Resume	X	X	X	X	X
Two letters of recommendation	X	X	X	X	X
Official transcripts	X	X	X	X	X
Desired minimum undergraduate GPA	2.8	2.8	2.8	2.8	2.8
Successful completion of the admission interview with the	X	X	X	X	X
Proof of CBEST Passage or the CSET Multiple Subjects and CSET	X	X		X	
Proof of registration or passage of CSET Multiple Subjects*	X	X		X	
Copy of valid CA credential				X	

**In addition to the required passage of the CBEST, passage of CSET Multiple Subjects is strongly advised prior to beginning coursework. To learn more about either test please visit: <http://www.ctcexams.nesinc.com>.*

Admission Requirements for the Education & Credentialing Certificate Programs

	CT/DC	CT/MS	CT/MMES	CT/NBECE
Entrance Term	Summer (July)	Summer (July)	Summer (July)	Summer (July)
Online Application	X	X	X	X
Admission essay	X	X	X	X
Resume	X	X	X	X
Two letters of recommendation	X	X	X	
Official transcripts	X	X	X	
Desired minimum undergraduate GPA	2.8	2.8	2.8	2.8
Successful completion of the admission interview with the Academic Program	X	X	X	
Proof of CBEST Passage or the CSET Multiple Subjects and CSET Writing Skills	X	X	X	
Proof of registration or passage of CSET Multiple Subjects*	X	X	X	

Copy of valid CA credential			X	
-----------------------------	--	--	---	--

**In addition to the required passage of the CBEST, passage of CSET Multiple Subjects is strongly advised prior to beginning coursework. To learn more about either test please visit: <http://www.ctcexams.nesinc.com>.*

A maximum of 9 quarter (6 semester) units of graduate coursework from external, regionally accredited institutions may be used for transfer into a graduate program with approval of the Program Chair and/or Student Services Office. Applicants must submit official transcripts of any completed graduate coursework as part of the application process. Students applying to the PsyD program (post-bachelors or post-masters) wishing to waive coursework based on completion of graduate courses from a previous institution must demonstrate course equivalency via the PsyD program’s Course Equivalency Policy (please refer to the [PsyD Program Policies](#) in this catalog).

International Students

Antioch University Santa Barbara (AUSB) values student diversity and welcomes applications from all qualified international candidates. This school is authorized under Federal law to enroll nonimmigrant students.

International Admission Requirements

If you are applying for international student admission and an F-1 student visa, you must meet both the program-specific admission requirements and the requirements listed below. Application deadlines and requirements vary from program to program; however, it is strongly recommended that all international applicants adhere to the program’s early action deadline for their desired entrance term.

In addition to the program-specific admission requirements the following must also be received:

1. Proof of English language proficiency
2. Transcript evaluation for all coursework done outside of the U.S. or Canada (except Quebec)
3. Financial certification – official bank letter & Financial Statement Form
4. Passport style photograph
5. Photocopy of your passport

If you are an international student currently studying in the U.S. and are wishing to transfer to Antioch University Santa Barbara, please be prepared to submit the following in addition to providing the above-mentioned:

- Photocopy of your original I-20
- Photocopy of your I-94
- Photocopy of your Visa
- Completed [International Student Transfer In](#) form

1. **English Language Proficiency**

Applicants whose native language is not English must demonstrate English language proficiency by submitting official English proficiency test scores. Accepted exams and minimum scores are provided below:

Exam	Score
ETS TOEFL	79 (internet), 550 (paper), 213 (computer)
Kaplan's TOEFL	Kaplan's Advanced Level
IELTS	6.5 or higher
CELSA	70

2. **Transcript Evaluation**

If you had schooling in a country other than the U.S. or Canada (except Quebec), you must have your academic record evaluated to certify that coursework completed (and academic degrees earned) are the equivalent to that offered in the United States at a regionally accredited institution. A *full course-by-course* evaluation must be completed by an approved evaluation agency. The evaluation summary provided directly by the agency will serve as your official transcript, and indicate the number of units and/or degree(s) you have earned. It is not necessary for you to provide an original copy of your academic record to our office. Antioch University Santa Barbara recommends the use of [Academic Credentials Evaluation Institute, Inc. \(ACEI\)](#), an organization specializing in foreign credential evaluation and a recognized member of the [Association of International Credential Evaluators \(AICE\)](#). For a list of other approved agencies, please contact the [Office of Admissions](#). **Note:** For the BA program, AUSB guarantees 30 semester units (45 quarter units) of lower-division transfer credit for applicants who completed upper-secondary/gymnasium in Norway, Sweden, Denmark, or the Netherlands. Evaluation by an agency is not required. Instead, applicants must provide an official transcript in English, from their school to be awarded this credit. This official transcript must indicate the graduation date.

3. **Financial Certification**

You must submit documentation of your ability to pay the educational and living expenses required for at least one year of your program. Please review the [Estimated Budget Sheet](#), then submit the [Financial Statement](#) form and the required bank documentation. The bank documentation should include the following elements:

- Bank name and address on official letterhead
- Dated no earlier than 6-9 months before first day of start term
- Sponsor's first and last name, relation to applicant, and an indication of sponsorship
- Amount of available funds in U.S. or foreign currency

4. **Passport-style Photograph**

The photograph should be a clear, full color headshot without eyewear. You may submit the photograph electronically to admissions.ausb@antioch.edu or by standard mail to: Antioch University Santa Barbara, Office of Admissions, 602 Anacapa Street, Santa Barbara, CA 93101.

5. **Photocopy of Your Passport**

This should be a photocopy of the passport page that lists the expiration date. The photocopy should be sent via mail to: Antioch University Santa Barbara, Office of Admissions, 602 Anacapa Street, CA 93101. You also have the option to send it electronically as a scanned image or PDF to: admissions.ausb@antioch.edu.

If you are accepted to one of AUSB's academic programs, you will receive the necessary U.S. immigration forms to apply for a student visa (F- 1) through the U.S. consulate in your home country. Admission to AUSB does not guarantee that you will receive a student visa. If you do not receive a student visa before the program start date, you may contact our [Office of Admissions](#) for assistance in changing your admission start date to a later start term. International students holding a student visa must be enrolled full time each term. Please remember, in general, a student visa does not allow you to be employed while in school.

Transfer Students from Other Antioch Campuses

Students wishing to transfer to AUSB from another Antioch University campus must apply through the Office of Admissions and conform to the same deadlines and admissions requirements as other applicants. Transfer applicants must also be in good academic and financial standing at the previous campus in order to be eligible to transfer. The Office of Admissions may exempt the student from obtaining certain documentation if it is able to obtain (comparable) materials from the student's original file through the Registrar's Office of the other campus. It is the student's responsibility to ensure that prior to full acceptance, final official transcripts from all previous schools of attendance are received by Antioch University Santa Barbara.

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

Since students transfer at various points in their degree programs, the designated faculty member(s) review the applicant's file and determine what Antioch University Santa Barbara degree requirements, if any, have been met through study at another Antioch University campus. Any exemptions are noted in the Office of Admissions letter of acceptance.

Readmitted Students

Students who have withdrawn or have been withdrawn from Antioch University Santa Barbara must formally reapply for admission if they wish to re-enter AUSB. Once accepted by the academic department, readmitted students are subject to the program and university requirements as well as the policies and procedures in place at the time of readmission. This includes, but is not limited to, required attendance at orientation, completion of new degree requirements, and evaluation of all previously-completed academic work, including any transfer credits and credits earned while at Antioch. Graduate work that will be more than eight years old from the point of the projected date of graduation will not be accepted.

Students applying to be readmitted must adhere to all admissions deadlines and procedures, including submission of a completed application with accompanying fee and official transcripts. Depending on the requirements of the program, a new admissions essay and interview may also be required. Official transcripts from other schools are retained in the Student Services Office for five years. Official transcripts must be requested for any coursework taken at another academic institution since the time of withdrawal from Antioch University Santa Barbara. Students should contact the Office of Admissions to determine the current admissions requirements.

Admission Decisions

Full Acceptance

Full Acceptance means that the student's application file is 100% complete, and the student is accepted into the program without conditions.

Provisional Acceptance

Students who are admitted provisionally receive an acceptance letter stating the provisions of their admission, and what is necessary in order to receive full acceptance. Provisional acceptance applies to students who either lack one or more particular elements of preparation or who need to fulfill requirements for full acceptance. The provisions stated in the acceptance letter must be satisfied by the stated deadlines, and prior to the student being allowed to register for a second term. It is the student's responsibility to work closely with an assigned faculty advisor and to make sure the Student Services Office has received the necessary documentation demonstrating that all provisions have been met. A letter of full acceptance is then issued from the Office of Admissions.

Deferring Admission

New students who wish to defer admission to the next available start term should notify the Office of Admissions directly, in writing, prior to the first official week of the current term. New students who register for classes and subsequently do not notify the Office of Admissions of their intent to withdraw or defer during the first official week of classes will remain enrolled in classes and incur administrative costs for the term. An enrollment deposit (variable by current program tuition) is required for admission deferral.



Antioch University Financial Aid

Antioch University students receive institutional, federal, state and private financial aid in the form of grants, scholarships, loans and student employment.

Please visit the following links to campus offices of financial aid for more specific information on financial aid for your academic program:

[AU Los Angeles Financial Aid](#)

[AU Midwest Financial Aid](#)

[AU New England Financial Aid](#)

[AU Santa Barbara Financial Aid](#)

[AU Seattle Financial Aid](#)

[AU Connected Financial Aid](#)

Institutional Aid

All AU campuses offer limited scholarships and grants. Students are encouraged to explore the specific campus and program websites for information on what is available and how to apply.

Federal Aid

AU participates in all the Title IV federal financial aid programs: Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Direct Student Loans (both subsidized and unsubsidized), Parent PLUS and Graduate PLUS Loans, and Federal Work-Study. The Free Application for Federal Student Aid (FAFSA) is the application that must be completed annually to be considered for federal aid. The awarding is done according to federal rules and regulations that are determined by Congress and interpreted and regulated by the Department of Education.

Pell Grants and Federal Direct Subsidized and Unsubsidized Loans are entitlement programs – if the student applies for and meets the eligibility criteria, they will receive the aid. SEOG and Federal Work-Study are called “campus-based aid”. AU receives an annual allocation of funds in each of these programs and it is divided among our campuses and programs based on enrollment. Students

are offered campus-based aid according to specific rules, and on a first-come, first-served basis. Additional information about aid eligibility and awarding can be found on each campus and program website.

State Aid

Antioch campuses in the states of California, Ohio, and Washington participate in their respective state grant programs. Applications processes vary by state, as do amounts and eligibility criteria. Washington also offers state work-study.

Private Aid

Private organizations and companies offer aid opportunities including loans and grants and scholarships. Our websites offer information about sources that require special applications. One word of caution: do not pay for scholarship searches; companies and organizations that require a fee to identify aid should be avoided.

Financial Aid Withdrawal & Refund Policy

Financial aid recipients who change their enrollment status to leave of absence (LOA) or withdraw during a term for which financial aid payments have been received will have their tuition adjusted according to Section 484B of the Higher Education Act. Such students may have to return unearned aid. Contact the Financial Aid Office staff for more information.

When a financial aid student does not complete a term, the calculation of financial aid earned is based on the period of enrollment completed. That percentage is computed by dividing the number of calendar days completed as of the date the student notified Antioch of the LOA or withdrawal by total number of calendar days in the term. The percentage of Title IV assistance to which the student is entitled (earned aid) is equal to the percentage of the term completed, up to 60 percent. If the termination occurs after 60 percent, the earned percentage is considered equal to 100 percent.

The amount of Title IV aid that a student must return is based on the percentage of unearned aid. That percentage is computed by subtracting earned aid from 100 percent. Antioch is required to return to federal sources the lesser of (1) the unearned aid percentage applied to the institutional charge, or (2) the unearned aid percentage applied to the total Title IV aid received. The student is required to return the difference between the amount of unearned aid and the amount returned by Antioch. The student will be billed for the amount owed the Title IV programs and any amount due the University resulting from the return of Title IV funds used to cover University charges. If the student (or parent in the case of a PLUS loan) is required to return a portion or all of the loan proceeds, the calculated amount is to be repaid according to the loan's terms. Students must return only half the amount of grant funds calculated.

Funds are returned to the following Title IV sources in order of priority:

- Federal Direct Unsubsidized Stafford Loans
- Federal Direct Subsidized Stafford Loans (for undergraduate students)

- Direct PLUS Loans
- Federal Pell Grants
- Federal SEOG
- Other Title IV assistance for which the return of funds is required
- Other federal, state, private or institutional financial assistance



Tuition and Fees

Antioch University Santa Barbara computes tuition depending upon the degree program. In the undergraduate and MBA programs, students pay a per unit fee for tuition. In all other degree programs, the student registers and pays for a designated unit load charge. Antioch charges more than half for the lesser unit load because many fixed expenses remain the same.

Tuition

BA	
Per-unit	\$495
CT/NBECE	
Per-unit	\$250
4-7 units	\$4,071
Per-unit & overload charge	\$679
MAE & MAE/NBECE	
10-15 units	\$6,207
6-9 units	\$3,723
Per-unit & overload charge	\$621

CT/DC, CT/MMES, CT/MS, MAE/BC, MAE/ES, & MEd/TC	
13-23 units	\$6,207
6-12 units	\$3,723
Per-unit & overload charge	\$621
MACP & MAP	
8-15 units	\$6,785
MBA	
Per-unit	\$925
MFA	
Per-unit	\$785
PsyD	
10-15 units	\$7,828
4-7 units	\$4,697
Per-unit & overload charge	\$785

Fees

Admissions Application Fee	\$60
All Students – General Fee (<i>per term</i>)	\$100
Application for Graduation & Diploma Order Fee	\$100

Application for Graduation & Certificate Order Fee	\$25
Audit Fee	Variable
Diploma Reorder Fee	\$35
Dissertation Continuation Fee <i>(PsyD Program ONLY)</i>	\$1,000
Education Field Practicum Student Teaching Fee <i>(per quarter during student teaching)</i>	\$50
Educational Foundations Fee 3-unit class	\$490
Educational PACT Scoring Fee <i>(per quarter during student teaching)</i>	\$50
Enrollment Maintenance Fee	\$475
Field Experience Continuation Fee <i>(PsyD Program ONLY)</i>	\$475
Induction Program – One Year	\$1,275 / qtr
Induction Program – Two Years	\$4425
International Student Fee <i>(per term)</i>	\$200

Late Payment Fee	\$100
Late Registration Fee	\$100
MACP Out-of-State Licensing Board Degree Verification Fee	\$25
MACP Program Materials Fee <i>(first quarter only)</i>	\$30
MACP Quarterly Liability Insurance Fee	\$15
PsyD Full-time Internship Fee PsyD Half-time Internship Fee	\$3,000/yr \$2,000/yr
PsyD FA, WI, SP Quarterly Assessment, Practicum & Materials Fee – Yrs I, II, III & IV	\$267
Returned Check Fee	\$25
Thesis/Project Binding Fee for two req'd copies <i>(\$40/additional copy)</i>	\$100
Thesis/Project Completion Fee <i>(Education Program ONLY)</i>	\$475
Three-Payment Plan Fee	\$30
Transcript Only Fee Transcript and Narrative Assessments Fee	\$10 \$15

A student registering for a number of units between the designated unit load categories or above the maximum unit load pays the unit load charge plus a per unit charge for the additional unit(s). Students registering for a number of units below the minimum unit load category pay the per unit rate. In addition to coursework, tuition covers internship/practicum supervision, advising, supervised independent study, workshops, and program administrative costs. Tuition and fees are subject to change with written notice.

Explanation of Fees

Admissions Application Fee

This \$60 fee must accompany the Application for Admission. Consideration for admission will not be given until the fee has been paid. Students who completed their undergraduate degrees with Antioch University Santa Barbara and are applying for graduate programs and those who transfer from any other Antioch campus must follow all regular admissions procedures including the payment of the Admissions Application Fee.

All Students – General Fee

In addition to tuition, all matriculated students are required to pay the All Students – General Fee of \$100 each term when registered for credit. This fee is non-refundable after the full refund period. This fee supports several academic and student services such as technology, electronic library, and student activities.

Application for Graduation & Diploma Order Fee

Students in degree programs must file the Application for Graduation & Diploma Order form before the end of the term in which they intend to graduate. This \$100 processing fee is required when submitting the application.

Application for Graduation & Certificate Order Fee

Students in certificate programs must file the Application for Graduation & Certificate Order form before the end of the term in which they intend to graduate. This \$25 processing fee is required when submitting the application.

Audit Fee

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

Diploma Reorder Fee

A lost or damaged diploma can be replaced for a \$35 fee. A graduate must submit the Diploma Reorder Form and payment to the Fiscal Office.

Dissertation Continuation Fee

A \$1,000 fee is assessed to PsyD students who are continuing to complete their dissertation after they proceed to or complete internship. These students are required to enroll in Dissertation Continuation each quarter until the dissertation is completed.

Please Note: No tuition and no units will be attached to this status. However, Financial Aid students will be considered enrolled half-time.

Education Field Practicum, Student Teaching Fee

(per quarter during student teaching)

This fee is assessed only to students in the Education program at a rate of \$50 per quarter during which a student is participating in student teaching in class TEP-5330.SB.

Educational Foundations Fee

This \$490 fee is assessed only to non-matriculated students who wish to enroll in the 3 unit Educational Foundations class.

Education PACT Scoring Fee

(per quarter during student teaching)

This fee is assessed only to students in the Education program at a rate of \$50 per quarter during which a student is participating in student teaching in classes TEP-5121 & TEP-5151. Funds cover PACT (Performance Assessment for California Teachers), the cost of the student's Task Stream accounts, calibration and scoring PACT.

Enrollment Maintenance Fee (EMF)

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

- complete degree requirements including documentation, or
- complete work in progress or incomplete work from previous terms.

Payment of the Enrollment Maintenance Fee allows the University to certify to other institutions or agencies that the student is participating in her/his degree. Enrollment certification under this registration status provides eligibility for student loan deferment for one quarter only. Students must register and pay the Enrollment Maintenance Fee during the registration period. Students may not initiate new learning activities for credit while on Enrollment Maintenance.

Field Experience Continuation Fee

This \$475 fee is assessed to PsyD students who register for Field Experience Continuation and continue to accrue clinical hours due to the fact that they did not obtain an internship during year V. *Please Note: No tuition and no units will be attached to this status. However, Financial Aid students will be considered enrolled half-time.*

International Student Fee

This \$200 fee is assessed per term to F-1 international students who are registered for credit. This fee does not include health insurance.

Late Payment Fee

This \$100 fee is assessed when a payment is not made by a scheduled payment deadline or when the minimum agreed payment amount is not paid.

Accounts in a past due status are subject to registration cancellation, fiscal holds and/or collection actions.

Late Registration Fee

Students who do not initiate registration by the registration deadline will incur a \$100 late fee.

MACP Out-of-State Licensing Board Degree Verification Fee

This \$25 fee is assessed for students or alumni who require additional services and documentation for out-of-state licensing.

MACP Program Materials Fee

(first quarter only)

This \$30 fee covers the testing materials required for the Psych Assessment courses.

MACP Quarterly Liability Insurance Fee

A quarterly liability insurance fee of \$15 is charged to all MACP students. All students in traineeship must be covered by professional liability insurance which is provided by the University. Proof of this coverage is requested by many sites and is available electronically by contacting the Director of Clinical Training.

PsyD Full-time Internship Fee

A fee of \$3,000 is assessed only to PsyD students registering at full-time status for PSC 790A for 0 units.

PsyD Half-time Internship Fee

A fee of \$2,000 is assessed only to PsyD students registering at half-time status for PSC 790AA for 0 units.

PsyD Fall, Winter and Spring Quarterly Assessment Fee

A \$267 Fall, Winter and Spring quarterly assessment is charged to PsyD students for practica, insurance, and curricular and testing materials.

Returned Check Fee

Each check or e-check returned unpaid to the University is subject to a \$25 returned check fee. A late payment fee also may be assessed and registration may be cancelled if the check was used to pay tuition and is returned after the payment deadline.

Thesis/Project Binding Fee

for two required copies

(\$40/additional copy)

This \$100 fee is assessed to students in programs that require thesis/project binding.

Thesis/Project Completion Fee

(Education Program ONLY)

A Thesis or Project Completion Fee of \$475 is designed for students in the Education program who have completed all coursework and residency requirements and who require advisement in order to finish a thesis or project. Students who are completing their master's thesis or project under this status must register and pay the Thesis or Project Completion Fee during the quarterly registration period.

Three-Payment Plan Fee

Tuition and fees not covered by financial aid are due at the time of registration. Students may, if necessary, elect a Tuition Payment Plan upon approval of credit by the Fiscal Office. One-third of the amount owed is due at registration, and a one-time fee of \$30 is required. Arrangements must be made in advance of registration.

Transcript Only Fee

Current and former students will be required to pay this \$10 fee in order to obtain an official sealed transcript. The fee is applied to each individual transcript requested.

Transcript and Narrative Assessments Fee

Current and former students will be required to pay this \$15 fee in order to obtain an official transcript along with a set of copies of the student's narrative evaluations in a sealed envelope.

Tuition Payment Plan

Tuition and fees not covered by financial aid are due at the time of registration. Students may, if necessary, elect a Tuition Payment Plan upon approval of credit by the Fiscal Office. Arrangements must be made in advance of the payment deadline.

Tuition Refund Policy

The refund schedule applies in cases of withdrawal from the University, defined as the dropping of one's entire program in a given term. For refund purposes, a week of classes refers to a calendar week beginning with the first day of classes – holidays not considered. The effective date for determining a refund is the date Student Services receives written notification of a drop (signed by the Advisory and Financial Aid officer) or withdrawal from the student. Students have a right to cancel their enrollment agreement and receive a full refund of all tuition charges if they notify the University in writing, and the written notification is received prior to or by the second class session, or the 14th day of enrollment, whichever is later. The University provides a pro rata refund of unearned institutional charges to students who complete 75 percent or less of the period of attendance. If the University cancels or discontinues a course, the University will make a full refund of all associated tuition charges. Refunds are paid within 30 days of receipt of notification of cancellation or withdrawal.

Quarter Refund Schedule	
Official first two weeks of quarter	100%
Third week	70%
Fourth week	60%
Fifth week	50%
Sixth week	40%
Seventh week	30%
Eighth week	20%
After	0%

Semester Refund Schedule	
First 14 days of semester	100%
15-29 days of semester	75%
30-58 days of semester	50%
59-87 days of semester	25%
After	0%

MFA Refund Schedule	
Prior to third day of residency	100%
On or after third day of residency, a pro rata refund of tuition will be applied to unearned institutional charges up to completion of more than 75%	<100% to >75%
Friday of fifth week of class	75%
Friday of eleventh week of class	50%
Friday of seventeenth week of class	25%
After	0%

Tuition Refund Policy for Individual Course Withdrawal

A 100% tuition credit is granted for courses dropped by 20% of the instructional period for that course. No tuition credit is given after 20% of the instructional period for that course. Exception for 1.0 unit seminars: 100% tuition credit is granted prior to the scheduled seminar date.

Please note that in programs that charge tuition based on the total number of units registered for the term, a change in tuition charges will only occur when the course drop moves the student to the lower tuition unit load.



Office of Student Services

The Office of Student Services maintains academic records for each student in accordance with the University retention policy, including original copies of evaluations, transcripts from other institutions, admission documents, and copies of correspondence. Students may access their course registration records and cumulative academic credit history via AUDirect, the web-based student information system.

Student Services may be contacted regarding the following items:

- Enrollment Verification
- Transcript Requests
- Graduation Reviews
- Diplomas
- General information regarding student academic records

Registration

Students receive information regarding registration each term via their antioch.edu e-mail account. The e-mail contains the Registration Packet, which provides information regarding the advising and registration periods, payment deadlines, financial aid, important policies, how to access the Schedule of Classes on AUView, and how to navigate the online registration process.

Official registration takes place online via the AUSB web-based student information system (AUView), as well as in the Student Services, Financial Aid, and Fiscal Offices. Registration for the following courses and statuses needs to be approved by the student's Advisor:

- Independent Study
- [Enrollment Maintenance](#)
- [Internship](#) (BA Program)
- [Internship](#) (PsyD Program)
- [Thesis/Project Completion](#) (Education Program)
- [Field Experience](#) (PsyD Program)
- [Field Experience Cont.](#) (PsyD Program)
- [Dissertation Continuation](#) (PsyD Program)
- [Leave of Absence](#)

Students are held accountable for completing all registered activities. Once admitted, all students must register each term for classes or for an approved status. Students who fail to register by the Monday of Week 3 may be placed on one term of administrative leave (if applicable) or may be administratively withdrawn from the University.

Changes in registration may be made during the add/drop period. If a student fails to add a class or learning activity, s/he does not receive credit even if work is completed. If a student fails to drop a class, s/he is obligated to complete the work or receive a No Credit designation.

Registering for an Independent Study

Students in all programs may register for Independent Study. The approval process for Independent Study requires submission of a completed BA Independent Study Contract form (undergraduate program) or Graduate Application for Independent Study form (graduate programs). A student who wishes to undertake a scholarly examination of a subject not covered by any of Antioch's current or scheduled course offerings is encouraged to engage in Independent Study. Interested students should submit a proposal for the study to their Advisor. The Independent Study must meet the following criteria:

- be related to the field of the degree program;
- be approved by the Advisor; and,
- be planned in advance.

The student's Advisor reviews the proposal, consults with other faculty members, if necessary, and possibly recommends or requires changes before approval. Therefore, proposals should be submitted to the Advisor at least two weeks before registration week for the term in which the independent study will be carried out.

Registering for Thesis/Project Completion

Given the highly individualized nature of an Antioch course of study, graduate students in the Education Master's Programs are required to complete a master's project or thesis. If the student has completed all degree requirements except for the master's project or thesis and has utilized a quarter of Enrollment Maintenance Status, the student must register for the Thesis/Project Completion Status during the registration period. No residency status and no financial aid status are credited for Thesis/Project Completion Status.

Registering for Enrollment Maintenance

Enrollment Maintenance entitles the student to a reasonable level of advisement during the term, as well as access to certain non-credit-bearing activities. On a Leave of Absence, in contrast, no advising is provided. Payment of the Enrollment Maintenance Fee (EMF) also allows the University to certify to other institutions or agencies that the student is participating in his/her academic program. Enrollment Maintenance does not qualify for residency. It allows student loan deferment for one term only. Two consecutive Enrollment Maintenance terms are not permitted. Only one Enrollment Maintenance per four-quarter period or three-semester period is allowed. Students wishing to take a term of Enrollment Maintenance should consult with their Advisor, complete the online Enrollment Maintenance registration form, and pay the Enrollment Maintenance Fee. This status may affect a student's financial aid; students planning for Enrollment Maintenance should be sure to consult the Financial Aid Office for details.

Registering for Leave of Absence

Students may take an authorized Leave of Absence (LOA) from Antioch for personal reasons any time after the first term of enrollment, without charge.* This allows the student to leave school for a

term, while still maintaining an official connection with the University. A Leave of Absence may not be used to complete unfinished coursework or document clinical training hours toward MFT licensure. The student may be on Leave of Absence for a maximum of two consecutive quarters (for quarter programs) or one semester (for semester programs). Absence from the program beyond that results in being withdrawn, and application for readmission is necessary to continue. Leaves of Absence is limited to two per four-quarter period or one per three-semester period. When registering for Leave of Absence, students must understand that any coursework remaining incomplete will default to No Credit. While on authorized Leave of Absence, the student stays on the University e-mail list and receives official announcements and notice of next term's registration. It is extremely important that a student desiring a Leave of Absence completes the online Leave of Absence form during registration. Students who leave school without filing this form may be placed on one term of administrative leave (if applicable). A new form is needed each quarter (for quarter programs) if the Leave of Absence extends for more than one quarter.

*Separate leave of absence rules and regulations apply to F-1 international students. Please see the PDSO or a DSO regarding questions about eligibility for a leave.

Auditors and Non-Matriculated Students

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

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

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

Credit Earned during Non-enrollment Periods

Students normally must be registered for Antioch classes (full-time, half-time, or per unit) in order to earn Antioch credit. An exception to this policy is the rare case in which a student's Advisor recommends that the student take one or more courses at another institution while on Enrollment Maintenance. The Advisor and the Program Chair must approve the arrangement in advance. Approved units are applied as transfer credit. Units earned at another school while on Enrollment Maintenance do not count toward residency.

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

evaluated. The Advisor and the Program Chair reserve the right to make decisions about this situation on an individual basis.

Undergraduate Students in Graduate Classes

BA students may not register for classes in the MACP and PsyD programs. BA students may approach MACP and PsyD faculty members about Independent Study work.

Add/Drop

Classes and learning activities may be added or dropped online via AUView without academic penalty during the add/drop period specified for each course in the Schedule of Classes. After the add/drop period, students may not add activities or change their number of registered units without approval of the student's Advisor. The student is held responsible for completing any units for which s/he is registered by the add/drop deadline. Credit cannot be earned for units not registered for by the deadline. Students may withdraw from courses after the add/drop deadline; however, academically the courses will be considered as attempted but not completed activities.

When adding or dropping a course or units, tuition charges are adjusted according to the published refund schedule. Students should note that changes in status may affect financial aid and should check with the Financial Aid Office before making such changes in their program.

Exception for One-Day Seminars

Students may add a one-day seminar until the day before it takes place, provided space is available. Students may drop a one-day seminar up to the day before the seminar and receive a 100% refund.

Intra-University Registration

Antioch University has campuses in Los Angeles, California; Seattle, Washington; Keene, New Hampshire; and Yellow Springs, Ohio, as well as the PhD in Leadership and Change, a distance program, and AU Online, an online division. Students enrolled at the Santa Barbara campus may wish to enroll in academic courses offered at another Antioch campus or AU Online.

Any student interested in registering for courses at another Antioch campus or AU Online must complete the Intra-University Registration Petition form and receive approval from all indicated departments.

The Antioch University Santa Barbara Office of Student Services will process the registration and verify enrollment. The host campus will forward the records of learning once the course(s) are complete.

Students who begin an academic program at Antioch University Santa Barbara and wish to transfer to another Antioch campus to complete their course of study are subject to transfer policies and degree requirements at the host campus.

[**Antioch University Policy 5.621 Intra-University Registration**](#)

Transcripts

Official Transcripts

Students may request official transcripts via the [National Student Clearinghouse Transcript Ordering Center](#). Antioch University cannot release the official transcript or diploma/certificate for a student until all financial obligations to the school have been cleared.

The Antioch transcript does not include grades or unofficial grade equivalents. Students may request that copies of their narrative assessments (which will include unofficial grade equivalents if these had been requested) be sent to other institutions along with the official transcript. Students may also request that a letter providing their unofficial grade equivalents accompany the official transcript.

Unofficial Transcripts

Students may request unofficial transcripts by emailing records@antioch.edu if using an Antioch email account. Unofficial transcript requests sent to the records account are returned as a PDF document to the student's Antioch email account.

Students who no longer have Antioch email account access may request an official transcript through the [National Student Clearinghouse Transcript Ordering Center](#).

Enrollment/Degree Verification

Antioch University Santa Barbara has authorized the National Student Clearinghouse (NSC) to act as its agent for the verification of degree conferral and enrollment status. Third parties who wish to verify degrees and/or enrollment, please select the "Order-Track-Verify" menu tab on the [NSC website](#).

Students who wish to obtain their own verification may do so with free enrollment verification documentation services via Student Self-ServiceSM from the National Student Clearinghouse.

Student Self-ServiceSM is an online service that enables students to obtain their enrollment information, including enrollment verification certificates, at no charge. Students can enjoy the convenience of performing important tasks on demand 24/7 without having to visit or call the registrar or financial aid office.

For access to this service, please follow this link: <https://www.antioch.edu/resources/students/registrar-office/student-records/#StudentSelf-ServiceOptions>

All you need is your 7-digit student ID number to access your enrollment information.

If you have any questions regarding enrollment and/or degree verifications, please feel free to contact NSC directly at:

Phone: (703) 742-4200

FAX: (703) 742-4239

E-mail: service@studentclearinghouse.org

Diploma/Commencement

Diplomas & Certificates

The Application for Graduation & Diploma Order form are required in order for Antioch University to confer a student's degree. The Application for Graduation & Certificate Order form are required in order to Antioch University to issue a student's certificate. Once all requirements for graduation have been met (including financial obligations), the University Records Administration Office will send the diploma or certificate by certified mail to the address listed on the Application for Graduation. Fees may apply to international shipping.

Commencement

Antioch University Santa Barbara's commencement ceremony occurs annually in June. Students are eligible to participate in the commencement ceremony if they have successfully completed all degree requirements, including any outstanding Incompletes, by the end of the Summer term of the current year. Students who are scheduled to complete all degree requirements during the current Spring or upcoming Summer quarter or Summer semester are eligible to participate in the commencement ceremony, pending a candidacy review. Students who graduated during the prior Spring or Summer quarter or Summer semester, but were unable to participate in the prior year's commencement ceremony, are eligible to participate in the current year's ceremony.

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.

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 Santa Barbara. Students should then follow the instructions for that campus' Admissions Office. Deadlines and admission requirements vary among campuses. The Student Services Office may be able to help students facilitate the application and transfer process either by forwarding copies of documentation already present in Santa Barbara 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 AUSB when considering a transfer.

To transfer from other Antioch University campuses to Antioch University Santa Barbara, 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 Student Services, although the regulations and procedures vary by program (review the policies under each academic program section).

While Antioch University Santa Barbara does not have formal study abroad arrangements with institutions in other countries, there are numerous institutions that offer programs in which AUSB students may be eligible to participate.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at Antioch University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, certificate, or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Antioch University to determine if your credits, degree, or certificate will transfer.

Student Records

Disclosure of Information from Student Records

Pursuant to the Federal Family Educational Rights and Privacy Act (FERPA) and the California Information Practices Act, students at AUSB 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 regarding alleged violations of their FERPA rights.

Release of student record information is generally not done at Antioch University Santa Barbara without a signed, written consent from the student. There are, however, exceptions. For example, directory information as defined by AUSB includes name, address, e-mail 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), photographs, honors and awards received, and degree(s) conferred and date(s) of degree. AUSB 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 University Registrar. To do so, students must complete a Request to Prevent Disclosure of Directory Information form.

AUSB 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 Santa Barbara 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 Student Services 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 AUSB is provided to education officials in compliance with FERPA. Education officials include staff and faculty at AUSB who have a legitimate educational interest and the need to know information from those records. Education officials may also include members of AUSB's governing body charged with the oversight of the University's academic programs and accreditation. The National Student Clearinghouse 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 Student Services. 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 Student Services.

Petition for Exception

A student who wishes to petition for an exception to any academic or Registrar policy or procedure must complete a Petition for Exception to Policy and Procedures form, explaining why s/he believes an exception is warranted. The petition is submitted to the Advisor or Instructor (if regarding a credit award change or grade equivalent change), and then considered by the Program Chair and/or Provost. The student is informed of the decision as soon as it is determined.

Student Status

Full-Time

Full-time status for undergraduate students is defined as 12 or more units. Full-time status for graduate students is defined as 6 or more units.

Three Quarter-Time

Three quarter-time status for undergraduate students is defined as greater than or equal to 9 units and less than 12 units. Three quarter-time status does not apply for graduate students.

Half-Time

Half-time status for undergraduate students is defined as 6-8.5 units. Half-time status for graduate students is defined as 3-5.5 units.

Withdrawal

A student who intends to withdraw from Antioch should discuss the decision with her/his Advisor. Withdrawal from the University means that student status is discontinued. Courses incomplete at the time of withdrawal are no longer eligible for credit and will be converted to No Credit/No Pass, and the student must reapply formally for admission if he/she wishes to re-enter Antioch Santa Barbara.

A student must notify the Office of Student Services in writing (or via antich.edu e-mail account) of the intention to withdraw. Students on financial aid also must consult with the Financial Aid Office.

Students who withdraw may be entitled to a percentage refund of tuition, depending on the date of official withdrawal. Please see the refund policy. Withdrawal from the University should not be confused with dropping classes or filing a Leave of Absence.

Any student who fails to register for academic units, a Leave of Absence, or an approved status by the Monday of Week 3 may be placed on one term of administrative leave (if applicable) or will be administratively withdrawn from the University. Students who do not maintain good academic standing also may be withdrawn, according to conditions of the Satisfactory Academic Progress Policy.



Academic Policies & Procedures

Taking Courses at Another Institution

A student may take advantage of courses offered at other regionally accredited institutions (1) if the course is not offered or is not available during the student's tenure at Antioch University Santa Barbara; and (2) if the course is central to the student's educational goals. Continuing Education courses are not acceptable as transfer units or concurrent learning.

Transfer Credit

Transfer credit usually refers to units taken in a previous course of study and transferred to the student's program at AUSB.

As a standard,

- Graduate courses that will be more than five years old at the time of graduation are not transferable.
- Doctoral level courses that will be more than eight years old at the time of graduation are not transferable.

In addition, students may take a course at another regionally accredited educational institution while enrolled at AUSB and request that those units be transferred to their program. To do this, the student submits a Concurrent Enrollment Agreement form to the Advisor who determines if the course is appropriate for transfer. The student then registers at the secondary institution, passes the course with a grade of "B" or better for graduate students, "C" or better for undergraduate students, and arranges for the course credits to be transferred to the Office of Student Services.

Courses may be taken concurrently at another regionally accredited educational institution; however, students cannot receive Federal Financial Aid concurrently at both schools. The student submits a Concurrent Enrollment Agreement form to the Advisor, indicating that this course is not offered at AUSB and is central to her/his educational goals. The student officially registers both on the AUSB campus and at the other institution.

Courses may be taken at other Antioch campuses in Los Angeles, California; Seattle, Washington; Keene, New Hampshire; or Yellow Springs, Ohio. The student must submit the completed Intra-university Registration Petition form indicating the desire to take a course at the other campus.

AUSB maintains a written record of previous education and training. When transfer credit results in the reduction of a program's residency requirement, the student's record will be updated accordingly and s/he will be notified of the reduced residency requirement.

AUSB does not assess transfer credit evaluation processing fees.

Academic Writing Skills

Students enter Antioch with widely varying levels of writing skills. Since Antioch emphasizes writing in almost every class, it is important that students develop their writing skills during their time in the program. To support both undergraduate and graduate students in becoming effective academic writers, the AUSB Writing Center provides peer-based writing assistance throughout the school year. Please see the "Student Services" section of the catalog or visit <https://www.antioch.edu/ausbwritingcenter> for more information on Writing Center services.

Undergraduate students receive credit for undergraduate writing classes. Students who need help with particular academic formats (e.g., American Psychological Association format) should speak to their Advisor or visit the AUSB Writing Center about various forms of help that are available. Graduate students who need to improve their basic writing skills may enroll in undergraduate writing classes on a not-for-credit remedial basis.

Computing Skills

Graduate students are expected to have the computing skills necessary to support their basic academic needs or to self-identify and learn these skills as they are needed. Students who need help with computer skills are directed to appropriate resources. Though this is not an exhaustive list, it is helpful if students are comfortable using: Mac or PC operating systems, Gmail, word-processing, basic spreadsheet manipulation, slide presentation, basic computer file management, internet search engines, digital library resources.

All courses are listed in Sakai, Antioch University's learning management system and this is where students will find course syllabi and class assignments. Sakai is optimized for mobile use and can be accessed via smart-phone or tablet, as well as a computer. A small number of computers are available for student use on campus. *All students are required to have access to a computer; a personal laptop is strongly recommended.*

The Narrative Evaluation Process

Narrative Evaluations and Grade Equivalent

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

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

and strengths. They can also help students identify their developmental goals and strategies for attaining them.

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

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

A student interested in a particular graduate program is advised to inquire whether grade equivalents are desired by that institution. Similarly, students can determine whether employers or financial institutions require such information.

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

Faculty Responsibilities

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

Procedures for Obtaining Grade Equivalents

Students may request to have their Letter Grade Equivalents displayed on their narrative evaluations by submitting a request to studentservices.ausb@antioch.edu. Once requested, Letter Grade Equivalents will display on all credit-earning learning activities, except for programs and courses that do not issue Letter Grade Equivalents. When an instructor provides a grade equivalent, he or she adds it on the evaluation form of the course. Once a grade equivalent has been submitted for a credit-earning activity, it is added to the student's permanent file.

Providing an Overall GPA Equivalent

If a student needs a GPA equivalent to be generated to satisfy a necessary, documented external demand, this is done by the Office of Student Services. The GPA equivalent is calculated using information from all learning activities at Antioch University, subject to the guidelines set forth by the requesting institution and the program. The following guidelines are utilized to calculate the GPA equivalent:

- If a grade equivalent was submitted by a faculty member at the time an Antioch course was taken, that grade equivalent will be used in the creation of the GPA equivalent.

- For credit-earning activities that have not been exempted, and for which the student was not previously given a grade equivalent reflecting overall course performance, the instructor of the course or the Chair of the program will generate a grade equivalent. Each program has specific guidelines for that process that are delineated in their individual sections of this catalog.
- The GPA equivalent is based on performance in all activities that a student completed as part of his or her degree. It does not include learning activities that are designated with an “Incomplete” or “Withdrawn” status.
- The GPA equivalent does include “No Credit” coursework. This includes any learning activity that had been awarded an “Incomplete” and then converted to a “No Credit.” If a student repeats a course for which he or she earned “No Credit” and earns credit during this subsequent enrollment, only the “Credit Awarded” grade equivalent is used in the calculation of the GPA equivalent.

Grade Equivalency

The University defines Credit Awarded on the graduate level as equivalent to a grade of “B” or better and on the undergraduate level as equivalent to a grade of “C” or better.

Units Attempted

This is defined as the total number of units for which a student officially was enrolled on or after the end of the add/drop period for a quarter; that is, the units for which a student received a Credit, No Credit, Incomplete, or Withdrawn.

Satisfactory Completion

This is defined as an evaluation of Credit Awarded for a course or learning activity which has been submitted to the Student Services Office.

Incomplete Work

Incomplete Work

Normally, all work should be completed by the end of each academic term. For outside learning activities, students should take the initiative to obtain assessments promptly from evaluators and should make sure that the original copy of the evaluation reaches the Registrar within one week of the end of classes so that credit can be recorded. The student is responsible for maintaining reasonable progress toward the degree. However, incomplete work is occasionally allowed, for good reason and with permission of the instructor. No faculty member is obligated to award Incompletes or to agree to evaluate student work after the end of the course (although some faculty agree to do so). Faculty are required to notify students at the beginning of a course if they are unavailable to evaluate work after the term is over.

One Term Limit

All Incompletes must be made up within one term following the one in which the classes were taken. Credit for the Incomplete is awarded only if an evaluation with Credit Awarded reaches the Registrar by the end of week 12 of the subsequent quarter or week 17 of the subsequent semester. The student is responsible for turning in incomplete work to the evaluator by the date assigned. Credit Awarded is not guaranteed; the instructor may find the work unacceptable and is not required to return the work to the student for revisions. If an evaluation with Credit Awarded does not reach the

Registrar by the deadline, the student must retake the course or learning activity in order to receive credit. A student retaking a course must register and pay for the course again, and meet the requirements of the course as offered at that time.

Student Evaluation of Courses

Students at Antioch evaluate their instructor's teaching and the quality of courses and instruction through an anonymous evaluation procedure. During the last session of each class, the instructor distributes evaluation forms to be completed by the students. Student evaluations provide important information to assist the Program Chair in evaluating course content and the instructor's work.

The Program Chair communicates overall results of student evaluations to the faculty on a regular basis and often shares student comments. Faculty do not see the anonymous evaluations until after they have submitted assessments of student work.

Results of these evaluations are taken seriously by the faculty and Provost & CEO, and are influential in decisions about modifying course structure and content, and hiring and retaining faculty members. Students are urged to use the forms candidly — to provide faculty and the Program Chair with feedback that can improve Antioch's teaching.

Student Concern about Instruction

Students are encouraged to discuss their concerns about the content or methods of instruction in a class with the course instructor as soon as any concerns arise. Based on past experience at other schools, students sometimes fear reprisal in these situations, but Antioch instructors generally welcome feedback on their work and the Program Chairs strongly support student expression of concerns. Instructors are often able to make changes to meet student needs.

In all lecture courses, a written mid-term feedback procedure is used, providing a way for students to communicate with the instructor anonymously about the course while it is still in progress. Written evaluations, along with discussions with student representatives, provide outlets for communication and feedback to the Program Chair.

Exceptions to Policies & Procedures

A student who wishes to petition for an exception to any academic or Registrar policy or procedure must complete a Petition for Exception to Policies and Procedures form, explaining why s/he believes an exception is warranted. The petition is submitted to the Advisor or Instructor (if regarding a credit awarded change or grade equivalent change), and then considered by the Program Chair and/or Provost. The student is informed of the decision as soon as it is determined.

Academic Progress

Students are expected to maintain academic progress by completing work on time and at an appropriate standard of quality for undergraduate or graduate learning. Each program grants permission for late work in special circumstances, but incomplete work must be completed within the prescribed time. Overall educational quality is upheld through careful quarterly reviews of the student's academic progress. Students whose evaluations indicate continuing academic problems, or

students with excessive incomplete work, are contacted by the Advisor or Program Chair to discuss the problem. Probation, remedial work, or a period of withdrawal from the University may be recommended or required, but only after consultation with the student and after consideration of the individual situation. The faculty works closely with students to maintain satisfactory academic progress and to achieve their educational goals.

Satisfactory Academic Progress

Federal regulations require that Antioch University Santa Barbara establish and apply reasonable standards of Satisfactory Academic Progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. To comply with these regulations, the Registrar's Office reviews student records each term to verify a satisfactory rate of progress toward the completion of the degree. Learning activities are considered complete only if all course requirements have been met, the evaluation form is present in the Registrar's Office, and the student has received CREDIT AWARDED for the course. Learning activities for which a student received an INCOMPLETE because the course spans more than one quarter are not included when determining Satisfactory Academic Progress. Units attempted are defined as the total number of units for which a student officially was enrolled on or after the end of the add/drop period.

The standards and guidelines below apply to all students for all academic terms. Students must meet both term-based and cumulative standards to be in SAP compliance.

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.

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. Credits accepted for transfer are considered credits attempted and credits earned, and are included in the cumulative SAP calculations.

Undergraduate Minimum Satisfactory Academic Progress Standards

- First term – Completion of 50% of term-based and cumulative attempted credits
- Second term – Completion of 66% of term-based and cumulative attempted credits
- All subsequent terms – Completion of 75% of term-based and cumulative attempted credits

Graduate Minimum Satisfactory Academic Progress Standards

- First term – Completion of 50% of term-based and cumulative attempted credits
- All subsequent terms – Completion of 75% of term-based and cumulative attempted credits

The calculation of satisfactory academic progress is determined at the end of one term for the student's standing in the upcoming term. Adjustments of student SAP status, in the current term, are allowable only for corrections to SAP miscalculations.

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 ([see full policy](#)). 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 Progress and Financial Aid Eligibility

Students must make satisfactory academic progress to be eligible for financial aid. Students who have not previously attended AUSB are considered to be in good academic standing. For students who attended AUSB but did not receive financial aid, the University will determine eligibility by reviewing their past AUSB records.

[Antioch University Policy 6.119 Satisfactory Academic Progress](#)

Review of Student Work

Every student's academic progress is reviewed each term by their Program. The Advisor reads the student's evaluations to assess the student's academic performance. The entire record is taken into account; a single poor but passing evaluation is not in itself a matter of serious concern. If the student appears to be having difficulty with writing, for example, the Advisor may recommend or require that a writing course be taken. If a great deal of work is Incomplete or if evaluator assessments indicate a pattern of problems, the Advisor meets with the student and communicates the concerns and actions to be taken.

Recommendations may be made informally, or the student officially may be placed on Academic Probation. (See the degree programs sections of this catalog for additional information about each program's review of student work.)

Academic Probation

Academic Probation, which concerns issues of quality of academic work or of student conduct, is determined by the program faculty and/or the Provost based on the assessment of the student's work subject to the following standards and with the following consequences:

- failure to follow a course of learning deemed necessary by the Advisor;

- a pattern of ratings of “Unsatisfactory” or “Needs Improvement” and/or a pattern of critical feedback in evaluations, which in the Advisor’s judgment is serious enough to indicate persistent academic problems which may warrant probation; or,
- documented plagiarism, academic dishonesty, ethical violations, or violations of school policy.

This is a different process from Satisfactory Academic Progress Probation, administered by the Registrar’s Office, which reviews quantitative standards for academic progress.

When a student is placed on Academic Probation, the Advisor, Chair, or Provost notifies the student of her/his Academic Probation status. It is the student’s responsibility to respond promptly by scheduling a meeting with the Advisor, Chair, or the Provost in the appropriate cases.

A plan is developed by the student and the Advisor. Requirements are specified—for example, deadlines for incomplete work, standards for work in subsequent terms, and/or the requirement to enroll at half-time status, Enrollment Maintenance, or to take an approved Leave of Absence. BA students placed on Academic Probation because they did not complete the Educational Foundations course must meet with the Educational Foundations instructor and Advisor, and work out a plan for completing and/or retaking the Educational Foundations successfully. MACP and PsyD students placed on Academic Probation have their approval to enroll in a clinical training placement delayed. A summary of the meeting between the Advisor and the student is documented. It may include specific steps the student must take by a deadline in order to have probationary status lifted or to remain in the program.

A student on Academic Probation is required to meet with the Advisor before registering for the following term to demonstrate required academic progress. Students on Academic Probation should note that often the Advisor must inspect their evaluations before signing the registration card.

The student is removed from Academic Probation at the Advisor, Chair, or Provost discretion, when in the Advisor, Chair, or Provosts judgment, the student’s current work or conduct demonstrates remediation of the problem(s) that led to Probation. One of the conditions for removal from Probation is that the student successfully completes a specified number of credits of additional learning activities with Credit Awarded, after having been placed on Probation. The Registrar is notified to remove the student from Academic Probation.

For all Antioch learning activities, instructors evaluate student work online using a form called the Evaluator Learning Assessment. The Evaluator designates Credit Awarded, Credit Not Awarded, or Incomplete for the learning activity and provides a narrative in which the student’s learning is evaluated relative to expectations stated in the syllabus for the learning activity. Instructors submit the Evaluator Learning Assessment online to the Registrar. The Registrar records the assigned designation for the learning activity and places the assessment in the student’s file in the Registrar’s Office. The Registrar also returns a copy of the assessment to the student via their antioch.edu e-mail account. When credit is awarded, the faculty member writes a narrative evaluation explaining the work accomplished in the course, as well as the student’s strengths and areas of needed improvement. Antioch University transcripts list only learning activities for which credit has been awarded.

If a student receives a Credit Not Awarded designation, the student must repeat the class in order to earn credit. It is preferred that students repeat the course with a different instructor. However, if this is impossible, the student may petition the faculty to repeat the course with the same instructor. If the course is not offered prior to the student’s projected date of graduation, the student may petition the Advisor to take the course as an Independent Study. If a student receives an Incomplete, s/he must

complete the coursework satisfactorily by the date specified by the evaluator; if no date is specified, the due date defaults to the last day of the next quarter. Failure to complete the coursework by the due date results in a loss of credit for the course. If the student disagrees with the instructor's evaluation, the first step is for the student to discuss the evaluation with that instructor. If the student remains dissatisfied with the evaluation, the evaluation may be appealed by petitioning the Core Faculty to review the evaluation. The Core Faculty assigns an ad-hoc committee to review the fairness of the evaluation. It is recommended that every student keep personal copies of all assessments and other official academic materials until after Graduation. Activities can be exempted from this requirement (such as internships, clinical training, and certain independent study projects) as long as the inability to obtain a grade equivalent for that activity is specified in writing.



Student Resources

Advising

Antioch is noted for its personalized education. Upon enrollment, each student is assigned an Advisor from her/his program to assist with such issues as program planning, internship placements, graduate and post-graduate study options, academic progress, career paths, and, when necessary, problem-solving. Students are asked to begin their work with the Advisor assigned, but may request to change to a different Advisor by submitting their request in writing to the Office of Student Services. Advisors assist students in meeting University academic requirements and understanding University and program procedures. Students are encouraged to seek out their Advisors and to utilize them as resources to maximize the learning experience. Advisors have specified office hours and also interact with advisees via their antioch.edu e-mail account. Each term, a special Advisement Week is established, when Advisors are especially available to help students in planning the next term's courses. The Advisor reviews the student's evaluations on a regular basis (usually every term) and communicates with the student if problems are found.

Bookstore

Antioch University Santa Barbara works closely with our textbook partner, [MBS Direct](#), to guarantee that all students have the correct course materials. [MBS Direct](#) was carefully selected to deliver the best value for you and to ensure peace of mind because course materials are specific to your class schedule, with no hidden costs.

We also recommend MBS Direct because of its dedication to our school is unsurpassed. Each term, MBS offers a Customer Loyalty Program that increases the amount students receive when selling back books.

A few of the other benefits students receive from MBS Direct:

- The nation's largest inventory of used books for cost savings
- All orders shipped in a timely manner
- Multiple payment options
- 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

We encourage students to take advantage of the benefits provided by our online bookstore by visiting <http://bookstore.mbsdirect.net/antiochsb.htm>.

Writing Center

The AUSB Writing Center is dedicated to offering students free peer assistance with any stage of the writing process, with the goal of helping students become stronger writers over time. Antioch employs a “peer to peer” tutoring model, which allows for a pressure-free, open dialogue about effective writing. No judgment, no grades, no shame – just positive encouragement and helpful support. Through talk and collaboration, peer writing tutors and student writers work together to identify strategies for specific writing tasks and for developing the student’s writing repertoire (skills, habits, and techniques) over time. One-on-one sessions are available in 30 and 60 minute segments. The Writing Center offers scheduled appointments and drop-ins as time permits. Writing Center visits are free and open to all Antioch students. Please visit <https://www.antioch.edu/ausbwritingcenter> for more information on Writing Center hours and services.

Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Antioch University does not exclude or discriminate against otherwise qualified students with disabilities.

Those with documented disabilities, diagnosed by a qualified professional, and disclosed to the Coordinator for Student Disability Services, may request and be afforded reasonable accommodations that will allow them to participate in the institution’s programs and services.

For more information, please contact Ryan Kasmier, Disability Support Services Coordinator, by email at rkasmier@antioch.edu or by phone at 805-962-8179 x5105.

Veteran Students

Antioch University Santa Barbara works with the Department of Veterans Affairs to provide services to eligible Veteran students. Please contact the School Certifying Official, Ryan Kasmier, by email at rkasmier@antioch.edu or by phone at 805-962-8179 x5105 for more information.

Academic Computing and the Technology Classroom

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

a collection of computer self-training materials. Additional computer workstations are available on campus for students to use when the classroom is used for classes. Wireless Internet access is available throughout our campus to connect from your laptop or smart device.

Library Resources

The AUSB library may be described as the best of two worlds: an intimate, welcoming library space with a dynamic, curriculum-focused collection of books and a broad network of electronic materials rivaling those at large research libraries. By leveraging the collective resources of the Antioch Libraries around the country, AUSB students have access to a wide range of online resources and services. These include hundreds of research databases to support endeavors both basic and cutting edge, thousands of research journals comprising some 7.5 million (and rising) scholarly articles, and a growing collection of over 19,000 scholarly e-books. Antioch University's library system continues to expand its resources to support the learning, teaching, and research needs of all students and faculty in in both place-based and hybrid programs.

Library Services

Antioch University's state of the art interlibrary loan and document delivery service (We Deliver) bridges the gap between items that are not available through its print and electronic collections. Students, faculty and staff may place their requests for books, articles, and book chapters online at any time and at no cost.

The AUSB library is committed to helping students in all phases of their research. Library staff are available to answer questions about Sakai; Gmail and Google Drive; Word, PowerPoint, and other presentation software. The library provides support in critical reading, application of citation formats, and navigating Antioch University's print and digital library resources. Research and Instruction Librarians offer professional and personal research support to faculty, students, and staff, both online and in person. The AUSB library also offers course-specific sessions and workshops on topics of interest throughout the academic year.

Students may print, make photocopies, or digital scans on the mezzanine outside the writing center anytime the campus is open. A small computer lab of PC and Apple computers is available library during library hours. (Please see the AUSB library web page for the current schedule.) A small conference room in the library is available for small group meetings. Phone chargers and headphones are available for check-out from the circulation desk. The library can be reached at 805-962- 8179, or by emailing library.ausb@antioch.edu. Library staff contact information can be found on the library's web site.

Library Hours

Library hours are posted at the beginning of each semester. In general, the library is open seven days a week when school is in session. More limited hours are offered during vacation periods. For up-to-date information on library hours, check the library's web site <https://www.antioch.edu/santa-barbara/resources/students/library/>.

International Student Services

International students are valued members of the Antioch student body. The Department of Justice provides approval to Antioch University Santa Barbara for attendance of non-immigrant students.

Students from other countries who are studying at Antioch University Santa Barbara on F-1 student visas are obligated to follow designated federal requirements in order to stay in compliance status with the United States Department of Homeland Security.

A select group of staff members in the Admissions Office and the Student Services Office serve as Designated School Officials (DSOs) who are empowered to issue and sign I-20s for admission and for travel outside the United States. Visa services are not provided, but the institution will vouch for student status. F-1 visa students are not eligible to apply for financial aid through state and federal government agencies. However, F-1 visa students are able to research external grants and scholarship programs that may be available through privately funded sources outside of and independent of the University.

In addition to following the advice of the F-1 visa student's advisor, the F-1 visa student must consult the Student Services Office, who serves as principal foreign student advisor, in several important instances. These situations include reporting to a Designated School Official:

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

Student Health Insurance

Antioch does not offer or endorse specific student health insurance plans. However, health insurance resources for domestic and international students are provided below.

Effective January 2014, health insurance options for domestic and international students include applying for a private individual plan or applying for coverage through one of the Covered California Health Insurance Plans. For more information on the Covered California Health Insurance Plans, please visit <https://www.coveredca.com/>.

Health insurance options for international students include (but are not limited to) the following

- HCC Medical Insurance Services – <http://www.hccmis.com/student-secure-insurance>
- Ascension International Student Health PPO Plus – www.4studenthealth.com
- Compass Benefits Group Benchmark Premier Plan – www.CompassStudentHealthInsurance.com

Student Identification Cards

Student identification cards are issued to all new students at Student Orientation. If an identification card is lost, contact Student Services.

Student Announcements

Antioch students receive announcements and official notices via their antioch.edu e-mail account. Students should check their antioch.edu e-mail account regularly.

Student Forms

Student Forms are available on the Antioch website at <https://www.antioch.edu/santa-barbara/resources/students/registrar-office/student-records/>.

Student Organizations

Students may also wish to be involved in on-campus activities in addition to their academic work. Opportunities for this experience include Student Council, Multicultural Student Association, AUSB Wellness Group, and the Odyssey (student literary journal). In addition, there are student representatives to the MAE/TC Advisory Committee.

Housing

Antioch University is a non-residential school and has no dormitory facilities under its control. Antioch University has no responsibility to find or assist students in finding housing. Students may consult local real estate or rental listings for available options, all at their own expense. Students may also consult with Antioch University's Financial Aid office; while financial aid is intended to support only your school expenses, an allowance for indirect costs such as housing, food, personal expenses, and transportation is part of your cost-of-attendance budget.

Parking

Free parking is available within a few blocks of the campus on the surrounding streets and after 6:00 pm in the commuter lot adjacent to our new building, which can be entered from Cota Street. Evening classes that are held on the new campus will begin at 6:15 pm to allow students to take advantage of the free parking after 6:00 pm in the commuter lot. Additional parking and transportation resources and options are listed below:

MTD transportation costs:

<http://sbmtd.gov/fares-passes/>

Map of downtown parking lots (City Lots #10 & #11 across the street from campus):

<http://www.santabarbaraca.gov/civicax/filebank/blobdload.aspx?BlobID=41765>

Hours of operation for downtown parking

lots: <http://www.santabarbaraca.gov/gov/depts/pw/dtp/daysop.asp>

Downtown City Parking Lot Rates:

First 75 minutes are free; each hour or part of an hour after the initial 75 minutes is \$1.50. Each parker is entitled to one 75-minute free period per 24 hours.

Parking Lot Rates for Disabled:

First 2½ hours are free; each hour or part of an hour after the initial 2½ hours is \$1.50. The daily maximum is \$7.00. A valid placard or plate is required.

Contact Information for Parking Offices:

Downtown Parking Office: (805) 564-5656
Water Front Parking: (805) 564-5523
1221 Anacapa St. Santa Barbara, CA 93101
Monday – Friday 8:00 AM – 4:30 PM

Pre-Paid Parking Cards:

A Pre-Paid Parking Card is the new and easy way to pay for parking! Just present the card at the exit and go! Pre-Paid Cards are available for purchase at the Downtown Parking Office address, and may be recharged at the Downtown Parking Office up to the original purchase amount (the campus is located across the street from Downtown Public Lots #10 & #11). Cards are available in \$30, \$60, \$90, and \$120 denominations.

Find more information on Pre-Paid Parking Cards

at: <http://www.santabarbaraca.gov/gov/depts/pw/dtp/daysop.asp>

Emergency Service in City Lots:

<http://sbmtd.gov/plan-your-trip/getting-around/>

(Emergency ride home service for downtown employees who make regular use of public transportation)

Permits for the Waterfront Parking Lots along Cabrillo:

\$95/year (\$7.92 a month)

<http://www.santabarbaraca.gov/gov/depts/waterfront/parking/selfpay.asp>

Map of Waterfront Parking Lots:

<http://www.santabarbaraca.gov/gov/depts/waterfront/parking/default.asp>

Waterfront Shuttle Schedule (*starts at 9 am and travels from East Beach to Mesa*):

<http://sbmtd.gov/maps-schedules/downtown-waterfront-shuttles/>

Please be reminded that there is all day street parking on many of the residential streets that are 4-5 blocks removed from State St. On the east side of State, all day parking begins on Laguna and Olive Streets. The new campus is conveniently located on the shuttle routes (downtown & beach-front shuttle = \$0.50, cross town shuttle = \$1.75) .

Cross Town Shuttle Schedule and Map:

<http://sbmtd.gov/maps-schedules/line-37-crosstown-shuttle/>

Downtown and Waterfront Shuttle Schedule and Map:

<http://sbmtd.gov/maps-schedules/downtown-waterfront-shuttles/>

Overall, there are many parking options (e.g., city parking lots, commuter lots, and accessibility to public transportation) available surrounding our new campus.

Students who require temporary disability parking (or those with other special needs) should contact Director of Student Services, Ryan Kasmier, at (805) 962-8179 ext. 5105 or rkasmier@antioch.edu, to ensure that accommodations are available.

AUSB Alumni Association

All graduates of Antioch University Santa Barbara are automatically considered members of the AUSB Alumni Association, who now number over 4,000. Our alumni are an important part of our educational network, providing enlightened leadership, professional services, and lasting engagement with the communities they serve. Our graduates also join alumni from the other Antioch University campuses and programs, reaching over 30,000 Antioch University Alumni worldwide. To keep in touch and hear about university news and upcoming events, alumni can join our Facebook page, AUSB LinkedIn, and follow us on Twitter, as well as visit us online at www.antiochsb.edu/alumni.



Antioch University Computing Recommendations

Computer Hardware/Operating System

- Mac or Windows PC with a minimum of 4 GB of RAM; 8 GB preferred (note: any amount of RAM over 4 GB will require a 64-bit operating system to realize any benefit).
- PC – Windows 7 with Service Packs or higher.
- Mac – OS 10.9 or higher.
- Older operating systems and computers with less memory (RAM) and processing power may function and meet your basic needs for computing. However, your experience may be diminished with slower computing resources and/or a slow Internet connection.

Additional Computer Hardware

Many students find it useful to have a printer or combination printer/scanner, a USB thumb or flash drive to store files downloaded from public or shared computers, and an external hard drive or DVD±R or DVD±RW drive to back up files. In addition, while most laptops have integrated webcams, speakers and a microphone, students may prefer to use an external USB webcam and a headset that includes headphones and a microphone for the enhanced quality of picture and sound available to distance learners or while listening to audio/video course content over the Internet in a room with a lot of ambient noise.

Office Productivity Software

Any word processing program that saves and opens text files and that saves in multiple file formats (Antioch recommends that faculty and students trade files in DOC format to prevent incompatibilities). A good choice for students in general is a current office suite package such as Microsoft Office that includes word processing, presentation, spreadsheet, and other useful software. “Open Office 4” and “LibreOffice” (both are open source) can be used and the documents can be saved in standard Microsoft Office formats (.doc, .docx, .xls, .xlsx, etc.). However, please be advised that sometimes complex formatting can be corrupted when changing formats. Google Drive, which also allows you to

create, store, and share a variety of file types is available by clicking 'Drive' icon in AUDirect, or by clicking the 'Google Apps' icon near the top of page of your Antioch Email account.

Internet Connection Recommendations

Particularly for distance, hybrid, and heavily computer-mediated courses, consistent and reliable access to a high-speed (i.e. cable / DSL) Internet connection is strongly recommended. Slower modem connections via telephone lines (56K modems) may result in frustration with the amount of time it takes to remain productive online.

Internet Browsers

Most of Antioch University's technologies are accessible through a web browser, so having a supported browser on your home computing system is critical. Antioch supports the following browsers:

- Internet Explorer 11 or higher (PC)
- Firefox 47 or higher (PC, Mac)
- Google Chrome Version 51 or higher (PC, Mac)
- Safari 8 or higher (Mac)

Common browser plugins that you may need include Adobe Reader, Adobe Flash player, and the Java plug-in. All of these are available free online.

Note: The best browser for your needs may change over time. It is recommended, therefore, that you have two different browsers installed on your system.

Antivirus and Malware/Spyware Protection

Generally any antivirus software will suffice, though it is highly recommended that you select an anti-virus system from a reputable company that has an established reputation. Most antivirus software includes antispyware, and is sold on an annual subscription basis. Macs are not immune to viruses, so antivirus software for Macs is highly recommended. Please be sure to update your virus definitions weekly, if not more often. Most software will automatically perform updates on a regular and frequent basis.

Hand-Held and Tablet Devices

Most hand-held and tablet capable of displaying web pages will allow you to view the content of many AU systems. Capabilities of these devices vary widely; particularly in their ability to interface with some AU systems. Contact the [IT Helpdesk](#) if you have questions about the compatibility of your device with AU's systems.



Antioch University Policies, Regulations and Procedures

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.](#)

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.](#)

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.](#)

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.](#)

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, 4.503.*](#)

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.*](#)

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 Disability Support Services Policy, 6.101.*](#)

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.*](#)

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.*](#)

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.*](#)

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.*](#)

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.*](#)

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/](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.*](#)

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.*](#)

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.*](#)

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.*](#)

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, 6.102.*](#)

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.*](#)

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.*](#)

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, 6.127.*](#)

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.*](#)

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.](#)

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.](#)

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.](#)

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.

AUSB Campus Policies, Regulations & Procedures

Antioch University Santa Barbara is designed for adult learners, most of whom have active professional and personal lives. Campus student life, therefore, is primarily focused in the classroom, which is where most student interaction occurs. Antioch is committed to ensuring a safe and supportive environment for the learning process. This involves creating a learning space in which instructors and students can explore and express ideas and points of view in the process of engaged learning. Fundamental to this learning process is a respect for difference. Because each adult brings very particular histories, experiences, and ways of knowing to the classroom, each student can benefit from an authentic interaction with another. Discussion and debate depend on an appropriate degree of respect for all persons involved and for the distinct experiences that they bring. Class discussions are not so much designed as opportunities for individual learners to demonstrate how much or what they know, but as environments for furthering the learning and understanding of the whole community. In order to achieve this sort of learning environment, students must recognize their responsibility for the success of the learning experience of the class as a whole. Active participation and respect for the learning environment are essential.

Student Conduct

Students are expected to treat each other with respect, to contribute to the learning community of the university, and to abide by all policies related to student conduct. MAE/TC and MEd/TC students should consult the Student Teaching Handbook for issues related to student conduct in school placements. For graduate Psychology students, the Clinical Training Handbook includes professional codes of ethics governing work in clinical training placements; students are responsible for following these codes. Students in all programs may face sanctions including academic probation, conduct probation, suspension, and/or dismissal from the University for any of the following reasons:

- Forgery, altering University documents, or knowingly providing false information;
- Deception of the educational or administrative process of the University;
- Physical abuse or destruction of University property;
- Physical abuse, threat of abuse, or abusive behavior toward other students, University employees, and/or their families;
- Abusive or harassing e-mails or electronic postings directed at faculty, staff, or other students;
- Theft of University property;
- Use or sale of illegal drugs;
- Possession or use of explosives or deadly weapons on campus;
- Destructive behavior on University property;
- Repeated behavior problems that interfere with the functioning of classes, learning activities, or the University;
- Violation of University policies; or,
- Any action that violates the purposes of the University or the rights of those who comprise the University.

Students suspected of committing any of the above violations of University policy will be accorded procedures consistent with the process outlined in the [Student Conduct Policy, 6.103](#).

Professional and Ethical Standards in Clinical Training and Student Teaching

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

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

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

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

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

The student may appeal a decision and/or a sanction to the Provost or designee.

Confidentiality of Student Information

The Family Educational Rights and Privacy Act (FERPA) of 1974, and as amended, provides access for students to information about themselves, permits students to challenge information maintained as University educational records, and limits release of information without student consent to those individuals defined as having a legitimate educational interest. Student records are confidential. They are open only to the following:

- the student;
- faculty and staff who must see the records in order to perform their jobs;
- appropriate State and Federal agencies who, under the law, are entitled to have access to University records;
- other institutions, in connection with an application for or receipt of financial aid;
- accrediting associations in the performance of their accrediting functions; and,
- those with a judicial order or subpoena, if the student is notified of the order or subpoena before Antioch complies with it.

For all other parties or agencies, Student Services releases only directory information, as the term is defined in FERPA. At Antioch University Santa Barbara, the following information is considered, but is not limited to, “directory” information: 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. If you do not wish this information disclosed, you must complete the Request to Prevent Disclosure of Directory Information form.

All former and current Antioch students have the right to inspect and review official University files, records, and data that directly relate to themselves, with these exceptions:

- Confidential information on letters of recommendation placed in a student’s file before January 1, 1975;
- Confidential parental financial information;
- Unofficial personal notes or comments of individual faculty members or administrators that they maintain separately.

Further details about FERPA, including the right to inspect and review records, rights and procedures related to non-disclosure of directory information as defined by FERPA, the right to amend records the student considers inaccurate or misleading, and the types of records kept by Antioch University Santa Barbara and their locations and Custodians, may be obtained from Student Services. Note: students who graduated or withdrew from an academic program prior to July 1, 1985 have their records archived at Antioch University located in Yellow Springs, Ohio.



Undergraduate Programs

Bachelor of Arts in Liberal Studies

Since its inception in 1977, the Antioch University Santa Barbara (AUSB) Bachelor of Arts degree program has been academically rigorous and intellectually challenging. AUSB's program provides a liberal education in which adult students engage in a wide range of learning activities.

The BA Program is a degree completion program designed for students who have already completed a substantial amount of college work elsewhere. Students enter AUSB with a minimum 36 quarter (24 semester) units or more in transfer, and up to a maximum of 135 quarter (90 semester) units from an accredited community college or 4-year college or university.

The BA degree in Liberal Studies provides the student with a modern liberal arts education to broaden her/his understanding of self, world and contemporary issues. The AUSB BA Program is designed to help students explore and develop their own interests and to enhance or enrich a direction in life that is meaningful to self, to others and to society.

BA students put theoretical learning into practice through a wide variety of experiential learning opportunities that are woven into every course. Students can further develop their skills through internships, practicums, independent studies and service learning in the community. AUSB students routinely secure internships in schools, health agencies, art organizations, businesses, senior centers, environmental organizations, advocacy groups, and other community settings. Some students earn credit through new learning in their present employment settings.

Bachelor of Arts or Bachelor of Science in Applied Studies

If you've gained valuable technical expertise through your current trade and are ready for professional advancement, finishing your bachelor's degree in one of our three Applied Studies degrees at AUSB can help you maximize that experience. Expand upon your practical knowledge by applying your previous technical and vocational training – such as design, hospitality, culinary arts, auto mechanics, medical trades, and more – toward the completion of an undergraduate degree. AUSB helps you connect your technical expertise to an academic experience that makes you a more effective problem-solver with critical thinking and leadership skills. The program can also prepare you for Antioch graduate degrees, particularly in business administration, psychology, education, and creative writing, depending upon your interests and academic preparation.

The **BA in Applied Studies** degree gives students who have technical training in a distinct area the forum to build upon previously acquired skills by developing a broader contextual understanding of

their profession while advancing academically. You will critically examine and gain a deeper understanding of the principles of your profession, moving toward a more systems-thinking approach. Studies will expand your skills in written and oral communication, foster problem-solving and critical thinking skills, and develop your ability to consider social and ethical context of your profession.

The **BA in Applied Arts & Media** degree is ideal for people with technical skills in art, design, and media (such as makeup design, video editing and post-production, or set design) who want to more fully understand the context and business side of their industry. The major focuses on preparing students to use arts in today's media-rich environment. You'll view art from a historical and cultural perspective while exploring how the use of art and media has evolved into a platform central to effective marketing and communication. You'll also gain crucial skills and problem-solving strategies specific to the arts and media fields that will make you a more effective professional.

The **BS in Applied Technology & Business Leadership** degree is ideal for people in technology business professions – such as auto mechanics and medical technology – who want to deepen their understanding of practical skills central to advancement in their field. You will focus on leadership perspectives, planning, and business tools and how to use them in an ethical and socially conscious context. You'll also gain the interpersonal skills needed to advance yourself effectively within your field.

Undergraduate students who believe the curricular changes implemented in Summer 2018 would benefit their study plan may petition to have their catalog start date reflect the Summer 2018 requirements. Students are encouraged to first discuss the changes with their advisor or Program Chair to best understand the options for the study plan.

The Mission of the Undergraduate Program at AUSB

AUSB offers students a Bachelor of Arts degrees in Liberal Studies and Applied Studies as well as a Bachelor of Science in Applied Studies degree that each produce globally aware citizens and socially responsible leaders. Through the integration of academic and experiential learning, AUSB students acquire key intellectual and professional tools including analytical and problem-solving skills, critical and creative thinking, effective communication skills, self-awareness, and intercultural competence. The curriculum provides an innovative, student-centered, contemporary liberal education that uniquely prepares students for graduate studies and professional success in their chosen careers.

The Program Core Purposes of the Undergraduate Program at Antioch University Santa Barbara are infused throughout the academic curriculum, reflecting the intention of the faculty to provide a broad, meaningful and well-balanced education. The Program Core Purposes include:

Critical Thinking. Student effectively engages in critical analysis that acknowledges the complexity of issues, challenges one's own and/or others' assumptions, while evaluating evidence and context before reaching conclusions. Student uses critical thinking to combine or synthesize existing ideas in original and imaginative ways.

Diverse Perspectives. Student understands diversity in all its forms, including worldview, communication, cultural rules and personal biases

Social Justice. Student demonstrates critical awareness of the social, economic, political, and environmental justice issues that demarcate the terrain of power, oppression, and resistance. Students develop the commitment, skills, and knowledge necessary to contribute to justice through activism and engagement in both local and global communities.

Applied Learning. Student demonstrates the ability to make connections among ideas and experiences, and to synthesize and transfer learning to new or more complex situations beyond the classroom.

Communication. Student demonstrates the ability to develop and express ideas in writing and oral communication in many genres and styles, across a variety of technologies and platforms including visual media and/or other creative forms of expression, designed to increase knowledge, foster understanding or promote change.

Self-Awareness. Student demonstrates an ability to articulate and analyze one's own behaviors, actions or personal experiences and make connections to one's own learning and growth, clearly identifying strengths, weaknesses and biases.

Learning Options

AUSB is on the ten-week quarter system. Classes, which are all upper-division for three units, meet either face-to-face, online, or in a combination hybrid model. Face-to-face classes meet once a week for three hours and extend over 10 weeks. Students are expected to spend approximately 2 hours per week of non-classroom learning, such as field work, data collection, reading and/or writing.

Seminars are one-unit learning opportunities to become acquainted with subjects not in the regular course curriculum. Seminars go for 6 to 8 hours in a one or two-day time period. Between 23-25 hours of non-classroom learning are also expected for the seminar option. Some seminars may require papers whereas others may require more reading or an experiential project. Seminars do not allow incompletes. Students are expected to obtain reading materials or other related materials prior to the seminar and are notified about these requirements. Some seminars have assignments which must be completed before the class meets.

Outside Learning Activities

Internships, practicum, independent studies, and concurrent learning allow students to:

- obtain learning experiences central to educational goals;
- pursue a topic in greater depth than a classroom setting allows; and,
- put theoretical learning into practice outside the University setting.

Internships and practicums are field-based learning activities that take place in an applied setting (business, community organization, high school, senior center, etc.). The student is evaluated by the internship/practicum supervisor. Unlike internship placements at the Master's level (which have the purpose of professional training), undergraduate internships and practicums focus on five primary goals which:

- allow students to provide service to the community;
- provide students opportunities to apply classroom learning to community problems;
- allow students to learn new theoretical ideas in experiential contexts;
- expose students to "real-life" social conditions of various work places and populations; and,
- give students the opportunity to explore particular work roles and settings in order to make better career choices.

Another option, the Independent Study, is an activity in which the student pursues specific reading, writing, research, experiences and/or competencies on her/his own, based on a contract established in advance with the evaluator.

Concurrent Learning refers to a course taken at another institution and transferred to Antioch.

Prior Experiential Learning

Prior Learning is college-level learning that took place (1) outside accredited college classes, and (2) after high school and before enrollment at Antioch. Students sometimes confuse an internship or independent study with Prior Learning. Internships, independent studies, and concurrent learning take place during the student's residency at Antioch, whereas Prior Learning took place before the student entered Antioch. Many adult students enter Antioch's program with college level learning they acquired in such diverse settings as their workplace, home, or volunteer activities.

Students who plan to document prior learning for credit are required to take a 3 unit course entitled PLA 1000.SB Prior Learning Assessment Theory and Practice before beginning the documentation process. (See [Undergraduate Program Course Descriptions](#) section for a full description of this class.)

AUSB adheres to the standards recommended by the Council for Adult and Experiential Learning (CAEL) found at www.cael.org. Prior Experiential Learning is limited to a maximum of 45 quarter units. A maximum of 3 quarter units may be awarded to any one Prior Experiential Learning activity. Prior units may be earned if the student does not have 120 units at the time of transfer, and only in order to reach 120 units.

Degree Completion with Community Colleges: The Bridge Program

Antioch University Santa Barbara has entered into articulation agreements with local community colleges to offer BA degree completion programs. This is known as the "Bridge to Antioch Program" whereby students may complete and transfer up to 90 lower division semester units (135 quarter units) and complete the remaining 30 semester units (45 quarter units) through AUSB. This program partners with Allan Hancock College in Santa Maria, Santa Barbara City College, Ventura College, Oxnard College, Cuesta College and Moorpark College.

The following stipulations apply for transferability of units:

- A minimum of 36 quarter (24 semester) units and a maximum of 135 quarter (90 semester) units may be accepted, with any combination of lower-division and upper-division level work, all with a grade of "C" or better.
- A maximum of 57 quarter (38 semester) units may come from any one department.
- All transfer units must be awarded prior to registration for the final quarter at AUSB.
- Students can concurrently enroll in up to 12 semester units.
- A maximum of 6 quarter (4 semester) units may be accepted in physical activities courses.
- A maximum of 12 quarter or 8 semester units may be accepted in English as a Second Language (ESL) courses.
- A maximum of 30 quarter (20 semester) units may be accepted for any of the concentrations.

Degree Requirements for the Bachelor of Arts Degree in Liberal Studies

Because each Antioch BA student's educational plan is individualized, it is helpful for the student to become familiar in detail with the following degree requirements. The Educational Foundations class (first quarter requirement) also helps students understand and plan how to fulfill these requirements. In this section, requirements are first listed, then explained in more detail. Courses and requirements listed below are subject to change.

1. **Total Unit Requirement:** 180-200 quarter units overall.
2. **Residency Requirement:** The residency requirement specifies that a minimum of 45 quarter units must be earned at Antioch University. Units earned from documentation of Prior Experiential Learning do not count toward residency and are not calculated in determining full or part-time enrollment.
3. **Upper Division Requirement:** At least 45 upper-division units must be completed at Antioch University.
4. **Breadth/General Education Requirement:** Students must complete a minimum of 24 quarter or 16 semester units divided over four areas (see below). Each course only counts toward one area of the Breadth/General Education requirements. May be satisfied with transfer work (this requirement is automatically satisfied with completion of CSU GE Breadth Requirement or IGETC).

Communication

(6 quarter or 4 semester units with at least one lower-division course in English Composition with a grade of "C" or better)

Communication is an interdisciplinary field that integrates aspects of both social sciences and the humanities in the analysis of human communications and in the expression of ideas in writing, in discussion, and in live or recorded presentation. The study of communications ranges from interpersonal communication and small group communication to mediated personal communication and mass communications. Communication studies also examines how messages are produced and for what purposes and how they are interpreted through the political, cultural, legal, historical and social dimensions of their contexts. Communication studies prepares students for future work and study in any number of diverse fields, such as law, political organizing and public affairs, marketing, advertising, public relations, consulting and many others.

- All English writing or composition classes, regardless of prefix
- Communication or Media Studies
- Foreign Languages
- Journalism
- Linguistics
- Speech

AUSB courses are:

COM 3320	Digital Storytelling: Online Magazine Publication	WRT 3110	Creative Writing
-------------	--	-------------	------------------

COM 3340	Writing for Broadcast Media	WRT 3131	Creative Writing: Fiction
COM 3520	Public Speaking	WRT 3190	Creative Writing: Nonfiction
COM 3530	Organizational & Interpersonal Communication	WRT 3390	The Personal Journal: Literature & Self Discovery
WRT 3100	Academic Writing	WRT 3941	Special Topics in Writing (1 unit)

Arts & Humanities

(6 quarter or 4 semester units with a grade “C” or better)

Courses in the arts and humanities connect us to the efforts of cultures to find meaning in the human condition reaching back to the beginning of recorded history. The many disciplines that make up the arts and humanities open up horizons of understanding about who we are and where we have come from, while also exercising our imaginations and creative engagement with our human destiny. The arts and humanities cultivate critical thinking, self-reflection, imagination, and a sense of play.

ARTS

Dance
 Design
 Film and Video
 Music
 Painting and Sculpture
 Photography
 Theater arts
 Philosophy

HUMANITIES

Anthropology (cultural)
 Ethnic Studies
 Foreign Language Literature
 Gender Studies
 History
 Humanities
 Literature

AUSB courses are:

COM 3221	Environmental Documentary Filmmaking	COM 3360	Photojournalism
COM 3300	Social Justice Documentary Filmmaking	COM 3941	Special Topics in Film (1 unit)
COM 3350	Visual Communication		

ECO 3010	Environmental Justice & Advocacy	PSY 3020	Mindfulness
GBL 3000	History of Globalization	RLG 3010	Buddhism
MGT 3750	Business Ethics & Social Responsibility	RLG 3941	Special Topics in Religion (1 unit)
PHL 3670	Ethical Issues in Contemporary Society	WRT 3390	The Personal Journal: Literature & Self Discovery
PHL 3690	Ethical & Legal Issues in Human Services		

Science and Quantitative

(6 quarter or 4 semester units with a grade "C" or better)

The science and quantitative reasoning requirement seeks to enrich students' understanding of the physical and natural world and the scientific and mathematical concepts, theories, and principles that explain that world. Accordingly, students broaden and deepen their understanding of the diversity and interrelatedness of human knowledge through the sciences and quantitative reasoning and are better able to navigate quantitative reasoning and scientific information and frameworks.

SCIENCE

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

QUANTITATIVE REASONING

Accounting
 Computer Science (intermediate and advanced)
 Finance
 Mathematics
 Research Methods
 Statistics

AUSB Courses are:

ECO 3020	Marine Ecology	ECO 3450	Global Environmental Studies
ECO 3040	Conservation Biology	ECO 3500	Anthrozoology: Human-Animal Relations
ECO 3050	Natural History of Santa Barbara	ECO 3941	Special Topics in Environmental Studies

Social Sciences

(6 quarter or 4 semester units with a grade "C" or better)

The social sciences involve studying the rapid emergence of the human sciences in the nineteenth and twentieth centuries, which earlier were modeled on the physical sciences, and have since attained their own internal forms of verification and confirmation of evidence. The contemporary social sciences involve the description and analysis of peoples and cultures, ethnic groups, and social classes from the perspectives of anthropology, sociology, psychology, economics, political science, linguistics, and hybrid sciences, such as political economy, that emerged from them. Students learn the theoretical and methodological developments that have advanced our understanding of human beings, various social formations, behavioral patterns and structures, and dynamics of conflict and collaboration.

Addiction Studies
Administration
Anthropology
Business
Communication or Media Studies
Economics
Education
Geography (cultural)
Gerontology
Human Development
Human Services

Law
Library Science
Management
Organizational Management
Political Science
Psychology
Public Administration
Social Services Administration
Social Work
Sociology
Teacher Education

AUSB Courses are:

CDE 3030	Child Psychology	MGT 3750	Business Ethics & Social Responsibility
CDE 3040	Emerging Models of Early Childhood Education	MGT 3850.SB	Human Resources & Legal Issues
CDE 3050	Integrating Curriculum: Best Practices	MGT 3941	Special Topics in Business Management & Leadership
CDE 3060	Media, Technology & Children	MKT 3000	Market Analysis & Research
CDE 3070	Child Advocacy	MKT 3010	Integrated Marketing Communication
CDE 3080	Special Education: Response to Intervention	MKT 3030	Consumer Behavior
CDE 3200	The Parent/Child Relationship	MKT 3050	Strategic Marketing
CDE 3320	Adolescent Development	MKT 3060	Advanced Public Relations
CDE 3430	Theories of Learning & Cognition	MKT 3070	Brand Development
CDE 3941	Special Topics in Child Development & Education	MKT 3080	Consultative & Relationship Selling
COM 3210.SB	Interpersonal Communication in a Media World	POL 3470	Public Policy
COM 3230	Social Media	POL 3920	Engaged Citizenship

COM 3270.SB	Contemporary Issues in Media	PSY 3100	Global Perspectives on Stress
COM 3300	Social Justice Documentary Filmmaking	PSY 3201	Counseling Theory & Coaching Techniques
COM 3501	Media, Communication & Culture	PSY 3230	Personal Relationships: The Making & Breaking of Affectional Bonds
COM 3550	Intercultural Communication	PSY 3281	Psychology of Gender & Sexuality
COM 3580.SB	Group Dynamics	PSY 3330	Culture & Emotions
COM 3740	Advertising & Culture	PSY 3340.SB	Issues in Substance-based & Process Addictions
COM 3941	Films on Social Justice Topics	PSY 3350	Psychopathology: The Nature of Mental Illness in Contemporary Society
ECO 3000	Ecopsychology	PSY 3391	Positive Psychology
ECO 3010	Environmental Justice & Advocacy	PSY 3400	Theories of Personality
ECO 3500	Anthrozoology: Human-Animal Relations	PSY 3410	Transformation of Consciousness
ECO 3760	Sustainable Business Practices	PSY 3440	Social Psychology
ENT 3000	Entrepreneurship	PSY 3450	Community Psychology & Social Change

ENT 3770	E-business & E-commerce	PSY 3550	Healing from Trauma
ENT 3790	Business Planning & Development	PSY 3640	Principles of Group Counseling
GBL 3010	Human Rights	PSY 3681	Family Systems: Global Perspectives
GBL 3140	Conflict Management I: Nature & Cause	PSY 3690	Adult Development & Aging
HDV 4550.SB	Child Development	PSY 3801	Issues in Chemical Dependency
HDV 4581	Language Acquisition	PSY 3941	Special Topics in Psychology
INT 3031	Service Learning in the Community	SOC 3020	Social Justice Movements, Their Leaders & People
INT 3910	Career Planning	SOC 3050.SB	Pacific Rim Cultures & Communities
INT 3941	Readings on Social Justice Topics	SOC 3510.SB	Diversity & Cultural Awareness
MGT 3200	Business Finance	SOC 3770	The Latino Community in American Society
MGT 3220	Leadership & Project Management		
MGT 3741	Organizational Strategy & Culture		

5. **Core Competencies:** The Undergraduate degree requires the completion of six 3 quarter unit competencies. These 18 quarter units must be taken at Antioch University.

- Educational Foundations
- Academic Writing
- Ethics and Leadership (choose 1 from a slate of courses)
- Global (choose 1 from a slate of courses)
- Research (choose 1 from a slate of courses)
- Environmental (choose 1 from a slate of courses)

AUSB Core Course Categories	AUSB Core Courses that Count for Requirement	AUM Core Course Equivalent	Breadth
Educational Foundations	Educational Foundations	Modes and Methods	Arts and Humanities
Academic Writing	Academic Writing	Experience and Expression	Communication
Ethics and Leadership	PHL3670 Ethical Issues in Contemporary Society MGT3750 Business Ethics & Social Responsibility PHL3690 Ethical Issues in Human Services POL3920 Engaged Citizenship SOC3780 Class, Race, Gender and Sexuality	Culture, Conflict and Social Research Leadership	Social Science

Global	<p>GBL3000 History of Globalization</p> <p>GBL3610 Global Economics</p> <p>PSY3330 Culture and Emotion</p> <p>COM3550 Intercultural Communication</p> <p>SOC3510 Diversity and Cultural Awareness</p> <p>MGT3230 Managing in a Global Environment</p>	Foundations of Civilization	Social Science
Research	<p>QNT3890 Research Methods & Statistics</p> <p>MGT3200 Business Finance</p> <p>MKT3020 Web Analytics</p> <p>QNT3600 Macroeconomics</p>	Culture, Conflict, and Social Research	Science and Quantitative Reasoning

Environmental	ECO3020 Marine Ecology ECO3050 Natural History of Santa Barbara ECO3040 Conservation Biology ECO3450 Global Environmental Studies	Ecology, Technology and Society	Science and Quantitative Reasoning
---------------	--	---------------------------------	------------------------------------

6. **Area of Concentration Requirements:** The Area of Concentration is the student's specialized field of learning. The student may include one Concentration in her/his program of study. The following stipulations apply:

- A Concentration must have a minimum of 36 units and may not exceed 60 units.
- At least 24 quarter units must be upper-division taken at AUSB in the chosen Concentration
- Concentration requirements may include transferred courses

Other Stipulations for BA Planning: Several other stipulations apply for BA Program planning:

- No more than 24 units may be evaluated by a single instructor/evaluator.
- No more than 20 units may be earned in any single outside setting such as an internship site.
- No more than 3 units may be included in any one Prior Experiential Learning activity.
- Prior Experiential Learning units may be earned if the student does not have 135 quarter units at time of transfer, and only to reach 135 total units.
- Prior Experiential Learning is limited to a total of 45 units. There can be no exceptions to this regulation.

Upper-Division Learning

Because Antioch University Santa Barbara offers a degree completion program, courses in the BA Program are upper-division level only. All lower-division coursework must be completed at another institution prior to transfer. Upper-division classes are numbered in the 300s and 400s. For internships and for all self-designed learning activities (Outside Learning Activities, Independent Studies), Antioch uses certain 300 numbers. This numbering system is summarized as follows:

Upper Division	Type of Learning Activity
3000s	Antioch Classes

3960	Independent Studies
3980	Internships and Practica

The BA program requirements **must** include:

- 45 or more units of upper-division learning.
- No more than 135 units of lower-division learning.
- No more than 24 units that are successfully completed can be taken with any one instructor/evaluator.

The BA program requirements **may** include:

- Any number of extra units of upper-division learning beyond 45 as long as the total number of units does not exceed 200.
- Fewer than 135 units of lower-division learning.
- No more than 45 units of Prior Experiential Learning and only until the student reaches the 135 quarter unit maximum for transferable work.

The BA/BS degree requirements **must** include:

- 45 or more upper-division units.
- Foundational courses to establish context and familiarize you with the skills you'll use as you progress academically.
- Eight (8) units of experiential, non-classroom learning such as internships, self-directed independent studies or prior learning.
- Six (6) units of interdisciplinary, hybrid seminars.
- Nine (9) units directly related to the degree.

Applied Studies Degrees

The Applied Studies degrees are considered a constellation of majors that share their core learning goals as well as degree requirements. 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. You will benefit from the learning approach of our liberal education model while continuing to focus on your specified career path.

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.

[Bachelor of Arts in Applied Studies](#)

[Bachelor of Arts in Applied Arts & Media](#)

[Bachelor of Science in Applied Technology & Business Leadership](#)

Bachelor of Arts in Applied Studies

The Bachelor of Arts in Applied Studies degree at AUSB gives college students with technical training in a distinct area the forum to build upon previously acquired skills by developing a broader contextual understanding of their profession while advancing academically. In this program, you will critically examine and gain a deeper understanding of the principles of your profession, moving toward a more systems-thinking approach.

You will find the courses at Antioch will expand your skills in written and oral communication, while fostering problem-solving and critical thinking skills and your ability to consider social and ethical context of your profession.

Graduates with a degree in Applied Studies can advance their careers or open new doors in a variety of fields, including design, hospitality, the culinary arts, auto mechanics, and more. Students often apply the problem solving and critical-thinking skills they learn in this program to their previous professional experiences in a leadership or supervising role.

The average time to complete an Applied Studies degree is 1-2 years, depending on number of credits transferred into Antioch University Santa Barbara.

Learning Outcomes

- Use career, technical, and occupational skills as a basis to practice thinking critically about problems and solutions.
- Communicate effectively in writing and in person.
- Consider challenges and obstacles from multiple perspectives and create strategies for overcoming them.

Degree Requirements

Students need 180-200 quarter units to graduate from Antioch University Santa Barbara's Bachelor of Arts in Applied Studies Program. This program accepts a maximum of 135 quarter units in transfer. You will need to meet the learning goals and complete the curriculum specific to your major, as well as certain undergraduate degree requirements. Applied Studies degree requirements include the following (earned through AUSB enrollment and/or transfer):

Major Core Coursework (choose 4 courses=12 quarter credits)

COM 3230	Social Media	ENT 3000	Entrepreneurship
MGT 3220	Leadership and Project Management	ENT 3790	Business Planning & Development
MGT 3750	Business Ethics & Social Responsibility	ECO 3760	Sustainable Business Practices

Professional Core Courses (4 courses=12 quarter credits)

COM 3550	Intercultural Communications	WRT 3210	Professional Writing
MGT 3230	Managing in a Global Environment	POL 3920	Engaged Citizenship

Applied Learning/Prior Experiential Learning (9 total quarter credits)

Capstone (3 quarter credits)	Experiential Learning/Internship (6 quarter credits)
------------------------------	--

21 Technical or Professional course quarter credits approved by Antioch Advisor

Bachelor of Arts in Applied Arts & Media

The Bachelor of Arts in Applied Arts & Media degree at AUSB is ideal for people with technical skills in art, design, and media fields such as makeup design, video editing and post-production, or set design who want to more fully understand the context and business side of their industry. The major focuses on preparing students to use arts in today's media-rich environment.

In this program, you'll view art from a historical and cultural perspective while exploring how the use of art and media has evolved into a platform central to effective marketing and communication. You'll gain crucial skills and problem-solving strategies specific to the arts and media fields that will make you a more effective professional.

The average time to complete an Applied Studies degree is 1-2 years, depending on number of credits transferred into Antioch University Santa Barbara.

Learning Outcomes

- 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

Degree Requirements

Students need 180-200 quarter units to graduate from Antioch University Santa Barbara's Bachelor of Arts Program. This program accepts a maximum of 135 quarter units in transfer. You will need to meet the learning goals and complete the curriculum specific to your major, as well as certain undergraduate degree requirements. Applied Studies degree requirements include the following (earned through AUSB enrollment and/or transfer):

Major Core Coursework (choose 4 courses=12 quarter credits)

COM 3250	World Media	WRT 3210	Professional Writing
MKT 3020	Web Analytics	COM 3550	Intercultural Communication
MKT 3010	Integrated Marketing Communication	COM 3220	Documentary Filmmaking
MGT 3220	Leadership and Project Management	MKT 3050	Strategic Marketing
COM 3230	Social Media	COM 3320	The Odyssey: Digital Magazine Publications

Professional Core Courses (4 courses=12 quarter credits)

COM 3550	Intercultural Communications	WRT 3210	Professional Writing
----------	------------------------------	----------	----------------------

MGT 3230	Managing in a Global Environment	POL 3920	Engaged Citizenship
----------	----------------------------------	----------	---------------------

Applied Learning/Prior Experiential Learning (9 total quarter credits)

Capstone (3 quarter credits)	Experiential Learning/Internship (6 quarter credits)
------------------------------	--

21 Technical or Professional course quarter credits approved by Antioch Advisor

Bachelor of Science in Applied Technology & Business Leadership

The Bachelor of Science in Applied Technology and Business Leadership degree is ideal for people in technology and business professions – such as auto mechanics, information systems, and medical technology – who want to learn the critical practical skills central to advancement in the field. In this degree program, your courses will focus on leadership perspectives, planning, and business tools, and learn how to use them in an ethical and socially conscious context. You'll also gain the interpersonal skills needed to advance yourself effectively within your field.

Graduates of the Applied Technology and Business Leadership program effectively prepare themselves for higher roles and greater responsibility in their field. With additional training from dedicated faculty and small class sizes, Antioch University Santa Barbara is an ideal environment for adult learners to pursue their career goals.

The average time to complete the B.S. in Applied Technology & Business Leadership degree is 1-2 years, depending on number of credits transferred into AUSB.

Learning Outcomes

- 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

Degree Requirements

Students need 180-200 quarter units to graduate from Antioch University Santa Barbara's Bachelor of Science in Applied Technology and Business Leadership Program. This program accepts a maximum of 135 quarter units in transfer. You will need to meet the learning goals and complete the curriculum

specific to your major, as well as certain undergraduate degree requirements. Applied Studies degree requirements include the following (earned through AUSB enrollment and/or transfer).

Major Core Coursework (choose 4 courses=12 quarter credits)

MKT 3010	Integrated Marketing Communication	MGT 3750	Business Ethics & Social Responsibility
MGT 3200	Business Finance	ENT 3000	Entrepreneurship
MGT 3220	Leadership and Project Management	ENT 3790	Business Planning & Development
MGT 3741	Organizational Strategy & Culture	GBL 3610	Global Economics

Professional Core Courses (4 courses=12 quarter credits)

COM 3550	Intercultural Communication	WRT 3210	Professional Writing
MGT 3230	Managing in a Global Environment	POL 3920	Engaged Citizenship

Applied Learning/Prior Experiential Learning (9 total quarter credits)

Capstone (3 quarter credits)	Experiential Learning/Internship (6 quarter credits)
------------------------------	--

21 Technical or Professional course quarter credits approved by Antioch Advisor

Experiential Learning

Experiential learning is considered the cornerstone of an Antioch undergraduate education. It can be described as *learning that arises out of reflection on experience*, leading to purposeful action, or praxis, in order to test out the “hypotheses” that arise from this reflection. This action in turn leads to further experience and reflection, so that experiential learning can be seen as a continuous cycle or spiral.

Educational Foundations Class

All entering students need to enroll in and attend Educational Foundations before or during the first quarter of study. It is a degree requirement to complete Educational Foundations with a passing evaluation.

Academic Writing Skills

All students are required to complete WRT 3100 Academic Writing in their first quarter. Students can choose to further enhance their writing skills by enrolling in any of the writing courses offered throughout their time here. Antioch has a Writing Center that provides services to help students with their writing. AUSB also arranges individual tutorials for students needing extra help.

A student who fails to complete the Educational Foundations and/or Academic Writing work during the first quarter may petition to receive an Incomplete for the class. If work is not completed by the end of the twelfth week of the second quarter, the student receives a No Credit evaluation and must retake the appropriate class immediately.

Area of Concentration Requirement

The Area of Concentration is the student's specialized field of learning. The student may include one Area of Concentration in her/his program of study. An Area of Concentration consists of a minimum of 36 and a maximum of 60 quarter units of learning in a particular academic field; 24 units must be upper-division completed at Antioch.

Areas of Concentration

Currently, Antioch offers seven Areas of Concentration for which courses are regularly scheduled in the BA curriculum. Elective courses and workshops are offered each year in these Concentrations. Students may also take courses concurrently at other accredited institutions to supplement work in any of these Concentrations with approval of an Academic Advisor.

- [Child Development and Education](#)
- [Communication and Marketing](#)
- [Business and Entrepreneurship](#)
- [Environmental Studies](#)
- [Applied Psychology](#)
- [Liberal Arts](#)
- [Professional and Creative Writing](#)

Child Development and Education (CDE)

The Child Development & Education concentration weaves a cohesive understanding of child development (from birth through adolescence), family systems, and social contexts to prepare culturally competent caregivers and educators. Responsive childhood education influences the formation of the individual for life. Students choosing the Child Development & Education

concentration are most likely already in or planning to enter a field in which they will work with children. Antioch believes that childhood educators are among the most important in the educational spectrum. This degree provides students with an increased array of tools to bring to the all-important task of helping children develop to their fullest potential.

This concentration is ideal for people who seek careers in child development, education or advocacy, ranging from birth through adolescence. The degree also increases the student's marketability in a field with ever-increasing demands for trained professionals. Some students choose early childhood education as a vocation; others as a stepping stone into a K-12 credential program or Masters in Education.

Curriculum

The curriculum for this concentration allows students to deeply explore the principles and practices of childhood education, to consider their role in advocacy, and to think broadly about global issues and cultural contexts as they relate to child development. Students take courses in psychology plus courses specific to early childhood education, child and adolescent development, and other related disciplines within the liberal arts. A unique aspect of this concentration is that students are required to enroll in a practicum in which they observe and reflect on the delivery of different models of childhood education as they are presented to different age groups. CDE students are also required to get a TB test in order for them to participate in the required practicum.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 60 quarter units with at least 24 upper-division units completed at AUSB.

Recommended Prerequisites

- Child, Family and Community
- Health, Safety and Nutrition of Young Children
- Child Growth and Development

Required Courses for Concentration (36 units)

CDE 3030	Child Psychology (3)	CDE 3100	Practicum (3)
CDE 3040	Emerging Models of Early Childhood Education (3)	CDE 3200	The Parent/Child Relationship (3)
CDE 3430	Theories of Learning and Cognition (3)	SOC 3510	Diversity and Cultural Awareness (3)
CDE 3070	Child Advocacy (3)		Three Electives (9)

CDE 3080	Special Education: Response to Intervention (3)	INT 3081	Capstone (3)
---------------------	---	-----------------	--------------

Communication and Marketing (CME)

The Communication and Marketing concentration is designed to provide students with an interdisciplinary understanding of how massive changes in the media—from global digital communications, wireless networks, Web 3.0, and persistent connectivity—are transforming media usage and media industries around the globe. The program explores how all mediated forms (film, print, digital, and electronic) affect people, organizations, and cultures with a focus on training critically-aware professionals for advanced careers in media. Courses help students explore their own values and practices as well as how they shape the values and practices of others through producing media. Students who choose this concentration may have already developed specific skills in the media of their choice through their lower-division work. The AUSB program is designed to help students utilize those skills to responsibly influence the way people work, communicate, and engage together in a global society.

This concentration is ideal for people interested in a career in communications and/or media-related fields in corporate, public, government and nonprofit organizations. Potential careers include: marketing director, web analyst, public relations executive, producer, journalist, new media strategist, e-commerce account executive, content writer, filmmaker, videographer, public information, online marketing, blogger, web designer, and advertiser.

Curriculum

This concentration is built upon a foundation of courses related to crafting a narrative/message and purposefully moving that message into the world through various forms of distribution. An emphasis is placed on media as a change agent in our global culture. Courses in the related disciplines of psychology, business, education, global studies, and multiculturalism round out the curriculum. Students are encouraged to use independent studies and internships to focus the major in areas of specific interest regarding personal and professional goals.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 60 quarter units with at least 24 upper-division units completed at AUSB.

Recommended Prerequisites:

Communication:

- Introduction to Communication
- Fundamentals of Public Speaking
- Interpersonal Communication

Journalism:

- Reporting/Writing
- Mass Media and Society
- Journalism Publication (choice of print, radio, online, etc.)

Film & TV Production:

2018-2019 AUSB General Catalog

- Principles of Audio Production
- Non-linear Editing
- Film and Video Production or Documentary Filmmaking

Film Studies:

- Introduction to Film
- American Film or Contemporary Film
- Film Genres or World Cinema

Photography:

- Intermediate Photography
- Image Editing or Portfolio Production
- Advanced Techniques (e.g., fine art, press, advertising, portraiture)

Required Courses for Concentration (36 units)

WRT 3210	Professional Writing (3)	MKT 3050	Strategic Marketing (3)
COM 3230	Social Media (3)	MKT 3010	Integrated Marketing Communication (3)
COM 3550	Intercultural Communication (3)	MKT 3020	Web Analytics (3)
MGT 3220	Leadership & Project Management (3)		Three Electives (9)
MGT 3230	Managing in a Global Environment (3)	INT 3081	Capstone (3)

Internships

Internships that provide hands-on experience in communication and media may be designed in a variety of settings. Antioch encourages students to design their own internships. For example, students can earn credit for such activities in their workplace as designing a public relations campaign, implementing new social media advertising, or producing a relevant film or video.

Business and Entrepreneurship (BE)

This concentration prepares students for management as well as preparation to venture into the realm of entrepreneurship roles within an established business. The Business & Entrepreneurship concentration is designed to provide students with a broad, yet practical understanding of the complex global social, political, and ethical issues involved in business management. Designed to develop critical thinking and creative problem solving skills from an interdisciplinary perspective, students study ethical and social values as they address a wide range of practical management issues. AUSB's concentration assists students in developing the knowledge necessary to critique economic, business, and other organizational activity, as well as to develop ideas to extend decision-making options within the profession. This concentration is ideal for people who seek to hold leadership or management positions in corporate, public, government, or nonprofit organizations or start a business of their own.

Curriculum

This concentration is built upon the foundation of a core of traditional business courses in management, ethics, human resources, budgets and finance, marketing and organizational culture. This focus is enhanced for the modern era with studies in global economics and sustainable business strategies. Courses from other disciplines, such as studies of communication and media, psychology, and multiculturalism, are used to enrich the concentration. Students are encouraged to use independent studies and internships to focus the major in areas of specific interest regarding personal and professional goals.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 60 quarter units with at least 24 upper-division units completed at AUSB.

Recommended Prerequisites:

Accounting:

- Introduction to Accounting
- Financial Accounting
- Payroll Accounting

Business Administration:

- Introduction to Business
- Introduction to Management
- Financial Accounting

Finance:

- Introduction to Finance
- Managerial Finance
- Financial Accounting

Marketing:

- Introduction to Marketing
- Marketing Communication
- International Marketing or Public Relations

International Business:

- Introduction to International Business
- International Law
- International Marketing or Public Relations

Required Courses for the Concentration (36 units)

MGT 3200	Business Finance (3)	ENT 3790	Business Planning and Development (3)
MGT 3750	Business Ethics & Social Responsibility (3)	GBL 3610	Global Economics (3)
MGT 3230	Managing in a Global Environment (3)	MGT 3220	Leadership & Project Management (3)
MKT 3050	Strategic Marketing (3)		Three Electives (9)
ENT 3000	Entrepreneurship (3)	INT 3081	Capstone (3)

Internships

Internships that provide hands-on experience in management and nonprofit leadership may be designed in a variety of settings. Antioch encourages students to design their own internships. For example, students can earn credit for such activities in their workplace as designing a training program, implementing new management information systems, or researching alternative means for marketing a new product or service.

Environmental Studies (ECO)

The Environmental Studies concentration emphasizes ecosystems around the world, focusing on the ethical, economic, and political issues that affect them. Students gain understanding in global, ecological, and social processes connecting people, policy, and the environment. In this way, they develop critical skills in observation, environmental planning, and policy development. With an interdisciplinary grounding in environmental and conservation issues, the curriculum emphasizes environmental advocacy and global awareness through experiential learning, internships, and working in the community with environmental organizations and activists.

The AUSB Environmental Studies concentration will emphasize environmental advocacy and global awareness. Through courses, experiential learning, hands on training, internships, and working in the community with environmental activists, students will learn key environmental concepts as well as

skills for effecting change through advocacy and policy work. In addition, students will gain an awareness of ecosystems around the world and the cultural and economic factors that influence them.

The Environmental Studies concentration prepares students for careers in: environmental health and management, natural resources and conservation, outdoor and environmental education, environmental law and regulation, policy, environmental advocacy, international environmental issues, and non-profit or governmental organizations. Students will also be prepared to continue on to graduate school in a variety of fields including environmental studies, social entrepreneurship, and business.

Curriculum

The Environmental Studies concentration emphasizes ecosystems around the world, focusing on the ethical, economic, and political issues that affect them. Students gain understanding in global, ecological, and social processes connecting people, policy, and the environment. In this way, they develop critical skills in observation, environmental planning, and policy development. With an interdisciplinary grounding in environmental and conservation issues, the curriculum emphasizes environmental advocacy and global awareness through experiential learning, internships, and working in the community with environmental organizations and activists.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 60 quarter units with at least 24 upper-division units completed at AUSB.

Required Courses for the Concentration (36 units)

ECO 3010	Environmental Justice and Advocacy (3)	ECO 3450	Global Environmental Studies (3)
ECO 3020	Marine Ecology (3)	ECO 3760	Sustainable Business Practices (3)
ECO 3040	Conservation Biology (3)	POL 3920	Engaged Citizenship (3)
ECO 3050	Natural History of Santa Barbara (3)		Three Electives (9)
GBL 3610	Global Economics (3)	INT 3081	Capstone (3)

Internships

Internships that provide hands-on experience in environmental work may be designed in a variety of settings. Antioch encourages students to design their own internships, and Santa Barbara is rich with opportunities for working with a wide range of environmental issues and organizations.

Preparation for Work and Graduate Study

The Environmental Studies Concentration prepares students for graduate work in environmental studies, environmental policy, environmental advocacy, and other related fields including green energy and business. It provides a meaningful background for a variety of other professional careers, as knowledge in environmental studies is central to many professions.

Students who intend to pursue doctoral-level graduate work in environmental studies should plan on independent study in an area of research beyond the required Research Methods and Statistics course sequence. In their studies, they should be sure to develop library research skills and familiarity with some research in their field of interest. The Advisor should also be consulted concerning particular course work.

The Environmental Studies concentration prepares students for careers in: environmental health and management; natural resources and conservation; outdoor and environmental education; environmental law, policy, and regulation; environmental advocacy; international environmental issues; and non-profit or non-governmental organizations (NGOs).

Applied Psychology (APSY)

The profession has given rise to a mental health industry and a variety of professional roles and responsibilities. This concentration encourages students to examine the values and biases embedded in psychological theory as well as the historical, societal, and political context of psychological theories and practices. The curriculum is designed to provide students with knowledge of psychology across a number of sub-disciplines including clinical, community, developmental, and global psychology. Courses focus on theory and intervention skills that modify behavior, teach client skills, or support individuals who are experiencing psychological distress. Emphasis is placed on diversity and its effects on the study and practice of psychotherapy.

This concentration is relevant for anyone interested in a career in psychology related fields in corporate, public, government and nonprofit organizations. This concentration prepares students for careers providing psycho-education and/or support, using basic counseling skills to support clients or assist them with problem solving, as well as following treatment plans designed to reduce symptoms or modify behaviors.

Curriculum

To better understand diverse communities, Antioch recommends courses that focus on gender, ethnic and racial differences, and various forms of disability. Students who seek preparation for graduate work at the doctoral level should also participate in research activities with an Antioch faculty member. In accordance with American Psychological Association (APA) recommendations, students in the Psychology concentration are advised to take a broad range of liberal arts courses in the arts, science, philosophy, and quantitative studies in addition to psychology.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 60 quarter units with at least 24 upper-division units completed at AUSB.

Recommended Prerequisites:

Psychology:

- General Psychology
- Human Development
- Social Psychology

Alcohol and Drug Counseling:

- General Psychology

- Alcohol and Other Drugs
- Individual/Group Counseling Techniques

Require Courses for the Concentration (36 units)

PSY 3400	Theories of Personality (3)	PHL 3690	Ethical Issues in Human Services (3)
PSY 3440	Social Psychology (3)	CDE 3430	Theories of Learning and Cognition (3)
QNT 3890	Research Methods (3)	PSY 3451	Contemporary Practices in Community Mental Health (3)
SOC 3510	Diversity and Cultural Awareness (3)		Three Electives (3)
PSY 3201	Counseling Theory and Technique (3)	INT 3081	Capstone (3)

Internships

Internships that provide hands-on experience in psychology may be designed in a variety of settings. Antioch encourages students to design their own internships or seek intern placements at a variety of community agencies. Options include working with populations affected by addiction, violence, homelessness, developmental disabilities, etc.

Preparation for Graduate Study

The Applied Psychology concentration prepares students for graduate work in psychology, social work, and other related fields. It provides a meaningful background for a variety of other professional careers, as knowledge in psychology is central to many professions in our service-oriented society.

Students who intend to pursue doctoral-level graduate work in psychology should plan on independent study in an area of research beyond the required Research Methods and Statistics course sequence. In their studies, they should be sure to develop library research skills and familiarity with some research in their field of interest. The Advisor should also be consulted concerning particular course work. Antioch offers both a Masters in Clinical Psychology and Doctorate of Clinical Psychology.

Liberal Arts (LBA)

A degree in Liberal Arts is considered to be one of the best foundations for a diverse range of careers and preparation for many graduate schools. In this concentration students gain an understanding of a

broad range of subject areas and acquire the skills of critical thinking, problem solving, creativity, communication, and an appreciation for diversity.

AUSB adheres to the principles of a modern liberal arts education as outlined by the American Association of Colleges and Universities (AAC&U). In particular, the BA Program is aligned with the following Essential Learning Outcomes of (found at www.aacu.org):

- knowledge of human cultures and the physical and natural world
- intellectual and practical skills, including: inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving
- civic knowledge and engagement, both local and global
- intercultural knowledge and competence
- ethical reasoning and action
- foundations and skills for lifelong learning
- integrative and applied learning through synthesis and advanced accomplishment across general and specialized studies

Curriculum

The Liberal Arts concentration is the most flexible with no prerequisites and ample courses every day and evening for easy scheduling. To assist in planning a well-rounded liberal arts program, it is recommended that the student strive to complete courses from a wide range of academic disciplines. Students may choose from the full range of courses offered in the BA Program. However, students in this concentration may not take more than 24 units from any one course code (e.g., CDE, PSY and ECO).

CDE 3030	Child Psychology (3)	MGT 3241	The Business of: (3)
CDE 3040	Emerging Models of Early Childhood Education (3)	MGT 3681	Management: Best Practices (3)
CDE 3050	Integrating Curriculum: Best Practices (3)	MGT 3741	Organizational Strategy & Culture (3)
CDE 3060	Media, Technology & Children (3)	MGT 3750	Business Ethics & Social Responsibility (3)
CDE 3070	Child Advocacy (3)	MGT 3850.SB	Human Resources & Legal Issues (3)

CDE 3080	Special Education: Response to Intervention (3)	MKT 3000	Market Analysis & Research (3)
CDE 3101	Practicum (3)	MKT 3010	Integrated Marketing Communication (3)
CDE 3200	Parent/Child Relationships (3)	MKT 3020	Web Analytics (3)
CDE 3320	Adolescent Development (3)	MKT 3030	Consumer Behavior (3)
CDE 3430	Theories of Learning & Cognition (3)	MKT 3050	Strategic Marketing (3)
COM 3221	Environmental Documentary Filmmaking (3)	MKT 3060	Advanced Public Relations (3)
COM 3230	Social Media (3)	MKT 3070	Brand Development (3)
COM 3250	World Media (3)	MKT 3080	Consultative and Relationship Selling (3)
COM 3270.SB	Contemporary Issues in Media (3)	PHL 3670	Ethical Issues in Contemporary Society (3)
COM 3300	Social Justice Documentary Filmmaking (3)	PHL 3690	Ethical & Legal Issues in Human Services (3)
COM 3320	Online Odyssey – Digital Magazine Publication (3)	POL 3470	Public Policy (3)

COM 3340	Writing for Broadcast Media (3)	POL 3920	Engaged Citizenship (3)
COM 3350	Visual Communication (3)	PSY 3020	Mindfulness (3)
COM 3360	Photojournalism (3)	PSY 3100	Global Perspectives on Stress (3)
COM 3501	Media, Communication & Culture (3)	PSY 3201	Counseling Theory & Technique (3)
COM 3520	Public Speaking (3)	PSY 3230	Personal Relationships (3)
COM 3530	Organizational & Interpersonal Communication (3)	PSY 3281	Psychology of Gender & Sexuality (3)
COM 3550	Intercultural Communication (3)	PSY 3330	Culture & Emotions (3)
COM 3580.SB	Group Dynamics (3)	PSY 3340.SB	Issues in Substance-based & Process Addictions (3)
COM 3740	Advertising & Culture (3)	PSY 3350	Psychopathology: The Nature of Mental Illness in Contemporary Society (3)
ECO 3000	Ecopsychology (3)	PSY 3391	Positive Psychology (3)
ECO 3010	Environmental Justice & Advocacy (3)	PSY 3400	Theories of Personality (3)
ECO 3020	Marine Ecology (3)	PSY 3410	Transformation of Consciousness (3)

ECO 3040	Conservation Biology (3)	PSY 3440	Social Psychology (3)
ECO 3050	Natural History of Santa Barbara (3)	PSY 3450	Community Psychology & Social Change (3)
ECO 3200	Sustainable Aid & Grassroots Initiatives (3)	PSY 3550	Healing From Trauma (3)
ECO 3450	Global Environmental Studies (3)	PSY 3640	Principles of Group Counseling (3)
ECO 3500	Anthrozoology: Human-Animal Relations (3)	PSY 3681	Family Systems: Global Perspectives (3)
ECO 3760	Sustainable Business Practices (3)	PSY 3690	Adult Development & Aging (3)
ENT 3000	Entrepreneurship (3)	QNT 3600	Macroeconomics (3)
ENT 3770	E-business & E-commerce (3)	QNT 3890	Research Methods & Statistics (3)
ENT 3790	Business Planning & Development (3)	RLG 3010	Buddhism (3)
GBL 3000	History of Globalization (3)	SOC 3020	Social Justice Movements, Their Leaders & People (3)
GBL 3140	Conflict Management I: Nature & Cause (3)	SOC 3050.SB	Pacific Rim Cultures & Communities (3)
GBL 3610	Global Economics (3)	SOC 3510.SB	Diversity & Cultural Awareness (3)

HDV 4550.SB	Child Development & Learning (3)	SOC 3770	The Latino Community in American Society (3)
HDV 4581	Language Development & Acquisition (3)	WRT 3100	Academic Writing (3)
INT 3020	Educational Foundations (3)	WRT 3110	Creative Writing (3)
INT 3031	Service Learning (3)	WRT 3130	Creative Writing: Fiction (3)
INT 3081	Senior Capstone (3)	WRT 3190	Creative Writing: Nonfiction (3)
MGT 3200	Business Finance (3)	WRT 3390	The Personal Journal: Literature & Self Discovery (3)
MGT 3220	Leadership & Project Management (3)		
MGT 3230	Managing in a Global Environment (3)		

Professional and Creative Writing (PCW)

Antioch University Santa Barbara's concentration in Professional and Creative Writing (PCW) will prepare students for a profession in writing, with the ability to work in multi-genres and across platforms. For those who are passionate about writing and who want to address practical considerations such as employability, the curriculum offers a multi-genre approach built upon several disciplines: fiction, nonfiction, poetry, writing for traditional media, technical and business writing, and new media. Through both craft and workshop classes, students will develop their individual voice, as well as focus on their capacity to earn a living through writing.

Curriculum

The Professional and Creative Writing concentration is built upon the foundation of a core of traditional writing courses in fiction, creative non-fiction, online journalism and literary theory for social change. This focus is enhanced for the modern era with studies in writing for broadcast

media, advanced screenwriting, long-form journalism, professional writing, advanced writing workshops and development of a professional portfolio.

Courses from other disciplines, such as studies of communication and media, psychology, and marketing, are used to enrich the concentration, as are seminars in such topics as travel writing, food writing, women in literature, publishing/distribution, storytelling and improvisation. Students are encouraged to use outside learning activities such as independent study with faculty to focus their concentration in areas of specific interest regarding personal and professional goals.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 60 quarter units with at least 24 upper-division units completed at AUSB.

Recommended Prerequisites

English & Literature:

- Introduction to Creative Writing
- Literature and Film
- Screenwriting I
- Fundamentals of Technical Writing
- Survey of Literature (American, British, World)

Journalism:

- Reporting/Writing
- Mass Media and Society
- Choice of journalism publication course (print, online, radio etc.)

Film Studies:

- Introduction to Film
- American Film
- Film Genres or World Cinema

Required Courses for the Concentration (36 units)

COM 3320	Odyssey (3)	WRT 3390	Personal Journal (3)
COM 3550	Intercultural Communication (3)	WRT 3210	Professional Writing (3)
WRT 3130	Creative Writing: Fiction (3)	WRT 3590	Literary Theory for Social Change (3)
WRT 3190	Creative Writing: Nonfiction (3)		Three Electives (9)

COM 3230	Social Media (3)	INT 3081	Capstone (3)
-----------------	------------------	-----------------	--------------

Internships

Internships which provide hands-on experience in the professional arena are encouraged. Students have the option of designing their own internships in consultation with their advisor. Options include interning with local radio stations, magazines, online journals.

Preparation for Graduate Study

The Professional and Creative Writing concentration prepares students for graduate work in multiple narrative areas, including writing for stage, screen, radio, and the page. AUSB offers a Master of Fine Arts in Writing and Contemporary Media. If you are interested in pursuing graduate study at Antioch, be sure to speak with your academic advisor or admissions counselor about your goals.

Preparation for Graduate Study

Students anticipating graduate study will want to be sure they acquire sufficient grounding in the field they intend to pursue to ensure their acceptance into the graduate school of their choice. Students are advised to contact the preferred graduate school for entrance requirements and then to shape their Liberal Arts concentration around those requirements. Students expecting to do graduate study in the field of Education by entering the Teacher Credential Program at Antioch will be well served by the Liberal Arts concentration and can include some of their Teacher Credential studies in their undergraduate plan of study as well as qualify for the Early Decider Program for early admission to the graduate Education program.

The Early Decider Program

Antioch Undergraduate Students Master's of Arts in Education and Teacher Credentialing Program

Antioch University Santa Barbara offers a unique program that allows undergraduate students enrolled in the BA Program to gain early admission to the graduate program in education. In addition, students can apply up to 20 units of academic credit to both undergraduate and graduate degrees, thus saving time and money.

The Early Decider Program (EDP) allows BA students to apply and gain provisional acceptance to the Master of Arts in Education and Teacher Credentialing (MAE/TC) or Masters in Education and Teacher Credentialing (MEd/TC) Program if they meet certain requirements and deadlines.

EDP Requirements & Deadlines:

The student must do all the following by the specified deadlines:

- Apply to the Early Decider Program no later than Winter Quarter
- In consultation with Academic Advisor, create a Curriculum Plan of BA courses for Winter and Spring Quarters
- Complete all of the BA degree requirements by end of Spring Quarter

- By completion of Spring Quarter, have 20 or less upper-division units remaining to complete the BA degree
- Taken and passed the CBEST exam before applying to the Early Decider Program in Winter and taken or registered for the CSET exam by end of Spring Quarter (see below for list of BA courses that will help you prepare for these exams – exam information found at www.cbest.nesinc.com and www.cset.nesinc.com respectively)
- CSET exam scores reported to the Education Program by Mid-July.

Benefits:

- Earn 20 units (1 quarter) of graduate level credits for both graduate and BA degrees
- Reduced tuition rate in summer and summer tuition earns credit in both programs
- Qualify for California Cal Grants

Fall

- Meet with Advisor to complete EDP application and Curriculum Plan
- Enroll in and pass courses to satisfy BA degree requirements
- Take POL 3920 Engaged Citizenship if transferred courses have not met the American Institution Requirement (Poly Sci 101 or History 101)
- Study/take CBEST over the quarter break

Winter

- Apply to MAE/TC or MEd/TC Program
- Enroll in and pass courses to satisfy BA degree requirements
- Report CBEST scores to Education Program
- Take and pass or register for CSET exam

Spring

- Enroll in and pass courses to satisfy BA degree requirements
- Enroll in INT 3081 Senior Capstone
- Take and pass or register for CSET exam

Summer

- Enroll in and pass courses for MAE/TC or MEd/TC Program (20 units)
- Report CSET scores to Education Program by mid-July

Fall

- Enroll in and pass courses for MAE/TC or MEd/TC Program (19 units)
- Apply for full admission to MAE/TC or MEd/TC Program

Antioch undergraduates who take MAE/TC or MEd/TC courses may apply up to 20 units of credit toward their BA degree during Quarter One (summer) of the MAE/TC or MEd/TC Program.

Acceptable Grades for Transfer Credit

Antioch accepts credit for units where the student earned a letter grade of “C” or better; or Pass in a Pass-Fail system, if the Pass is equivalent to a “C” or better. Credit for a course taken twice can normally be given only once. That is, if the same course was taken at two different colleges, Antioch gives transfer credit for only one of the two. In some cases, however, a school’s catalog states specifically that a given course may be taken more than once for credit. In this situation, Antioch generally awards transfer for all the credits earned.

Conversion of Semester Units to Quarter Units

The Registrar converts all transfer units to quarter units, using the following formulas:

- number of semester units x 1.5 = number of quarter units
- number of trimester units x 1.5 = number of quarter units

Fractions lower than one-half unit (0.5) are rounded down to the nearest unit. Fractions greater than one-half unit are rounded down to the nearest half-unit.

Accredited Institutions

Although the word “accreditation” is used in different ways by the general public, Antioch follows the general practice in higher education by accepting credit in transfer only from institutions accredited by one of the following regional accreditation bodies:

- New England Association of Schools and Colleges;
- North Central Association of Schools and Colleges;
- Northwest Association of Schools and Colleges;
- Middle States Association of Colleges and Schools;
- Southern Association of Colleges and Schools; or,
- Western Association of Schools and Colleges.

Antioch also accepts credit from institutions accredited by national accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA) (Grade of ‘C’ or better, Pass, or Credit).

Antioch cannot accept credit from institutions with candidacy for accreditation or probationary accreditation status. (Exception: a student holding an RN degree from a National League of Nursing approved program may be eligible for transfer credit despite lack of regional accreditation. Transfer policies concerning nursing units are explained below.) Sometimes an institution’s accreditation status changes over time. Antioch accepts credit for transfer only if the units were earned at a time when the institution was accredited.

Transfer Eligibility for Remedial, Vocational, and Technical Courses

Antioch cannot accept remedial, vocational, or technical courses for transfer toward the liberal arts BA, since these do not represent college-level learning. The following standards are used by the Registrar's Office in determining which courses fall into these categories. Remedial courses are courses with content appropriate to a high school or pre-college level of learning. Examples of remedial courses include Reading and Comprehension, Study Skills, Remedial English, and certain elementary math and science courses. Vocational courses are courses that consist primarily of specific job skill training, with little or no college-level conceptual learning. Examples of vocational courses include Dressmaking, Patient Clinical Skills (consisting of blood pressure reading, etc.), or Keyboarding. Technical courses are usually vocational and consist of specific technical or applied skills. Examples of technical courses include Die-Casting, Technical Drafting, Analysis of Asbestos, Shorthand and Typing. College orientation courses (e.g., Freshman Orientation Seminar) are also non-transferable.

Physical Education Units

Antioch normally accepts up to 6 quarter (4 semester) units of physical education courses from accredited institutions for transfer. A student may petition to exceed this limit if s/he can demonstrate that additional physical education units:

- include conceptual learning; and,
- represent an integral part of the degree plan.

Extension Courses and Continuing Education Units

Antioch accepts only certain types of extension courses for credit. Please check with the Advisor and Registrar whenever clarification is needed. Antioch normally does not accept Continuing Education Units (CEU's) for transfer credit. But if learning acquired through Continuing Education is relevant to a student's Antioch degree program, the student may sometimes be able to document it as Prior Experiential Learning, normally by adding additional reading or writing assignments.

Cooperative Education Credit

Cooperative Education courses are generally transferable. If either the catalog course description or the student's work was individualized, the student may be asked to write up a brief summary of learning for review by the Advisor, and transfer credit will be given on the basis of the Advisor's recommendation.

Credit Policies for Registered Nurses and Other Health Professionals

If a student holds the RN license, Antioch awards a maximum of 90 quarter units (the equivalent of two years college study) earned in a National League for Nursing (NLN) approved diploma program of three years duration. Proof of license is required. Credit for the nursing units is awarded in block form. This credit is subject to the same standards and limitations on transfer credit presented elsewhere in this Catalog. If a student completes a Licensed Vocational Nurse (LVN) Program, credit may be accepted toward the Antioch degree through the Prior Experiential Learning process of evaluation. However, LVN courses taken toward an RN degree will transfer. The student should work with the Advisor on this process. The Registrar gladly provides additional information on transfer credit policy in these areas.

Credit from Foreign Institutions

Antioch accepts transfer credit for work undertaken at foreign institutions of learning. Students must have attended schools approved by national ministries of education, where the program of study is determined by Antioch to be equivalent to an accredited undergraduate or graduate program in the United States. Students should submit original or certified copies of their transcripts from the original foreign institutes of learning. Certified translations must accompany transcripts if original records are not written in English. Whenever possible, students should submit course syllabi, in order to accelerate the evaluation process. Evaluation of foreign transcripts should be performed by a professional evaluation agency. Foreign credentials are subject to the same overall standards and limitations on transfer credit presented elsewhere in this catalog. Questions regarding evaluation of foreign transcripts should be directed to the University Registrar.

Credit for CLEP Examinations

Antioch grants credit for students who meet Antioch's standards for scores on College-Level Examination Program (CLEP) testing. Students with CLEP scores should request that a CLEP transcript be sent to the Admissions Office, where the credit eligibility determination is made. For General Examinations, the acceptable score is most often 500, although there are some variations. For Subject Examinations, the acceptable score is generally 50.

Transfer of Credit from the Armed Forces

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

Academic Advising

Each student is assigned to an Academic Advisor. This staff or faculty member is available for consultation as needed to provide advice on course selection, design of independent studies and internships, preparation for graduate study, and developing future plans. The Academic Advisor also reviews a student's academic progress and the quality of the student's work on a quarterly basis. Students should contact their Advisor early in the undergraduate program and are encouraged to meet with their Advisor on a regular basis thereafter. Students are encouraged to meet with their Advisor at least once per quarter for pre-registration advising.

Degree Audit

Advisors provide each student with an individualized Degree Audit which consists of three forms: a transfer worksheet, a degree audit of general studies/breadth requirements and a degree audit form for the requirements of the student's area of concentration. The Degree Audit forms constitute the plan that the student and her/his Advisor use to guide the student through the Bachelor's program. With the completion of these forms, and their review by the Student Services Office, the student will know all of the requirements necessary for graduation and which of these requirements have already been fulfilled. From this the student can determine what is left to complete, both in terms of specific course requirements and total number of units. The Degree Audit forms serve as the student's guide and checklist throughout her/his program. Each student may also view an electronic version of his/her Degree Audit, accessible via AUVIEW.

Concurrent Enrollment

If an Advisor approves a BA student's study at another institution for units not needed for residency, the student registers for the course(s) at the other institution, during the given quarter. The student must complete the Concurrent Enrollment Agreement form, accompanied by proof of registration at the second institution, with approval from his/her advisor. If the student passes the class with a grade of "C" or better, the units are transferred to Antioch and are recorded as transfer credit. Students must provide official transcripts of all concurrent learning to Student Services before the start of their final quarter at Antioch. If units to be earned during concurrent enrollment have been approved to fulfill Antioch residency requirements, the student must register for the units both at Antioch and at the other institution. Concurrent enrollment affects student status (e.g., part time or full time) and allows students to receive financial aid through Antioch University for all registered units from both institutions.

Attendance Policy

In order to uphold the academic integrity of the undergraduate program, particular emphasis is placed on attendance. Students are expected to attend every class session. If faced with extenuating circumstances, communicate with your instructor in advance to discuss options for a make-up assignment.

Ensure that you are present at the first and last class sessions for each course. Failure to attend at least eight class sessions will automatically result in a No Credit for the course. For online and hybrid courses, students are required to participate in at least 80% of the class. Failure to do so can result in a No Credit evaluation.

Waitlist Policy

Undergraduate courses are generally capped at 18 students. If a class is full you can still register and be added to the waitlist. Students should not “crash” classes and ask the instructor to add them. Based on the number of students on the waitlist and room capacity availability, it may be possible to open the waitlist and allow the first student access to the class. If there is space for 2 students, the first two would be allowed access and so on. If you have questions about accessing the class contact your Advisor.

Undergraduate Policy on Incompletes

Students are encouraged to complete their courses on time. In rare circumstances, for justifiable and documented reasons and when that student has completed at least 75% of the work before the end of the enrolled quarter, a student may petition to take an Incomplete. To do so, the student must fill out the Request for Incomplete Form and submit it to the instructor for approval. This document must contain a list of the work to be completed with a final deadline—both student and instructor must sign their agreement to the terms. The completed and signed form must be turned in to the program no later than the Friday of Week 12. All make-up work must be submitted to the instructor by the agreed deadline, usually by the end of Week 2 of the following quarter, or else the incomplete converts to a “No Credit.” Once work is submitted, the instructor will update the narrative evaluation by no later than the end of the following quarter.

Candidacy for Graduation

In the quarter in which a student intends to graduate, s/he must be registered for 1 or more units, or else be on Enrollment Maintenance Status. The student must file an Application for Graduation & Diploma Order form during his/her final term of residency. Graduation from the program is initiated in the final quarter of study, through a process called “Candidacy.” Candidacy involves a formal meeting with the Advisor to confirm that the bulk of the student’s work is completed at a satisfactory level. A student may undertake Candidacy, showing the intention to graduate, if:

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

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

Senior Capstone

All students are required to take the Senior Capstone course in their final quarter. Built around the campus mission and the Undergraduate Program's Core Purposes, the class is designed to provide students with a structured opportunity to integrate, synthesize, and reflect upon common and practical themes, as well as the Core Purposes, from their Undergraduate learning.

Graduation

In order to graduate as planned, the following steps are necessary:

1. The student must submit an Application for Graduation & Diploma Order form and payment in order for Antioch University to confer the degree.
2. Candidacy status must be approved by the Advisor and the Student Services Office. At this point the student knows that s/he may graduate as planned upon completion of the final quarter work and any remaining Prior Learning and Incompletes.
3. Incompletes: If any academic work that is needed for graduation remains Incomplete by the first day of the following quarter, the student must delay graduation and enroll as Enrollment Maintenance Status, paying the Enrollment Maintenance Fee to finish the Incompletes. Incomplete units not needed for degree completion simply revert to No Credit on the first day of the quarter. After the student's final quarter work is completed, the final academic transcript is prepared in the Antioch University Records Administration Office.

Preparation for Graduate Schools

Students should contact graduate schools early in their program to be sure their coursework and internships maximize entrance to desired programs. Students interested in attending a particular graduate program after Antioch should be sure to investigate that school's policy on transfer of credit for Prior Learning in order to plan an appropriate Antioch program. Graduation from Antioch's Undergraduate Program does not guarantee admission into Antioch's graduate programs. The following information, however, may help Antioch students determine how best to prepare for these programs.

AUSB's Master of Arts in Clinical Psychology (MACP) Program

Students interested in the Master of Arts in Clinical Psychology should:

- Take basic psychology courses (especially Child Development, Abnormal Psychology, Theories of Personality, Counseling Theory) and receive satisfactory or above evaluations.
- Acquire experience in counseling or some similar role.
- Acquire experience as a client in psychotherapy.
- Work on writing skills throughout the undergraduate program.

- Obtain at least one letter of recommendation from an Antioch faculty member who knows them personally (Core Faculty is best).

AUSB's Master of Arts in Teacher Credentialing (MAE/TC) or MEd/TC Program

An Antioch undergraduate student can apply and gain early acceptance in the Master of Arts in Education and Teacher Credentialing (MAE/TC) or MEd/TC Program if he/she also meets other standard requirements. The student must have 20 or fewer upper-division undergraduate units remaining to complete the BA degree and have completed all of the general studies requirements. Accepted Antioch undergraduates can apply MAE/TC or MEd/TC Program course credit toward their BA degree during the first quarter of the MAE/TC or MEd/TC Program.

Antioch University Santa Barbara's Clinical Psychology Doctoral (PsyD) Program

Graduates of Antioch's Undergraduate Program may apply to the Clinical Psychology Doctoral (PsyD) Program.

The post-bachelor's track includes a one-year sequence of foundational graduate courses in psychology that prepares students to engage within the PsyD curriculum and constitutes Year 1 of the doctoral program.

This track requires a minimum of 5 years to complete. Students graduate with a Doctorate in Clinical Psychology and earn a non-licensable Master's Degree in Psychology after completion of 72 units.

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

The courses in Year 1 are master's-level foundational courses in psychology and a clinical skills sequence and consist of three quarters of coursework (and supervised experience starting in the third quarter and continuing through the summer). Students admitted into the post-bachelor's entry track, upon successful completion of the first year of coursework, will continue their studies with students who are admitted to the post-master's track in Year 2.

Undergraduate Program Course Descriptions

Art Courses

ART 3941 Special Topics in Art
1 unit

During the year a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Child Development and Education Courses

CDE 3030 Child Psychology

3 units

This course covers the process of development from conception through early childhood years at the biological, cognitive, social, emotional and cultural levels. We will discuss the interactions of these various facets of development in specific areas like gender roles, aggressive behavior, or education and apply this knowledge to practical situations. We will also look at the child in relationship to family, school, and the community.

CDE 3040 Emerging Models of Early Childhood Education

3 units

This course will explore models of established early childhood education through an analysis of historical and theoretical antecedents. Students will study the major models in the field and examine how those approaches have changed over time and what their influence is on school today. Students will look at such models as Montessori, High/Scope, and Reggio Emilia. In addition they will look at the impact of No Child Left Behind on preschool programs.

CDE 3050 Integrating Curriculum: Best Practices

3 units

This course will look at curriculum development for young children in the framework of reflective teaching practices. By combining in-depth theoretical principles with practical applications, students will become familiar with methods to plan curriculum by providing for child-centered, relationship-based teaching. They will reflect on their own teaching practices and requirements from their work sites, as well as state mandates.

CDE 3060 Media, Technology & Children

3 units

This course is a study of the impact of modern media upon the physical, cognitive, social, and emotional development of children. A critical exploration of communications through such channels as television, music, magazines, the Internet, and video games will be conducted. The positive as well as the negative manner in which the media influence the attitudes, values, and behaviors of young audiences will be examined.

CDE 3070 Child Advocacy

3 units

This course will explore a variety of concepts in child advocacy, including a range of individuals, professionals and advocacy organizations who promote the optimal development of children and family systems. Topics include individuals or organizations engaging in advocacy to protect children's rights that may be abridged or abused in a number of areas. These topics will be examined from a variety of perspectives, both theoretical and cultural, and case studies will be analyzed.

CDE 3080 Special Education: Response to Intervention

3 units

This course provides an overview of the Response to Intervention (RTI) model—a multi-tiered framework designed to provide data-differentiated instruction appropriate for today's diverse learners. Students will explore the assessment, intervention, and monitoring practices consistent with the model and apply its concepts to practical situations with regard to special education. Students will

develop an understanding of relevant legal and ethical factors as well as the use of transdisciplinary teams, classroom grouping strategies, and researched-based instructional methods and programs.

CDE 3101 Practicum

3 units

Students will spend 30 hours at an approved site and begin to look at curriculum designed for early childhood programs and the relationships of students, teachers and parents in the classroom. Through structured observations and assignments, the students will examine a range of factors that promote optimal development and learning. There will be a new topic assigned each quarter.

(CDE-3101 is a required course for CDE concentration students.)

CDE 3200 Parent/Child Relationships

3 units

This course will focus on parent/child relationships and all the societal factors that affect them. Students will research and explore contemporary issues related to family structures and the resiliency of children to meet their needs in a fast-changing world. Students will become familiar with current neuroscience findings on children's brain development. Any adult working with or caring about children and families will benefit from the material presented and the broad vision of the vital role children play in our future.

CDE 3320 Adolescent Development

3 units

At the completion of this course, the student should have an understanding of the process of human development from middle childhood through adolescence at the biological, cognitive, social, emotional and cultural levels. Through discussion and directed learning the student will become familiar with current research literature in adolescent development, and demonstrate the applicability to current practical situations.

CDE 3430 Theories of Learning & Cognition

3 units

This course examines the models and processes relevant to human cognition and learning. Topics include information processing, attention, memory, language, problem solving, and decision making. Surveys of empirical research and applications of concepts to everyday experiences will be conducted.

HDV 4550.SB Child Development & Learning

3 units

This class provides students with the opportunity to study and do research related to current child development theory and their applications in school and classroom contexts for children in grades K through 8. Students learn to read and interpret professional journal articles in order to explore the influence of culture on child development and child rearing practices. Students will learn to conduct developmental observations and interviews with children. Primary topics are cognitive, emotional, social and moral development, moral education, the role of children in US culture, and children's rights. This course is offered by the Education Program.

HDV 4581 Language Development & Acquisition

3 units

This course combines the study of cognitive, personal, and social development with the study of the psychophysical dimensions of first- and second-language acquisition, language structure and its use, and the developmental and sociocultural factors that affect language learning and use. Genetic and social factors influencing cognitive and social development are studied. Candidates review

contemporary theory and research on first- and second-language acquisition and use. The course also reviews current theory and research on how the variables of development, class, and ethnicity impact language learning. Then, 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. Finally, 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. This course is offered by the Education Program.

CDE 3941 Special Topics in Child Development & Education

1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Communication and Media Courses

COM 3210.SB Interpersonal Communication in a Media World

3 units

Over the last decade, technology has compressed the world into a global village. Even though communication between dyads is now immediate and easily accessible, understanding the effects of interactions and relational development through the use of computer-mediated communication has brought new challenges in our world. This course examines different theoretical and practical approaches in understanding the effects of interactions (pros and cons), how relationships are developed, maintained, and terminated, and perceptions in a media-saturated world.

COM 3220 Documentary Filmmaking

3 units

Documentaries are powerful tools in accomplishing social justice work. They not only tell the story of the injustice and its impact but can bring about awareness and change through informing and mobilizing others. In addition, the advent of hand-held media devices, like smartphones, have put the power of the media into nearly everyone's hands. This class will focus on how to use documentary filmmaking to address social justice issues. Students will learn how to document people, places, and things around them, interpret the material gathered and produce a visual nonfiction story. We will focus on story structure and using simple and easy-to-access media tools for creating a short documentary.

COM 3221 Environmental Documentary Filmmaking

3 units

Documentaries can be forceful tools in shaping environmental awareness. Very often they focus on the human impact on our natural world both in negative and positive ways. It no longer takes more than a smartphone to record environmental events from soil erosion to the devastating string of disasters in recent years that have plagued this small and, as we've all come to know, fragile planet. This class will focus on how to use documentary filmmaking to address the world within our own sphere. Students will study the issues at hand, then gather material and produce a short documentary focusing on a specific environmental concern. We will focus on story structure and simple ease-to-access media tools to achieve this end result.

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 does 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 3250 World Media

3 units

The right to communicate was enshrined in the United Nations Charter on Human Rights more than 60 years ago. This was long before much of the media that we now take for granted was even imagined in this country, let alone much of the rest of the world. This course will examine what the right to communicate means within a social justice framework and how it plays out in various parts of the world and for various communities of interest. We will examine a variety of media and the ways that they are or can be used for good and ill; how the producers impact content delivery; what best practices are; and how to remedy poor practices. This course satisfies the Global & Intercultural Awareness requirements.

COM 3530 Organizational and Interpersonal Communication

3 units

Contemporary, global society is a collection of overlapping organizations. We are educated in organizations, hired into organizations, acculturated in organizations, entertained in organizations, and encouraged to spend our money in organizations. Learning to communicate effectively and critically in organizations is crucial for survival and for success in contemporary society. In this class, we will study different approaches to understanding and to practicing organizational communication. Also, we will study the communication skills, particularly the interpersonal skills, and practices central to specific organizational processes.

COM 3270.SB Contemporary Issues in Media

3 units

This course is an exploration of theories of media, technology and culture as they relate to the study of cinema, focusing in particular on the age of “new media” or computer technologies. Increasingly new forms of technology are transforming the way we perceive and interact with moving images. The course focuses on a survey of central concepts and major theoretical debates associated with film/video in relation to new media, putting these debates in the context of film’s relation to other now older media such as photography, television and home video. Topics will include: indexicality in relation to digital technology, remediation, the virtual, information theory, convergence culture, software studies, digital animation and special effects, gaming and interactivity.

COM 3300 Social Justice Documentary Filmmaking

3 units

Documentaries are powerful tools in accomplishing social justice work. They not only tell the story of the injustice and its impact but can bring about awareness and change through informing and mobilizing others. In addition, the advents of hand-held media devices like smart phones, have put the power of the media into nearly everyone’s hands. This class will focus on how to use documentary filmmaking to address social justice issues. Students will learn how to document people, places, and things around them, interpret the material gathered and produce a visual nonfiction story. We will focus on story structure and using simple and easy-to-access media tools for creating a short documentary.

COM 3320 Online Odyssey: Digital Magazine Publication

3 units

The design and production of Antioch's own online magazine provides the unique opportunity to publish a magazine with rich media and interactivity. Digital Storytelling is an emerging term that uses new digital tools to help ordinary people tell their own "true stories" in a compelling and emotionally engaging form. Using new models of content development and distribution, the magazine will create strategies for reader engagement and focus on publishing multimedia stories of interest to the Antioch community: activities & events; alumni stories; social justice issues; student and faculty profiles. Cross-platform distribution to a number of mobile, tablet and desktop devices combined with search optimization will provide increased audience reach; sophisticated analytics will be able to measure readership and engagement.

COM 3501 Media, Communication & Culture

3 units

History, theory, research, and issues surrounding mass communication are the subject of this course, which focuses on a critical survey of radio, television, newspapers, and magazines as instruments of mass communications. The behavior of audiences of the mass media is analyzed. Topics include ethics, persuasion, and media in relation to violence and minorities in society.

COM 3520 Public Speaking

3 units

This experience-based course in public speaking includes the preparation and presentation of a number of speeches. Topics include research, outlining, support of ideas, ethos, audience analysis, style and delivery. Students learn to evaluate critically their own speaking and that of others. Emphasis is on performance and improvement of targeted speech behaviors.

COM 3550 Intercultural Communication

3 units

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

COM 3580.SB Group Dynamics

3 units

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

COM 3740 Advertising & Culture

3 units

Advertising is one of the most pervasive forces in modern culture. This class represents an overview of the advertising industry and its impact on society. Topics include the history and structure of the industry, consumer culture, persuasion theories, political advertising, children and advertising, sexuality, technological aspects, globalization, and ethical implications. Students analyze both print

and television advertising and study the key role that research plays in planning and evaluating ad campaigns.

COM 3941 Films on Social Justice Topics

1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Environmental Studies/Ecology Courses

ECO 3000 Ecopsychology

3 units

Ecopsychology recognizes the complex interconnection, interaction, and interdependence among living and non-living nature. It is a cross-pollination among the sciences and humanities that provides a critical and necessary understanding that the well-being, the flourishing of the planet and that of the human and nonhuman world must include sustainable and mutually enhancing relationships. This course emphasizes relationships between personal, community, organizational, economic, social, ecological and ethical issues.

ECO 3010 Environmental Justice & Advocacy

3 units

In this course, students explore fundamental environmental justice issues and effective means of advocacy. Environmental Justice is the fair treatment and meaningful involvement of all people with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Environmental justice is achieved when everyone—regardless of race, color, national origin, or income—has the same degree of protection from environmental and health hazards and equal access to the decision-making process. Students will gain awareness of environmental justice issues and examine case studies from around the world. This course satisfies the Ethics requirement.

ECO 3020 Marine Ecology

3 units

This course is designed to give students an interdisciplinary perspective of marine science focusing on organisms, ecosystems, currents, and future environmental problems our oceans face, such as ocean acidification. Organisms in the sea will be discussed, including microbes, algae, invertebrates, fishes, reptiles, birds, and mammals. The ecology of plants and animals in various marine habitats, including rocky shores, estuaries, open ocean and deep sea, will be covered. Included topics are the natural history of Santa Barbara oceanic habitats and the Channel Islands National Marine Sanctuary.

ECO 3040 Conservation Biology

3 units

Conservation biology is an interdisciplinary science that focuses on conservation of biological diversity at gene, population, species, ecosystem, landscape, and global levels. This course provides an overview of the discipline including the causes and consequences of biodiversity loss, established and emerging conservation approaches and strategies, and the ecological and evolutionary theory that underlies these approaches.

ECO 3050 Natural History of Santa Barbara

3 units

This course examines local habitats in the Santa Barbara region, including sloughs, chaparral, streams, and gardens. Research and observational techniques will focus on contemporary ecological

problems in diverse habitats, exploring solutions that emerge. This course incorporates knowledge of flora, vertebrate and invertebrate fauna, geology, chemistry, and ecological restoration and will include field work at various habitats.

ECO 3200 Sustainable Aid & Grassroots Initiatives

3 units

In this class, students will explore sustainable aid initiatives globally that focus on communities, countries, and ecosystems and empower people within their habitat. Sustainable aid is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. Sustainable aid can be grassroots oriented, using bottom-up approaches, involving constant conversation with aid recipients and using their feedback. Students will learn about sustainable aid in the context of collaborative, honest, realistic situations on the ground. We will focus on case studies that are mission-driven, people-oriented, marketable and scalable, well-managed and financed.

ECO 3450 Global Environmental Studies

3 units

The goal of this course is to give students an appreciation and understanding of the natural world. From the local scale to the global scale, we will use several approaches in our study of the science of ecology, and in the process, learn something of the natural history of the Santa Barbara area and the global processes important in controlling such phenomena as global warming. The course will include one mandatory all-day field trip. Satisfies Quantitative Relationship requirement

ECO 3500 Anthrozoology

3 units

This course explores the interdisciplinary field of Anthrozoology from a multidisciplinary perspective. Anthrozoology is the study of the many different ways in which human and non-human animals relate to each other and impact each other's lives. Topics covered in this course represent an overview of current issues in Human-Animal Studies. This includes humans' relationships with pets, psychological and physiological benefits of companion animals, concern for animal rights and animal welfare, the link between cruelty to animals and violence toward humans, individual differences in people's relationships with animals, and a review of moral and ethical concerns about eating meat, wearing fur, and the use of animals for research and entertainment. This course uses sociological, psychological, historical, cultural and environmental perspectives to examine the human-other animal bond.

ECO 3760 Sustainable Business Practices

3 units

In this course students explore sustainability issues and challenges affecting new and existing businesses in today's global market. Environmental, social, ethical and cultural perspectives are addressed, as well as their impact on effective sustainable business management. Students reflect upon the truth about green business, carbon foot printing, green marketing, green management and finance. Students gain awareness of the potential for a paradigmatic shift in resource management and sustainability frameworks, and explore zero waste concepts. Students investigate multiple global approaches to sustainable business management and gain a solid understanding of managing without growth and a steady state economy that lead to effective integration of social, ecological and economic realities.

ECO 3941 Special Topics in Environmental Studies

1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Entrepreneurship Courses

ENT 3000 Entrepreneurship

3 units

This course provides students with an in-depth understanding of entrepreneurship, the entrepreneurial process, and the vital role played by entrepreneurs in the 21st century global economy. This is a project-based course, mixing theory with practice, and challenges students to (1) explore and critique case studies; (2) apply theoretical principles and concepts to real world ideas and situations; and (3) develop and articulate their own entrepreneurial vision.

ENT 3770 E-business & E-commerce

3 units

This course provides students with a broad overview of the concepts and principles of e-business and e-commerce and addresses the need for all businesses, including traditional business models, to incorporate an online presence into their existing structure. Students focus on the digital value chain for eBusiness and eCommerce and including: eProducts and eServices, eProcurement, eMarketing, eContracting, eDistribution, ePayment, as well as eCustomer relationship management. In addition to business models and business webs, digital procurement and marketing processes such as electronic negotiation processes, security questions with digital signatures, as well as electronic supplier relationship management, cyber law, and customer relationship management are also addressed.

ENT 3790 Business Planning & Development

3 units

Small business is the dominant form of business in the United States, and reliance on the services provided and jobs created by small companies is integral to our economic development. In this course, students identify management and financial concerns unique to the small business owner, and study models for small business growth, product or service innovation, and long-term sustainability. Students analyze the risks and rewards of potential growth opportunities and address fundamental marketing concepts, theories, principles of marketing new products in the global marketplace and the associated ethical dilemmas. Students discover the technologies that can boost competition and how to attract private investors and bankers for expansion.

Global Studies Courses

GBL 3000 History of Globalization

3 units

The goal of this course is to explore the history of globalization from several different angles to allow students to develop a strong foundation in knowledge about the different perspectives available in the scholarly community. Students start from a basic definition of globalization and develop critical thinking regarding the areas of global political influence, global military influence, and global economic influence in a historic sequence. Review of philosophies for each of the influence areas supported by group projects and interactive classroom activities will allow the students to get a broad overview of how globalization developed and why it has taken on such a dominant role in current global political and business discussions.

GBL 3140 Conflict Management I: Nature & Cause

3 units

This course is an interdisciplinary examination of individual, group, organizational, national and transnational conflicts in the “Ages of Globalization and Terrorism.” The world is irreversibly interdependent and marked by the free flow of capital, goods, people, knowledge and ideas, and at the same time subject to the increasingly turbulent forces of nationalism, ethnicity, religion and the spread of destructive technological capabilities (nuclear arms). By examining the root causes of conflict from the perspective of biology, psychology, economics and business, politics and technology, students will delve into the nature and sources of modern conflict, the strategies and tactics most often employed by disputants and the dynamic and structural forces that cause conflict to escalate, stalemate, deescalate and ultimately settle.

GBL 3610 Global Economics

3 units

Beginning with a review of essential concepts in economics, this course focuses on the international and cross-cultural nature of contemporary economic phenomena. Emphasis is on macroeconomics, rather than micro-economics. Theoretical concepts are applied to specific cases, such as economic relationships between the US and Japan, Mexico, and other countries.

GBL 3941 Special Topics in Global Studies

1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Interdisciplinary Courses

INT 3020 Educational Foundations

3 units

The major goal of this course is to familiarize the student with the history, philosophy, policies, and purposes of the undergraduate degree program at Antioch University Santa Barbara. It provides an orientation to the specific student-centered learning program available at Antioch Santa Barbara. From a basis of their transferred units, students learn to plan and take responsibility for the completion of their degree. This course also introduces the student to the Core Purposes of a Liberal Arts Education: critical and creative thinking; global and intercultural awareness; holistic personal development; competence for professional pursuits; effective communication; and the unifying principle of praxis for social justice. Special emphasis is placed on the development of college level writing skills and critical thinking. Required in the first quarter for all students.

INT 3031 Service Learning in the Community

3 units

Using models from experiential and adult learning theory, this course provides students with structured opportunities to intern at a local nonprofit organization while reflecting upon their service learning in a weekly seminar setting. Through use of carefully focused readings and a variety of interactive and reflective activities, students are encouraged to integrate their philosophical, conceptual, and practical learning experiences as they analyze, discuss, and write about their combined field and classroom learning. It is strongly suggested that students choose their volunteer site and begin the process before the first class. Volunteer hours should not begin before the official start of the quarter. Required for all students.

INT 3081 Senior Capstone Project

3 units

Built around the campus mission and BA Program's Core Purposes, this course is designed to provide students with a structured opportunity to integrate, synthesize, and reflect upon common and practical themes from their undergraduate program. Students will provide evidence of the essential knowledge they have gleaned from their liberal arts education by creating a cumulative portfolio and by assessing their skills in the areas of each Learning Outcome. The course culminates in a presentation to the faculty and students. Required in the last quarter for all students.

INT 3941 Readings on Social Justice Topics

1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Business and Entrepreneurship Courses

MGT 3200 Business Finance

3 units

Whether you are a business executive, entrepreneur, or would-be investor, understanding and assessing the fiscal health of a business is paramount to making sound financial decisions. In this course, we examine key aspects of financial management from micro-level health assessment of a business, to macro-level decision-making in financial markets. Students will gain theoretical and practical knowledge for understanding, forecasting and managing financial issues within an organization. Course topics include operating and capital budgets, financial reports, financial analysis, and fiscal controls.

MGT 3220 Leadership & Project Management

3 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 3230 Managing in a Global Environment

3 units

The global workplace is ubiquitous. In today's business community, we find dispersed companies interfacing with contractors, subcontractors and strategic partners in every part of the globe. Each alliance brings with it cultural differences that impact communication, decision making, project management, leadership style, conflict management techniques, and relationship-building. This class explores cultural differences in the global environment from the perspectives of power, risk-taking and individual perception. Students learn how trust, an essential component to successful business ventures, is exhibited in select cultures, and experience how genuine overtures of trust can be misunderstood due to cultural perceptions.

MGT 3240 The Business of:**3 units**

This course provides instruction in various business management and administration topics. Topics of current interest in business and issues related to management and creation of sustainable business will be covered. Students will understand the characteristics, business strategies and environment unique to an industry. May be repeated up to four time.

MGT 3681 Management: Best Practices**3 units**

This course will focus on best practices management with a primary emphasis on what constitutes best practices in leadership and management in today's complex world. This course will focus on the importance of the leader as teacher within the organization and community. Students will explore how leaders emerge, and learn to understand the importance of visionary leadership within a framework of social responsibility. The course will delve into the aspects of servant leadership that emphasizes collaboration, trust, empathy, and the ethical use of power. Leading in a diverse world, leading in a time of crises and complexity, and how today's leaders and managers handle change today and into the future will also be examined.

MGT 3741 Organizational Strategy & Culture**3 units**

This course explores the improvement of organizations through planned, systematic, long-range efforts focused on the organization's culture and its human and social processes. This exploration uses behavioral science techniques to diagnose current and potential organizational problems. The course then applies theory, practice and research to determine appropriate interventions to address the problem. Long-range strategies for prevention of future organizational problems are also discussed. The course will emphasize case studies and the use of role-playing by students to develop insights into the best use of interventions.

MGT 3750 Business Ethics & Social Responsibility**3 units**

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

MGT 3850.SB Human Resources & Legal Issues**3 units**

This course provides an in-depth understanding of the human resources function and related legal issues and their impact on the professional manager. Subject areas include: employee relations, compensation practices, collective bargaining, human resources planning, quality of work life, employment law and affirmative action.

MGT 3941 Special Topics in Business Management & Leadership**1 unit**

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Marketing Courses

MKT 3000 Market Analysis & Research

3 units

This course adopts a comprehensive hands-on approach to designing and conducting research. From classic opinion research to social media analytics, a wide range of contexts, problem areas, and methods are covered that are relevant across disciplines and fields of study. Students will be exposed to the various stages of the research process from recognizing the need for research and defining the problem to analyzing data and interpreting results. Proper design of research methods, fieldwork, questionnaires, and surveys (e.g., online surveys) is covered. Emphasizes the total research process as well as specific research steps, stressing information needs, research formulation and design, and research procedure. Integrates and applies concepts through marketing research cases and a field research project.

MKT 3010 Integrated Marketing Communications

3 units

This course provides a broad introduction to integrated marketing communications (IMC). Students learn the elements of a strategic communications plan. In the class, students also review marketing mix development in various product/service life stages of a company. This helps students gain an understanding that the integrated communications plan must tie to business goals, audience relevancy, market penetration, and measurable results. Lastly, students gain an understanding of how to plan and implement an integrated marketing communications plan from the viewpoints of advertising agencies, businesses, and nonprofit organizations.

MKT 3020 Web Analytics

3 units

This course explores best practices and applications for analyzing online marketing activities. Specifically, this course will explore the collection, measurement, and analysis of metrics for the purposes of improving web-based marketing. This course teaches web analytics through practical applications, with a focus on deriving actionable insights.

MKT 3030 Consumer Behavior

3 units

This course presents a comprehensive, systematic, and practical conceptual framework for understanding people as consumers—the basic subject matter of all marketing. Consumer buying patterns, motivation and search behavior. The consumer decision-making process includes interdisciplinary concepts from economics, sociology, psychology, cultural anthropology and mass communications as well as, case analyses and research projects. Students discuss relevant psychological and sociological theories and study how they can be used to predict consumers' reactions to strategic marketing decisions. Basic methodologies for research in consumer behavior are developed and applied. Course emphasis is on developing applications of behavioral concepts and methods for marketing actions.

MKT 3050 Strategic Marketing

3 units

This course will provide an overview of strategic marketing techniques and the practical application of these methods as applied to small business, start-ups, and large corporations. Topics to be addressed and discussed include: the evolution of online, mobile and social marketing and its crucial role as a driver of growth, structured approaches to marketing campaigns, use of market research, market segmentation and targeting, positioning, branding, product development and pricing. The analysis of effective media channels for targeted marketing campaigns and methods used to measure

and track results will also be covered. In addition to analyzing an existing company's strategic marketing initiatives, each student will also create a strategic marketing plan for a business, product or service of his or her choice.

MKT 3060 Advanced Public Relations

3 units

Advanced Public Relations is a course designed to further develop public relations skills. Emphasis on public relations case studies and the development and execution of a public relations plan. Students will also learn specialized areas of public relations analyzing the state of contemporary media – online and off – and its impact on public relations examining key factors influencing reportorial and editorial coverage of entertainment, business, government and not-for-profit interests. Special emphasis is on the advent of the Internet, the rise of citizen journalism, and the impact of blogs and other social media.

MKT 3070 Brand Development

3 units

Exploring the reasons why brands are so valuable and the factors that contribute to that value are crucial elements when developing a comprehensive marketing strategy. This course will examine the relevance and differentiation of brands. The concept of branding will be explored to understand how the branding of a product, company (or purpose) influences customer perception and the strategic thinking behind brand development. Real-world examples will illustrate how marketing communication tools and techniques can be used to build both a competitive advantage and brand equity.

MKT 3080 Consultative and Relationship Selling

3 units

Collaborative interaction when selling products and services assists the buyer to identify his or her needs. With Consultative and Relationship Selling, the customers' needs come first. We will explore how collaborative selling promotes and sustains customer loyalty and ultimate customer satisfaction. We will also discover how customer needs are identified through a combination of preparation and effective probing. The sales techniques we will examine will focus on the interaction between buyer and salesperson rather than the price or specific features of the product or service. Real-world examples will illustrate how Consultative and Relationship Selling tools and techniques can be used to build a competitive sales advantage in the marketplace.

Philosophy Courses

PHL 3670 Ethical Issues in Contemporary Society

3 units

This course provides an in-depth examination of selected ethical issues, appropriate for students in all areas of concentration. Students acquire an understanding of key concepts, theories and topics central to the area of philosophy known as Ethics. Students explore both their own views and those of prominent thinkers on questions such as the nature of morality.

PHL 3690 Ethical & Legal Issues in Human Services

3 units

This course will give students an ethical decision making model to apply to professional situations. We will discuss the American Counseling Association Code of Ethics and Standards of Practice as a reference to ethical behavior in work situations which professionals encounter. Through class discussions of possible scenarios and situations, students will also have opportunities to explore personal values, attitudes, and beliefs regarding a variety of topics such as gift giving, boundaries,

dual relationships, and diversity issues. The course will also cover general ethical/legal principles that counseling professionals encounter, such as confidentiality issues, privileged communication, and issues of abuse and neglect.

PHL 3941 Special Topics in Philosophy

1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Political Science Courses

POL 3470 Public Policy

3 units

This course examines the dynamics of public policy formation. Through reading case studies, interviewing public officials and private sector representatives and observing community groups and government agencies in action, students learn to analyze local issues. Students gain an understanding of the political process on state and federal levels as well as the local arena. Areas of analysis may include: local and/or national policies on business, labor, human services, energy and environment.

POL 3920 Engaged Citizenship

3 units

This course is a combination of readings on the U.S. Constitution, governmental advocacy and a practical exercise in developing the knowledge of government at all levels and the skills necessary to influence it. Particular emphasis is placed on judicial constitutional applications and the actual participation in the governing process by advocacy of a specific issue in a governmental or community forum.

Psychology Courses

PSY 3020 Mindfulness

3 units

This course will explore both the classical roots of mindfulness practice and the modern scientific studies on mindfulness. Mindfulness practice is designed to help people develop inner calm, focus, insight and compassion. Scientific studies show its effectiveness in reducing stress-related mental and physical illness as well as promoting improved attention and well-being. Students will develop a mindfulness practice that fits their individual styles for learning as well as methods for integrating the practice into their relationships, professions, community service and personal lives.

PSY 3100 Global Perspectives on Stress

3 units

This course covers different ways cultures manifest and manage stress around the world. Different sources of stress, from the physical to the emotional, will be explored as well as the physiology of stress. Students will compare global perspectives on stress and methods of self-care. Included in this class is information about how to maintain your own health, recognize the symptoms of burnout, and manage the various manifestations of stress in your life.

PSY 3201 Counseling Theory & Coaching Techniques

3 units

This course explores the fundamental helping skills a counselor must practice and master in order to

build rapport, foster trust and facilitate constructive collaboration in a variety of settings. Students learn about and practice these skills in the development of a helping relationship characterized by warmth, respect, genuineness, congruence and empathy. Special emphasis is placed on the process of adapting strategies to the individual characteristics of the client, such as disabilities, gender differences, sexual orientation, developmental levels, culture, ethnicity, age and health status.

PSY 3230 Personal Relationships: The Making & Breaking of Affectional Bonds

3 units

This course will explore both the positive and negative aspects in the dynamics of various types of relationships such as parent/child, friend, sibling, romantic/sexual (both heterosexual and gay/lesbian/bisexual), aging parent/adult child, and employer/employee to name a few. We will analyze major world philosophies and moral perspectives in regards to marriage, parenting, and adult child/parent issues. Students will have opportunities to explore personal values, attitudes, and beliefs regarding a variety of topics on personal relationships.

PSY 3281 Psychology of Gender & Sexuality

3 units

This course introduces students to the interconnectedness of sex, gender, and sexuality. Students explore the biological, psychological, social, political, and cultural meanings of gender and sexuality in a contemporary, global and transcultural context. Special emphasis is placed on the effects of oppression, including sexism, racism, misogyny and homophobia.

PSY 3330 Culture & Emotions

3 units

The science of emotion is critical to our understanding of human behavior and needs. This course explores the major psychological perspectives on emotion, both historic and contemporary, with an emphasis on cultural context. Topics include the components and functions of emotions, causes of emotions, and individual, gender, and cultural differences. Students will explore the causes of emotional dysfunction and how emotions can be regulated and controlled.

PSY 3340.SB Issues in Substance-based & Process Addictions

3 units

This course addresses major issues related to substance-based addictions (alcohol and drugs) and other related addictive behaviors referred to as process addictions (gambling, shopping, internet, sex, eating, etc.). The course will explore issues related to early life experience and trauma; family dynamics inclusive of family rules and survival roles; codependency; the biology of addiction; comparative theories of addiction and approaches to treatment.

*** Students who have completed PSY 380A are not eligible to take PSY 3340.SB.*

PSY 3350 Psychopathology: The Nature of Mental Illness in Contemporary Society

3 units

This course provides a comprehensive investigation into the nature and scope of mental illness in contemporary society. An overview of historical thinking and approaches, as well as cultural and societal influences, will be examined. The focus of the course will be on current theories and practices as they relate to both psychotherapeutic and bio-therapeutic approaches to understanding and treatment. Cultural, social, and political attitudes toward mental illness, inclusive of the marginalization and stigmatization of the mentally ill, will be of particular interest from a social justice perspective.

PSY 3391 Positive Psychology

3 units

This course provides an overview of the strengths and virtues that enable individuals and communities to thrive. The field of Positive Psychology is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within them, and to enhance their experiences of love, work, and play. Its three central tenets are explored: positive emotions, positive individual traits, and positive institutions. This includes the study of contentment with the past, happiness in the present, and hope for the future.

PSY 3400 Theories of Personality

3 units

This course is designed to acquaint students with the major theories of personality and schools of thought in psychology. A comparative approach is used, based on the assumption that each theory contributes a part to the whole understanding of the human personality. An objective is to study the parts in order to gain a greater understanding of the whole. A final goal of this course is for each student to develop her/his own theory of personality based on a critical understanding of predominant theories in order to come to know one's own biases, assumptions, strengths and weaknesses.

PSY 3410 Transformation of Consciousness

3 units

This course examines some of the foundation for the transpersonal psychology movement as well as current developments in the creation of a full spectrum model for human growth and development. Students focus on consciousness, dreams, new findings on the functioning of the brain, meditation, and other related areas. The course explores ideas about consciousness and how consciousness relates to one's thoughts and actions in the world. Experiential sessions focus on integration of course material into everyday life.

PSY 3440 Social Psychology

3 units

This course examines the ways that social psychology may be used to better understand such phenomena as conformity, prejudice, persuasion, love and aggression. Individual experience and personality development are studied in the context of such social influences as family, peers, role models, institutions and mass media. Strategies for social change are considered, as enacted by both individuals (as in psychotherapy) and groups (such as political activism).

PSY 3450 Community Psychology & Social Change

3 units

This course applies theory and research in community psychology to the analysis of social intervention strategies used by government, professional and paraprofessional workers to address social problems. Topics include: social, political and economic influences on the individual; ways people cope with stressful environments and events; the respective roles of prevention and treatment in various intervention strategies; and tactics used by change agents—social service employees, community activists, mental health practitioners and others who seek to improve the quality of life in their community. This course also critiques research methods used in program evaluation to assess the effectiveness of social innovations.

PSY 3550 Healing from Trauma

3 units

This course will offer an overview of trauma, loss and the theoretical frameworks that link trauma to the healing process, including diversity and cultural implications. Various traumas such as domestic violence, violent crime, grief, and natural disasters will be considered in this overview along with responses such as post-traumatic stress disorder (PTSD). We will explore effective therapeutic interventions for both children and adults.

PSY 3640 Principles of Group Counseling

3 units

This course examines theories and research about social psychological group processes. Special emphasis is placed on psychological/psychotherapeutic group process, and group process directed toward social support and psychoeducation. The course provides a setting in which students engage in both didactic and experiential learning about group roles, group development and task oriented and not-rational group dynamics. Opportunity is provided for students to develop and demonstrate group facilitation skills.

PSY 3681 Family Systems: Global Perspectives & Interventions

3 units

This course provides an overview of family systems in a global context. Students will explore family structures as manifestations of the cultural groups to which the family belongs, and interventions which reflect those cultural values. First to define family therapy were American family therapists such as Whitaker, Satir, Minuchin and Bowen. But as family therapy travels across the globe, it is changing to fit unique cultures and circumstances. This course explores both American and global models of the family as a living system in which change is best facilitated by considering the family in context. Students will have an opportunity to examine their own family system through a variety of class assignments.

PSY 3690 Adult Development & Aging

3 units

This course provides an in-depth exploration of the biological, psychological, and social aspects of aging. The student is taught techniques to help the elderly, to support others who care for the elderly, what the student can do to prepare for later life, and how to prepare for their own end of life issues.

PSY 3941 Special Topics in Psychology

1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Quantitative Courses

QNT 3600 Macroeconomics

3 units

Economics is the study of the choices which are made because of the scarcity of resources, the institutions which facilitate those choices, and the outcomes that occur in various market environments. This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

QNT 3890 Research Methods & Statistics

3 units

This course provides an in-depth examination of the importance of scientific research and covers research methodology including library searches, surveys, quasi-experimental, correlational, and experimental methods. Hypothesis testing through statistical analysis to accept or reject the research hypotheses is covered. Internal validity of controls and procedures as well as external validity enabling generalization to target populations are discussed. Upon completion of this course, students

will be equipped to critique claims in science and in the media. Satisfies Quantitative Relationship requirements. Required of all students—maybe satisfied with transfer work.

Religious Studies Courses

RLG 3010 Buddhism

3 units

Buddhist ideas and meditation practices are having a profound impact on modern science, psychology, spirituality and health care. In this class each student will gain a personally meaningful understanding of the essential philosophy and practice of Buddhism through the lenses of their own questions and learning styles. The course will combine personal experience with academic study and include a workbook, course website, original Buddhist scriptures and individualized research. Each class session will include teachings on Buddhism, discussions, student sharing, journaling, movement and meditation. We will come away with new perspectives and practices to enrich our minds and lives.

RLG 3941 Special Topics in Religion

1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Sociology Courses

SOC 3020 Social Justice Movements, Their Leaders & People

3 units

The focus of this course is to review and analyze the cultural-political and spiritual environments, the very nature of how, why and when social justice movements occur. The course will examine components in an environment that set the stage for a social justice campaign to occur. Profile studies of social justice leaders, members and movements will be conducted. Current theoretical discussions, research and various community guests will be utilized in guiding the student's awareness of social justice movements in the local and world communities. Students will critically analyze the social context of social justice utilizing Santa Barbara as an initial study site.

SOC 3050.SB Pacific Rim Cultures & Communities

3 units

This course examines the cultures of various countries that comprise the Pacific Rim. Students are informed through the analysis of cultural norms, values and beliefs of Pacific Rim communities, both within the US and around the world. Through the application of critical thinking skills, students will compare and contrast certain Pacific Rim cultures, learn how history, climate, geography, and trade impact relationships, and explore the contribution that this dynamic area of the world makes to the global community.

SOC 3510.SB Diversity & Cultural Awareness

3 units

Community is a complex, multilevel set of peoples, organizations, and values, interwoven and bound by relationships. Any single aspect of community affects the whole. Some may argue that the comfort of distance between people in the community is diminishing rapidly and causing a clash of lifestyles. Others would say that the community is coming together to redefine and improve itself. What are the levels and spheres that make up a diverse community? What role does awareness of diversity and

culture play in the life of the community? This course is designed to generate responses to these questions. Professionals, activists, families, and private citizens who are part of this community have been invited to participate in a series of colloquia to share their knowledge, experience, and opinions with the class and community members. Satisfies Global & Intercultural Awareness requirements.

SOC 3770 The Latino Community in American Society

3 units

According to the 1990 census, by the year 2010, the Latino community will become the largest ethnic population in California. The Latino language and cultural influences will be felt in all public and private sectors of the society. As residents and future professional service providers, the students' need to become aware of and understand Latino culture is critical. This course is designed to introduce the Latino community from cultural, historical, and psychological perspectives. Students will critically analyze the social context of the Latino in the United States using Santa Barbara as the study site.

Writing Courses

WRT 3100 Academic Writing

3 units

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

WRT 3110 Creative Writing

3 units

This course is an explanation of short fiction, creative nonfiction, poetry and drama for students who seek an adventure in creative writing. Students will use their imagination to play with various writing techniques, which are relevant to all types of writing and genres. Through discussion and written exercises, students will write across genres and discover how they share similar sources and build on similar skills.

WRT 3130 Creative Writing: Fiction

3 units

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

WRT 3190 Creative Writing: Nonfiction

3 units

This course explores the nonfiction genre, which celebrates the author's subjective experience and impressions. Studied forms include personal (lyrical) essays, memoirs, travel and nature articles, profiles, interviews, narrative and human interest stories, and literary journalism. Using Classical

examples, students will examine the unique role of creative non-fiction in literary discourse and public debate.

WRT 3200 Screenwriting

3 units

Students learn the fundamental building blocks of writing for the screen: character, conflict, scenes, dramatic structure, screenplay format, and the visual language of the screen. Students will acquire basic screenwriting skills through lecture, reading and analyzing produced screenplays, and by writing and workshopping short scene exercises, culminating in each student pitching, writing and revising a ten-page script.

WRT 3210 Professional Writing

3 units

An advanced course in writing for a variety of professional applications including, science, business, grants promotion, and reporting. Students study conceptual and technical writing in a wide range of mediums for diverse audiences with attention to tone and style. Students engage in the writing process as it pertains to professional writing through drafting, revising, and presenting an individual portfolio that is immediately applicable to the professional writing environment.

WRT 3220 Advanced Creative Writing Workshop

3 units

In this class — a laboratory for working writers — students write extensively and participate in critiques of their own work and that of their peers. Instructors also examine work individually with students during conferences. Students are expected to come to the workshops with openness to various approaches toward literature and writing. There will be a strong focus on generating new work.

WRT 3223 Long Form Journalism

3 units

This course covers long form journalism, a branch of journalism dedicated to longer more in depth articles with larger amounts of content. The length of long form articles is between that of a traditional article and that of a periodical, often in the form of creative nonfiction or narrative journalism.

WRT 3390 The Personal Journal: Literature & Self Discovery

3 units

Historical and contemporary uses of journals and diaries to record reflections, feelings, and events of daily life will be considered in this class, along with ways to use this creative process to survive some of life's more difficult transitions. The course includes selected readings and weekly journal writing exercises utilizing guided imagery, dialogue, the portrait, and the not-posted letter.

WRT 3940 Portfolio/Thesis Project

3 units

Students are required to develop a portfolio of written work that represents significant efforts in creative or professional writing. This may include a major creative work, or a collection of minor works that may include any of the following: Non-traditional writing assignments (e.g., creative scholarship, translations, editions, statistical studies). Work done for internships that are not easily classifiable as formal writing. Grants, applications, reports, promotions, technical report, or business writing.

WRT 3941 Special Topics in Writing

1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary writing topics. See Schedule of Classes for current offerings. May be repeated up to six times.

WRT 3950 Literary Theory for Social Change

3 units

An advanced course in writing to advocate social change and social causes. Focuses on the study and practice of writing related to governance, citizenship, and civil society, including theories of Marxism, deconstructionism, postcolonialism, and eco-feminism. Students study and practice communication that aims to influence public understanding of civic issues, such as op-ed pieces, policy briefs, and political campaigns and functions within a civic organization to meet its mission, such as grants, educational brochures, and marketing documents.



Master of Arts in Clinical Psychology (MACP)

The Master of Arts in Clinical Psychology is an applied psychology program designed to prepare culturally sensitive individuals who want to be professionally licensed as Marriage and Family Therapists (LMFT) and/or as Professional Clinical Counselors (LPCC). The program meets the educational and training requirements of the Board of Behavioral Sciences for professional licensure as specified in the CA Business and Professional Code Section 4980.36. As part of their curriculum students earn a portion of the 3,000 hours of supervised clinical experience required for an MFT license. Clinical Experience for LPCC licensure accrues post-graduation.

Antioch's Master of Arts in Clinical Psychology Program is designed for a diverse student body, including working adults. Classes are offered in three-hour blocks in the daytime and evenings. Additionally, some classes are offered online and on weekends, enabling students who follow the required course of full-time study to complete their degree in 24 months. Many flexible options are available, including half-time study.

Master of Arts in Clinical Psychology General Description of the Program

The Master of Arts in Clinical Psychology Program provides education and training in the theory and practice of psychotherapy and meets the educational standards for a California Marriage and Family Therapist and/or a Licensed Professional Clinical Counselor license. A licensed Marriage and Family Therapist in California is able to offer psychotherapy to individuals, couples, and families to facilitate quality of life and maintain healthy family and interpersonal relationships. A Licensed Professional Clinical Counselor focuses on counseling for purposes of improving mental health. It does not include the assessment or treatment of couples or families (unless the counselor has completed all of the additional training provided in the Program's dual track for MFT and LPCC). Within the Master's in Clinical Psychology Program, students also have an option of developing expertise in one of three concentrations; either Somatic Psychotherapy, Latino Mental Health or Healthy Aging. The concentration in Somatic Psychotherapy is completed in an additional 9th quarter beyond the full time 8 quarter completion of an MA in Clinical Psychology. The Latino Mental and Healthy Aging Concentrations can be completed completed within 24 months (8 quarters) with extra course content building on the foundations for meeting MA in Clinical Psychology requirements.

The Program emphasizes the academic, practical and personal knowledge that will enable each graduate to gain competence in core areas of study in Psychology including; diagnosis, treatment planning and psychological interventions. Multicultural competence, community mental health, and

ethical practices are emphasized throughout the curriculum. Training in the application of psychology is a primary goal. Graduates find career opportunities working with diverse populations in a range of settings, including mental health, non-profit, school, medical, and private practice. Some graduates continue their education in doctoral psychology programs in clinical, counseling or family psychology.

The Clinical Psychology (MACP) Program has a mission consistent with Antioch University's tradition of community-based education and awareness of social issues. The Program is designed to educate and train professionals in theory and practice while remaining responsive to social change. The classroom experience makes use of experiential teaching methods and a "hands-on" approach to learning, integrated with direct practice learning of psychotherapeutic skills in community-based clinical traineeships.

Students receive a solid foundation in family systems, community mental health, and developmental theories as well as an appreciation for multicultural psychology. Central to the program is the development of self-awareness, respect for diversity, broad-based clinical skills, and the capacity for critical thinking. Antioch exposes students to a variety of theoretical orientations to meet the needs of diverse populations and communities. Faculty are seasoned professionals, many of whom are actively engaged in clinical practice and/or supervision and use techniques drawn from a range of psychotherapeutic orientations and theories. Students are assisted in selecting and developing an orientation consistent with their values and worldview. Teaching methods combine lecture and discussion with experiential learning techniques. This model of learning requires that students access their personal experiences to use as a beginning reference point when acquiring new knowledge and clinical and professional skills. Discussion elicits self-disclosure in the safe, confidential, and supportive spirit of the experiential learning process which enhances self-awareness, insight, and competence as a psychotherapist.

Students who graduate from the Master of Arts in Clinical Psychology Program will demonstrate

- Theoretical Foundations of Professional Psychology
- Clinical Skills Integration
- Professional/Legal and Ethical Competence
- Multicultural Competence
- Interpersonal Competence/Clinical Suitability
- Critical Thinking

Program Degree Requirements

The Master's Degree in Clinical Psychology is a 90 unit degree that meets California licensing requirements for Marriage and Family Therapists. To complete the degree, a student must meet both a unit requirement and a residency requirement. Residency is defined as the number of quarters of study for which a student must be enrolled. In the MACP program, students must be enrolled for a minimum of 90 units and 8 full-time quarters, or 16 half-time quarters, or the equivalent. Some of the coursework requirements are satisfied through weekend courses or may be completed online. A full-time quarter consists of 9-13 units. All quarters of residency must be completed for graduation.

Students also have options to pursue their Master's in Clinical Psychology Degrees with a Concentration in Somatic Psychotherapy (105 units in 27 months), Latino Mental Health (90 units in 24 months) or, with a Concentration in Healthy Aging (96 units in 24 months), The Program also offers a track for students interested in meeting qualifications for for both MFT and LPCC by

completing 9 additional units of coursework required for LPCC licensure. The Latino Mental Health and Healthy Aging concentrations may be completed in 8 full-time quarters. The Somatic Concentration and the LPCC option, with and additional 9th quarter. LPCC courses are offered online in the 9th quarter with one 3-unit course offered as a weekend or hybrid option in the 8th quarter.

Students must complete their degree within five calendar years of the first admission including any leaves of absence or periods of withdrawal. (See Admissions and Registration policies for further detail).

Students are able to transfer up to 9 units of graduate psychology courses taken elsewhere if they meet Antioch University’s requirements for transfer credit. Units must be current and no older than 5 years. To apply for transfer credit, obtain the Permission to Transfer Units Form from the Student Services Office.

Board of Behavioral Sciences Educational Requirements

Students awarded the degree in Clinical Psychology from Antioch University meet the Board of Behavioral Sciences curriculum requirements for licensure as Marriage and Family Therapists in the State of California and can also meet academic requirements towards LPCC licensure in California. Students interested in licensure in a state other than California should contact that state’s professional licensing body for information on academic and clinical training requirements for licensure in that state. Although our accredited degree generally meets out-of-state requirements, most states have specific course or training requirements unique to that jurisdiction.

BBS regulations specify the coursework and professional training experience that must be completed within a 90 unit degree. Degree requirements for all MFT track students include 225 face to face hours of clinical training experience.

Students awarded the degree in Clinical Psychology from Antioch University will have met the California BBS curriculum and training requirements leading up to licensure.

Master of Arts in Clinical Psychology Required Curriculum

PSC 5011	Theories of Psychotherapy in Context (3 units)	PSC 5300	Psychotherapy with Children & Adolescents (3 units)
-----------------	--	-----------------	---

PSC 5031	Research Methods (3 units)	PSC 5311	Intimate Relationships (3 units)
PSC 5040	Human Development & Diversity (3 units)	PSC 5320	Trauma Counseling (3 units)
PSC 5041	Lifespan Human Development: The Older Adult (1.5 units)	PSC 5321	Crisis, Disaster & Emergency Response (1.5 units)
PSC 5050	Clinical Skills in the Multicultural Context (3 units)	PSC 5372	Human Sexuality & Counseling (3 units)
PSC 5051	Multicultural Awareness: Self, Culture & Context (3 units)	PSC 5382	Professional Ethics & the Law (3 units)
PSC 5061	Psychopathology (3 units)	PSC 5386	Practicum: Professional Orientation (0 Unit)
PSC 5070	Clinical Skills with Families and Couples (3 Units)	PSC 5451	Substance Related Disorders & Other Addictive Behaviors (3 units)
PSC 5071	Theories of Family Systems (3 units)	PSC 5460	Psychopharmacology for Therapists (3 units)
PSC 5072	Advanced Family Therapy: Special Populations (2 units)	PSC 5502	Domestic Violence: Spousal, Elder and Child Abuse (3 units)
PSC 5073	Advanced Family Therapy: Evidence Based Practice (2 units)	PSC 5510	Community Mental Health (3 units)
PSC 5080	Psychological Assessment: Evaluating Individuals & Systems in Context (3 units)	PSC 5551	Dual Diagnosis: Substance Related Disorders and Mental Illness (1.5 units)

PSC 5200	The Process of Group Psychotherapy (3 units)	PSC 5630	Loss and Bereavement (3 units)
PSC 5201	Clinical Skills I: The Psychotherapeutic Relationship (3 units)	PSC 6511	Practicum I: Clinical Evaluation & Crisis Interventions (3 units)
PSC 5202	Clinical Skills II: The Psychotherapeutic Process (3 units)	PSC 6512	Practicum II: Treatment Planning and Clinical Interventions (3 units)
PSC 5220	Group Theories (1.5 units)	PSC 6513	Practicum III: Case Conceptualization (3 units)
PSC 5240	Contemporary Theories of Psychotherapy (2 units)	PSC 6514	Practicum IV: Integrating Clinical Skills (3 units)

Personal Psychotherapy Requirement

The Psychology Program requires all students in the Clinical Program to engage in personal therapy and to demonstrate that they have begun psychotherapy before the end of their second quarter by submitting the “Begin Personal Psychotherapy” form to the Director of Clinical Training. This requirement is based upon the belief that psychotherapy is a vital component of the training and growth of psychotherapists, and that it is the professional responsibility of every therapist to identify, address, and work through personal issues that may have an impact on clinical interactions with future clients. Graduate students in the MACP Program are required to complete 20 hours of personal individual, couples, family or group therapy during the course of the Program. This requirement is met by seeing a licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Psychologist, or a Board Certified Psychiatrist. Once the 20 hour requirement has been met the “Completion of Psychotherapy” form is submitted to the Director of Clinical Training. Psychotherapy hours earned prior to beginning the Program are not eligible for meeting this requirement. Students are advised to plan for this requirement and to complete their hours early in their enrollment in order to finish prior to graduation.

Dual Relationships in Psychology

In compliance with the CAMFT, LPCC, and APA Codes of Ethics, dual relationships are not permitted. A dual relationship in clinical practice occurs when a therapist allows an additional connection to develop with a client outside the boundaries of therapy. In the Psychology Program, a dual relationship occurs when someone has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist, and then becomes

the student's instructor or supervisor. This kind of dual relationship has potential for harm because one person has the power to exploit the other by engaging in favoritism, prejudicial evaluation, or abuse of power. In order to avoid such relationships, students may not take an Antioch course from a faculty member if that faculty member is currently their therapist or has been their therapist in the past.

Furthermore, students may not see a member of the Adjunct or Core Faculty or their current traineeship supervisor for psychotherapy in order to meet the Program's therapy requirement. It is acceptable however, to enter therapy after graduation with someone who was formerly the student's instructor.

Degree Concentrations

Students may elect to graduate with a concentration in addition to the emphasis in Marriage and Family Therapy. Concentrations generally require additional academic units and coursework in addition to the ones minimally required by the degree program. In some cases, courses in the concentration may substitute for those in the required degrees.

Currently the Program offers concentrations in Somatic Psychotherapy, Latino Mental Health and Healthy Aging.

The concentration in **Somatic Psychotherapy** offers training in a unique therapeutic approach that examines the self through an integrated body-mind lens focusing on applied practice skills in various modalities and with diverse populations addressing trauma-related symptoms and other stressors.

The courses required as part of the curriculum include:

PSC 5700 Introduction to Theories and Techniques of Somatic Psychotherapy (3 units)

PSC 5702 Somatic Approaches to Trauma and PTSD (3 units)

PSC 5703 Movement, Mindfulness, and the Expressive Arts in Somatic Psychotherapy (3 units)

PSC 5704 Practicum: Somatic Psychotherapy Consultation (3 units)

The concentration in **Latino Mental Health** includes courses designed to develop proficiency in providing mental health services to Latino and Hispanic consumers. Students in this program are required to be proficient in Spanish and English. The courses required as part of the curriculum include:

PSC 5110 Latino Mental Health (3 units)

PSC 5160 Process of Bilingual Group Psychotherapy (3 units)

PSC 5170 Clinical Skills II: The Psychotherapy Process with Latino Clients (3 units)

PSC 6524 Practicum IV: Integrating Clinical Skills with Latino Clients (3 units)

The concentration in **Healthy Aging** is designed to develop proficiency in providing counseling services to older adults and their families. The courses required as part of the curriculum in Healthy Aging include:

PSC 5610 Social, Cultural, & Systemic Aspects of Aging (3 units)

PSC 5620 Clinical Skills with Older Adults (3 units)

PSC 6534 Practicum IV: Integrating Clinical Skills with Older Adults & Their Families (3 units)

Independent Study

In exceptional circumstances, a student may apply to do an Independent Study (PSC 6110) in order to meet a program requirement or to pursue an interest not covered by the program curriculum. As a rule, core courses may not be taken as Independent Study; however, the faculty may make exceptions where there are special circumstances. Student requests for Independent Study will not be honored when the course is being offered during the quarter. Courses in which there is a strong experiential or skills practice component may not be taken as Independent Study.

Independent Study courses should have both a breadth and a depth component. Courses are developed with the Student Advisor and require approval of the Chair prior to registration. If approved, the student and Advisor identify an evaluator for the student's learning. Evaluators assist students in setting learning objectives, creating assignments that will demonstrate the learning acquired and assigning the number of units to be granted for the work (calculated as one unit for each thirty-three hours of study). Finally, evaluators write the narrative evaluation for the course.

Experiential Learning and Confidentiality in the Classroom

Classes in the MACP Program offer an opportunity for students to gain insight about themselves and their interpersonal impact on others through feedback from classmates and instructors. Experiential education fosters this type of learning through shared experience and an active focus on the application of new learning.

The use of this model to acquire clinical and professional skills requires students to use their personal experience in the classroom. In order to create safety in this learning environment, students are asked to maintain confidentiality with regard to the comments and experiences of other students. Respecting the privacy of others is most important in managing the risk and enjoying the benefits of experiential learning.

Research with Human Subjects

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

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

The Clinical Traineeship

The clinical traineeship takes students out of the classroom and brings them into the community to work with clients, professional psychotherapists and peers from many schools and disciplines. The program allows students to gain knowledge and develop psychotherapeutic skills by providing services in a variety of settings such as non-profit, government, educational, health care or rehabilitation sites. The Psychology Program maintains training agreements with over 120 sites serving a variety of populations in the tri-county area (Santa Barbara, Ventura, and San Luis Obispo Counties), as well as some sites in Los Angeles County. Students are required to obtain 225 hours of

face to face client contact at their traineeship in order to graduate from the program. The Healthy Aging concentration requires that 75 of the 225 client hours include in-person contact and/or client advocacy with older individuals and their families. The Latino Mental Health concentration requires that 75 of the 225 client hours include in-person contact and/or client advocacy with Latino or Hispanic clients. Hours earned during the clinical traineeship are counted towards the 3,000 hours of experience required for the MFT license. Additional hours are accumulated post-graduation as a registered MFT associate.

To be eligible for traineeship, students must complete 18 quarter units, including Law and Ethics and Professional Orientation. Students will not be able to accrue traineeship hours until these requirements have been satisfied, they are enrolled in a Practicum course or will be beginning one. Students must have a traineeship site to be enrolled in the Practicum Courses.

Students should also be familiar with Antioch University traineeship procedures and the regulations governing the practice of marriage and family therapy as defined by the BBS. Detailed information on procedures and regulations affecting trainees may be found in the Antioch University Santa Barbara "Traineeship Guidelines" document, which is kept updated and available electronically. It is also recommended that students consult the BBS website for a copy of the licensing regulations (<http://www.bbs.ca.gov>).

LPCC licensure began in CA in 2012. The degree requirement is 280 face-to-face hours. Students interested in this license should seek updated detailed information on the BBS website (http://www.bbs.ca.gov/lpcc_program).

The Traineeship Application Process and Documentation

Students should check the required schedule of classes for the quarter in which they may begin their traineeships. Prior to this quarter, students participate in a traineeship orientation meeting. This is also the time to examine the Antioch-approved sites, contact the site for an application or interview, select a training site, and enroll in a practicum course (PSC 6500 series). Students are responsible for seeking and identifying traineeship sites on their own. The Director of Clinical Training and Student Advisor are both available to provide consultation in this process. A list of approved traineeship sites with contact information is also available to students on the Clinical Training Sakai site.

Upon acceptance to a traineeship site, the appropriate forms must be completed (available electronically). A Clinical Training Agreement is completed and signed prior to the start of training. The Clinical Training Agreement is a contract for the student's work in the traineeship and is required by the BBS. The site administrator, the clinical supervisor, the student, and the MACP Director of Clinical Training all sign this document. The original Agreement is kept in the student's permanent file and electronic copies are distributed to all signers. At the end of each thirteen-week period the supervisor completes an End of Quarter Evaluation rating the student's progress for that quarter. Hours are accrued and paperwork retained by the student for future application for MFT licensure. New Clinical Training Agreements are completed if and when the student changes sites or supervisors.

All students in traineeship must be covered by professional liability insurance which is provided by the University. Proof of this coverage is requested by many sites and is available electronically on the Clinical Training Sakai site.

Clinical Training Requirements

As part of the degree program, students participate in clinical traineeships within community agencies that provide them with experience in psychotherapy and counseling under the supervision of a

licensed professional. Students are required to accrue 225 hours of face to face counseling experience with individuals, couples, families, and/or groups. Students enrolled in the Healthy Aging Concentration are required to complete 75 hours of face to face counseling and/or client advocacy with older adults and their families. Students enrolled in the Latino Mental Health Concentration are required to complete 75 hours of face to face contact and/or client advocacy with Latino or Hispanic clients. Supervised hours may also be applied toward licensure with the Board of Behavioral Sciences (BBS).

The required 280 hours for LPCC track students are not counted towards LPCC licensure as determined by the Board of Behavioral Sciences. Students in the LPCC track accumulate hours towards LPCC licensure after they have graduated the program.

Clinical Training Probation

Students are reviewed and evaluated for clinical suitability and skills in all clinical courses including both in-class instruction and field experience. Clinical suitability is defined as the ability to adopt a professional demeanor by establishing good personal and professional boundaries, accepting feedback with minimal defensiveness and/or reactivity, managing personal distress as well as freedom from behavioral or emotional problems that interfere with interpersonal functioning. Students in the MFT track are expected to abide by the ethical standards for Marriage and Family Therapists established by the California Association of Marriage and Family Therapists and the American Association of Marriage and Family Therapists; and by the California Board of Behavioral Sciences' statutes and regulations relating to the practice of Marriage and Family Therapy. Students in the LPCC track must abide by the ethical standards established by their licensing board.

When students demonstrate challenges in the area of Clinical Suitability as defined by the Program's Clinical Suitability criteria and identified either by the student's instructor, advisor, Director of Clinical Training, or Program Chair, a "Clinical Suitability Form" is completed to identify areas of concern and in need of development. At any time in the Program, a student may be placed on Clinical Training Probation and/or dismissed from the MACP Program for failure to demonstrate appropriate clinical skills and/or violation of the ethical principles or statutes and regulations for marriage and family therapists.

Master of Arts in Clinical Psychology Course Descriptions

PSC 5011 Theories of Psychotherapy in Context

3 units

In this course, students critically examine some of the influential theories of counseling and psychotherapy by exploring the social, cultural and historical contexts that produced them. Theories are considered in terms of their evidence base and relevance in the contemporary social context. The course compares and contrasts theories in terms of key theoretical concepts such as personality development, health and illness, and therapeutic techniques. Students begin the process of developing their philosophy of treatment and therapeutic orientation.

PSC 5031 Research Methods

3 units

This course examines different approaches to the generation and evaluation of psychological theory and data. Strengths, weaknesses, and ethical practice of quantitative and qualitative methods are

examined with attention to the descriptive and inferential statistical methods used in hypothesis testing and psychological assessment.

PSC 5032 Evaluation and Outcome Research (LPCC Track)

1.5 units

This course builds on PSC5031 to develop students' understanding of recent developments in measurement and evaluation and examines the role of evaluation in the development of programs and services. Students will learn about approaches to outcome based evaluation and gain skills in identifying appropriate data collection and analysis methods for research, needs assessment and program evaluation.

PSC 5040 Human Development and Diversity

3 units

This course provides an overview of human development throughout the lifetime in the family, social and cultural context. The individual and family life cycles will be viewed as mutually interactive processes which are also affected by such factors as biology/ genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual will be traced chronologically through a survey of a select number of major theoretical approaches. The family and other factors influencing and generated by the individual's developmental tasks will be explored concurrently.

PSC 5041 Lifespan Human Development: The Older Adult

1.5 units

This course examines individual and family life cycle development perspectives are used to understand the psychological, social, and biological changes that are associated with aging with an emphasis on factors related to positive adjustment. Students will examine later life transitions in work, social roles and health as well as how aging processes vary by gender, race, and ethnicity.

PSC 5050 Clinical Skills in the Multicultural Context

3 units

This experiential course builds on the student's developing multicultural awareness and clinical skills repertoire. Students are introduced to culturally responsive assessment practices and work to develop case conceptualization and treatment planning skills that integrate knowledge about cultural influences and identities as well as the concepts of oppression, power, poverty, and acculturation into their clinical practice.

PSC 5051 Multicultural Awareness: Self, Culture & Context

3 units

Professionals in a multicultural society must be aware of psychological, social, economic and political issues associated with culture, race, class, ethnicity, age and gender. This course examines the experience of cultural difference, with particular emphasis on power, oppression and marginalization. The course promotes self-awareness and cross-cultural exploration of cultural heritage as well as students' attitudes and biases.

PSC 5061 Psychopathology

3 units

In this course students develop basic competency in formulating a psychological diagnosis using the most up-to-date DSM criteria. Using knowledge of the etiology and diagnostic criteria of psychological disorders, participants will learn to view symptoms of psychopathology from a biopsychosocial framework in order to assess, diagnose, and plan treatment.

PSC 5070 Clinical Skills with Families and Couples

3 units

This experiential course focuses on the application of systems theory to psychotherapy with couples and families. Students learn assessment and intervention techniques that consider the context of the client and are aimed at changing the interactions between individuals and in the functioning of the family system as a whole.

PSC 5071 Theories of Family Systems

3 units

This course examines the major concepts and theories of the family systems movement in psychotherapy. By exploring the history, premises, cultural influences and approaches of family therapy practice, students learn to conceptualize individuals, couples, and families from a systemic point of view.

PSC 5072 Advanced Family Therapy: Special Populations

2 units

This course is designed to teach students in-depth skills in working with specific populations. Students will learn about characteristic psychological and social issues associated with diverse and “non-traditional” families and apply mental health approaches that correspond to their needs.

PSC 5073 Advanced Family Therapy: Evidence-based Practice

2 units

This course is designed to teach students in-depth skills of an evidence-based treatment approaches. Through a focused study of these approaches, students learn to use the theories to conceptualize a case, plan treatment, and apply the associated techniques.

PSC 5080 Psychological Assessment

3 units

This survey course covers the major psychological assessment instruments used with normal and pathological populations. Evaluating the psychometric properties of tests and their use in planning treatment is addressed. Students will learn to administer level B instruments and to interpret them within the cultural, developmental and systemic context of the individual.

PSC 5081 Social & Cultural Factors of Assessment & Evaluation (LPCC Track)

1.5 units

This course builds on PSC5080 in examining the theoretical basis for social, psychological, and cultural assessment and evaluation of individuals and groups. Students will learn to use the major psychological assessments within a range of diagnostic presentations and apply the assessments within a social and cultural context including attention to ethical considerations in selecting, administering and interpreting assessment instruments.

PSC 5110 Latino Mental Health

3 units

This course focuses on the understanding of the mental health and psychosocial development of adults, families and children within the Latino context. The course addresses multicultural issues such as Latino subgroup differences, immigration, acculturation, family values, gender socialization, and language, and how these variables relate to providing culturally responsive therapy.

PSC 5121 Clinical Skills I: The Psychotherapeutic Relationship in the Latino Context

3 units

In this experiential course, students work on the development of basic counseling skills and the building of a therapeutic relationship that is accomplished within and with reference to the Latino cultural context and healing practices.

PSC 5150 Clinical Skills with Latino Couples & Families

3 units

This experiential course focuses on the applications of systems theories to Latino families and couples. Students will learn assessment and intervention techniques with attention to the systemic context of the client with the aim of changing family interaction patterns.

PSC 5160 Process of Bilingual Group Psychotherapy

3 units

This course serves as an introduction to the theories and concepts of bilingual group psychotherapy, including group development, membership, and dynamic processes. Students will learn about the curative power of group therapy, leadership skills and treatment strategies and how cultural factors affect group behavior. All students participate in the instructor-facilitated classroom group process with the opportunity to practice group facilitation skills in Spanish.

PSC 5170 Clinical Skills II: The Psychotherapy Process with Latino Clients

3 units

This course focuses on developing fluency and clinical competency in psychotherapy with the Latino client. Skills are developed for differentiating between content and process and for working with client affect, resistance and defense, transference and counter transference as these processes relate to the Spanish speaking client.

PSC 5200 The Process of Group Psychotherapy

3 units

The course integrates theories and concepts learned in the group theory course through an experiential group process oriented learning model. Students will learn the curative power of group therapy, leadership skills and treatment strategies through instructor facilitated groups that include group participation and group facilitation practice opportunities.

PSC 5201 Clinical Skills I: The Psychotherapeutic Relationship

3 units

This course provides an introduction to basic psychotherapeutic concepts and skills, with particular attention to the nature of the relationship between psychotherapist and client. Students learn fundamental clinical skills aimed at establishing core therapeutic conditions, building a therapeutic alliance, and identifying a treatment focus in the initial phase of psychotherapy.

PSC 5202 Clinical Skills II: The Psychotherapeutic Process

3 units

In this course, students learn to attend to process variables in psychotherapy and gain practice experience in applied psychotherapy techniques. Skills are developed for differentiating between content and process, and for working with client affect, resistance and defense, transference and counter transference.

PSC 5220 Group Theories

1.5 units

This course serves as an introduction to the theories and concepts of group psychotherapy including stages of group development, membership and dynamic processes. Students will develop a foundation in formulating and creating groups for specific populations and gain basic skills in group facilitation.

PSC 5240 Contemporary Theories of Psychotherapy

2 units

This course expands upon the material in PSC 5011 by reviewing contemporary theories and

practices that have shown to be effective. The underlying theoretical framework, key theoretical concepts and techniques, and the applications of the approach are emphasized.

PSC 5250 Career Theories and Practice in the System

3 units

This course will provide the theoretical foundations of career counseling and explore important considerations in the provision of career counseling to multi-cultural client populations. Students will reflect on their own personal career/professional development and use this experience to gain a broader understanding of how clients experience their career development and what motivations guide their choices. Students will learn basic career counseling interview skills and become familiar with commonly used assessment tools. Students will be prepared with the necessary knowledge and skills to collect, evaluate, and use occupational and life development data to help diverse client populations make effective decisions.

PSC5251 Career Theories and Practice

1.5 units

This course acts as a companion course to Career Theories and Practice in the System. It provides students with the practical experience necessary to understand and foster career/lifestyle development for diverse populations. This course teaches a range of skills to assist clients facing work and education related issues from a multi-cultural perspective. In addition, the course will address the role of career planning within the counseling domain by discussing subjects such as job searches, resume building, and interview preparation. Major course topics will include the delivery of culturally sensitive career counseling, the complex relationship between professional life and personal life, and career assessments. Students will learn to utilize knowledge gleaned within each of these realms to administer thoughtful, ethical, and competent career counseling.

PSC 5300 Psychotherapy with Children & Adolescents

3 units

This course focuses on the assessment, diagnosis and treatment of children and adolescents. Students learn to assess and integrate the child or adolescent's developmental, social, cultural, educational, and familial context in the formulation of a clinical case conceptualization and treatment plan.

PSC 5311 Intimate Relationships

3 units

In this course, students examine relationships of intimacy, including same-sex and opposite-sex partnering, and marriage. Systemic theories and processes for facilitating change in intimate relationships will be explored, including communications theory, cognitive-behavioral theory, psychodynamic theory, and research based methods.

PSC 5320 Trauma Counseling

3 units

This course examines the cognitive, behavioral and neurological effects associated with traumatic situations and experiences. Assessment strategies and intervention principles for individuals with trauma-related psychological disorders are addressed.

PSC 5321 Crisis, Disaster and Emergency Response

1.5 units

This course examines the role of the mental health professional in natural disasters and community emergencies. Application of crisis theory and multidisciplinary responses ranging from short-term

crisis intervention to long-term approaches designed to prevent the development of mental health problems and trauma responses are emphasized.

PSC 5372 Human Sexuality & Counseling

3 units

In this course students examine biological, psychological, psychosocial, and cultural aspects of sexuality in order to gain an appreciation for the diversity of human sexual response. The course also covers psychosexual disorders and their treatment. Students will have the opportunity to explore their values regarding sexual behavior as it relates to their work as therapists

PSC 5382 Professional Ethics & the Law

3 units

This course addresses the most current statutes, regulations and ethical standards governing the practice of marriage and family therapy and Licensed Professional Clinical Counselors in California. Students will become familiar with the therapeutic, clinical, and practical considerations involved in the professions' legal and ethical practices and current legal patterns and trends in the mental health professions. Emphasis is placed on the application of legal and ethical standards to cases, and upon learning a structured approach to ethical decision making in clinical and professional practice.

PSC 5386 Practicum: Professional Orientation

0 unit (completion required to enter traineeship)

In this course students are oriented towards beginning practice in their traineeships as licensed professionals. The policies and procedures of the Board of Behavioral Sciences (BBS) including knowledge of the required paperwork and regulations involving training that meets BBS standards are covered. Students will gain an overview of the licensure process and their responsibilities and limitations at the Trainee level. Professional persona is addressed and a vocational component helps prepare students to apply for an interview with training sites.

PSC 5451 Substance Related Disorders & Other Addictive Behaviors

3 units

This course addresses the major substance related disorders and other addictive processes. It includes a comparative study of different diagnostic, therapeutic, and theoretical approaches to the treatment of these disorders. Additional topics include a classification of the major substances of abuse and other objects of addiction, the impact on families, the impact on society, and cultural sensitivity when working with diverse populations.

PSC 5460 Psychopharmacology for Therapists

3 units

This course covers fundamentals of psychopharmacology needed to inform practitioners when referring clients for psychotropic medication consultations and in working collaboratively with psychiatrists. Students will learn the various classifications of psychotropic medications, their indications, contraindications and efficacies. Attention will be given to the diagnostic criteria for major DSM disorders that are treatable with medication, including a list of these medications, their therapeutic dosage ranges, side effects, and drug interactions

PSC 5461 Psychopharmacology for Therapists

1.5 units

This course builds on PSC5460 to cover biological basis of behavior, basic classifications and indications for use. Particular attention is paid to the contraindication of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified. Students will gain

skills such as comprehensive psycho-social assessment that includes medication assessment from a holistic perspective that considers the integrated health and wellness of clientele from diverse populations.

PSC 5502 Domestic Violence: Spousal, Elder & Child Abuse

3 units

This course provides students with foundational learning in clinical skills and ethical competence in domestic violence inclusive of spousal, elder and child abuse. Students will learn to recognize and assess spousal, elder, and child abuse, to recognize risk factors and family dynamics, intervene from a variety of approaches and understand the psychological and traumatic consequences of abuse. Students will also gain knowledge in professional responsibility regarding mandated reporting laws and utilization of community resources for intervention and prevention.

PSC 5510 Community Mental Health

3 units

This course examines the theories, history, research, and practice of community mental health as a foundation for effective community based treatments for people with serious mental illness. The biopsychosocial factors that support this population's ability to live as symptom free as possible, with the highest quality of life in the least restrictive environment will be examined. Additionally, evidence based methods and promising practices of rehabilitation, recovery, and empowerment for currently served and underserved people with serious mental illness will be explored.

PSC 5551 Dual Diagnosis: Substance Related & Co-occurring Disorders

1.5 units

This course examines the evaluation and treatment of individuals with co-occurring mental illnesses and substance related disorders. Topics include diagnosing common co-occurring disorders, risk factors for development, and the interrelationship of these disorders. Students will learn about evidence-based Integrated Dual Disorder Treatment (IDDT), and other specific approaches targeted to this population such as Dialectical Behavioral Therapy. Referral resources for these disorders will also be identified and investigated.

PSC 5552 Substance Related & Co-Occurring Disorders in the Older Adult

2 units

This course examines the evaluation and treatment of older adults with co-occurring mental illnesses and substance related disorders. Topics include diagnosing common co-occurring disorders in older adults and the interrelationship of these disorders as well as risk factors such as medication abuse. Students will learn about evidence-based Integrated Dual Disorder Treatment (IDDT) as Dialectical Behavioral Therapy, and other commonly appearing co-occurring disorders in this population. Referral resources specific to older adults and their families for these disorders will also be identified and investigated.

PSC 5600 Healthy Development Throughout the Aging Process

3 units

Individual and family life cycle development perspectives are used to understand the psychological, social and biological changes that are associated with aging with an emphasis on factors that contribute towards positive adjustment and healthy aging. Students will examine later life transitions in work, social roles and health, as well as how aging processes vary by gender, race, ethnicity and other variables.

PSC 5610 Social, Cultural, & Systemic Aspects of Aging

3 units

This course provides a broad perspective on the social effects of our increasing population of older adults. Social attitudes, cultural values and changes in society and the family are examined as they relate to resiliency in later life. Specific issues such as the economic effects on the family, living arrangements, multi-generation relationships, and the utilization of social service programs are examined in diverse families and communities.

PSC 5620 Clinical Skills with Older Adults

3 units

Drawing from clinical approaches used with all populations, this course will teach skills specifically applicable for working with older adults and their families. Interventions are informed by the clinician's knowledge of and sensitivity to the unique and profound changes experienced by individuals during the natural progression of this phase, who also encounter discrimination and marginalization. Intervention with a unique lens to the aging population will include topics of loss including; roles, financial resources, support networks, partners, friends, cognition, health, overall sense of well-being. Challenges and corresponding interventions which relate to the "whole person" including; mind, body and spirit, physical changes, interpersonal relationships and sexuality will be addressed. The course will also look at the impact on the family system including; care giving, and transition to alternative living arrangements. Clinical approaches will be presented which support resilience and the positive reframing of the experience for aging populations and their families and which facilitate the incorporation of tools for joyful living in the face of loss and change.

PSC 5631 Loss and Bereavement Through the Lifecycle

3 Units

This course addresses issues related to losses of all kinds through the life cycle with a particular focus on physical and cognitive functions, dying, and death and other losses that naturally accompany the aging process. Theories of bereavement and loss, caregiver stress, and cultural differences are applied to clinical issues of grief and mourning and caregiver coping and burnout within the family context. Students learn to recognize ethnic variations, traditions, and needs and within specific populations with regard to loss and, gain self-awareness regarding their own responses to loss, death and dying.

PSC 6511 Practicum I: Clinical Evaluation and Crisis Intervention

2 units

This practicum course is focused on the skills needed in the early stages of treatment including establishment of the therapeutic relationship, identification of critical issues and factors related to healthy functioning. Students learn to conduct a comprehensive interview to obtain an assessment of the case with a family, social, economic, and medical context, as well as the standard for documentation of the evaluation. The course also addresses the identification of psychosocial stressors, emergent issues, and crisis situations in order to target them for immediate intervention and establishing treatment goals.

PSC 6512 Practicum II: Treatment Planning and Clinical Interventions

3 units

In this practicum course students will focus on the assessment and diagnosis of psychological disorders. Students will learn to write a basic treatment plan that addresses goals for psychotherapy and to make community referrals for collaborative treatment services. Students working in a training site will discuss cases in class with a focus on evaluation and treatment planning within the context of the treatment setting.

PSC 6513 Practicum III: Case Conceptualization

3 units

This practicum course focuses on providing individual and family interventions, including the use of evidence based treatments and the effects of trauma. A systemic perspective is emphasized that examines social, community, family, and cultural systems (including uses and abuses of technology), and points of intervention as they interface with psychological health, resiliency and wellness. Boundary, confidentiality issues, therapist use of self, and objective and subjective counter-transference issues will be examined.

PSC 6514 Practicum IV: Integrating Clinical Skills

3 units

This course is the capstone course of the program and covers the integration of theory and professional practice. The theoretical foundations of clinical psychology are reviewed and used as a basis for clinical cases conceptualization. Students learn to plan interventions over the course (stages) of psychotherapy, write case conceptualization reports, document short and long term plans and terminate treatment effectively.

PSC 6530 Practicum/Special Project

3 units & 4 units

This course allows students to develop a project that focuses on an area of special interest in the field of Psychology. The project can be a thesis, project, or supervised practicum relevant to the chosen area of specialization. The project is proposed by the student and approved by the supervisor assigned who oversees the practicum/project. Additional readings and learning resources are integrated and practiced throughout the project to strengthen application.

Somatic Psychotherapy Concentration Courses

PSC 5700 Introduction to Theories and Techniques of Somatic Psychotherapy

3 units

In this course, students will critically examine historical theories of the body and mind interconnection in psychotherapy with reference to current theoretical models and techniques. The course will provide a basis for an interdisciplinary, holistic perspective that will inform the development of treatment planning skills and therapeutic orientation with individuals, groups, children, and adolescents.

PSC 5701 Neurobiology, Stress, and Somatic Psychotherapy

1.5 units

In this online course students will critically read and discuss texts from current areas of interpersonal and affective neurobiology with a focus on attachment, affect regulation and dysregulation, stress, PTSD and trauma as they relate to clinical work.

PSC 5702 Somatic Approaches to Trauma and PTSD

3 units

This course will focus on recent advances in understanding the effects of trauma on the brain, mind, and body in general and with regard to specific forms of complex trauma and PTSD. Major current theorists and practitioners in the field will be studied in depth including Van der Kolk, Levine, Ogden, and Porges. Students will develop a solid theoretical understanding as well as training in specific treatment modalities and methods. Practical application to children, adolescents, veterans and other adult survivors of various forms of abuse and trauma will be addressed. Building upon traditional psychotherapeutic techniques and principles, students will learn approaches viewing the body as central in the therapeutic field of awareness, and includes observational skills, theories, and interventions not usually practiced in psychodynamic psychotherapy.

PSC 5703 Movement, Mindfulness, and the Expressive Arts in Somatic Psychotherapy

3 Units

This experiential course is grounded in somatic therapies' principles and practices, and will provide the student experience in integrating these practices with verbal psychotherapy. This course will draw from dance/movement therapy, Somatic Experiencing, Sensorimotor Psychotherapy, and mindfulness practices. Elements of the expressive arts, with attention to present moment experience and body-centered experience, will be included in the course. Distinctions will be made between the expressive arts therapies and the clinician's ability to utilize the arts as a tool in the course of therapy, without formal training in art, dance/movement, or music. This course will be experiential and will focus on practical application, as the student learns to improvise integrating somatic tools in the here-and now context of therapy. This course builds upon and expands the student's previous clinical training, and the theoretical information offered in additional somatic courses.

PSC 5704 Practicum: Somatic Psychotherapy Consultation

3 units

This Practicum course focuses specifically upon group and dyadic work with specific current cases with presentations, discussions and explorations relating to the application of the theories and techniques learned in the program. This will synthesize all aspects of somatic psychotherapy with assessment, treatment plans, differential diagnosis, course of treatment, choice of modalities, working with multiple diagnoses, cultural sensitivity, transference and countertransference, clinical intuition and the art and science of psychotherapy.

PSC 5705 Standards of Practice and Ethical Issues in Somatic Psychotherapy

1.5 units

This online course will cover the most current statutes, regulations, and ethical standards relating to psychotherapy and specifically somatic treatment modalities and techniques. Emphasis is placed on developing the basis for ethical decision-making regarding issues surrounding touch and physical contact, informed consent, clinical judgement, transference/countertransference, boundary issues, differential diagnosis, and treatment planning.

Healthy Aging Practicum Courses

PSC 6531 Practicum I: Clinical Evaluation & Crisis Intervention with Intervention

3 units

This practicum course students will focus on the assessment and diagnosis of psychological disorders. Students will learn to write a basic treatment plan that addresses goals for psychotherapy and to make community referrals for collaborative treatment services. Students working in a training site will discuss cases in class with a focus on evaluation and treatment planning.

PSC 6532 Practicum II: Diagnosis & Treatment Planning with Older Adults & Their Families

3 units

In this practicum course students will focus on the diagnosis of psychological disorders in older adults and the associated issues including differentiating developmental factors from psychopathology. Students will learn to develop a basic treatment plan that addresses short-term goals for psychotherapy and to make community referrals to the range of community based services that maintain the health and productivity of the older adult. A continuum of care is addressed from programs that assist older adults to remain in their communities to those required for long term care. Students working in a training site will present cases for class discussion with a focus on evaluation and treatment planning.

PSC 6533 Practicum III: Clinical Interventions with Older Adults & Their Families

3 units

This practicum class draws from evidence based practices with a focus on interventions with older adults and their families from a systemic perspective. Social, community, family and cultural variables and resources are considered as they interface with psychological health, resiliency, and wellness.

PSC 6534 Practicum IV: Integrating Clinical Skills with Older Adults & Their Families

3 units

This course is the capstone course of the program and covers the integration of theory and professional practice. The theoretical foundations of clinical psychology are reviewed and used as a basis for clinical case conceptualization related to working with older adults and their families. Students learn to plan interventions over the course (stages) of psychotherapy, to write case conceptualization reports, to document short and long term plans and terminate treatment effectively.

Latino Mental Health Practicum Courses

PSC 6521 Practicum I: Clinical Evaluation and Crisis Intervention with Latino Clients

3 units

This practicum course is a blend of theory, skills, and consultation focusing on students' initial experiences in a clinical traineeship. Students learn the basics of working with non-profits and other agencies. Early stages of treatment are examined including establishment of the therapeutic relationship, identification of critical issues and factors related to healthy functioning. Students learn to conduct a comprehensive interview to obtain an assessment of cases within a family, social, economic, and medical context, and standards of documentation. The course also addresses the identification of psychosocial stressors, emergent issues, and crisis situations in order to target them for immediate intervention and establishing treatment goals. Attention is given to prevention and intervention within the context of working with Latino families and within the context of the Latino community.

PSC 6522 Practicum II: Diagnosis and Treatment Planning with Latino Clients

3 units

This practicum course builds upon the skills acquired in Practicum I: Clinical Evaluation and Crisis Intervention. Students will integrate diagnostic skill and application of specific theories including evidence-based treatments to formulate treatment planning and clinical interventions. Students will learn to apply a systemic perspective that considers collaborative treatment services and social, community, family, and cultural systems. The effect of trauma as well as psychological health, resiliency and wellness are considered. Students will learn fundamentals of establishing the therapeutic relationship and beginning stages of therapeutic processes including use of self and therapist self-care concerns.

PSC 6523 Practicum III: Clinical Interventions with Latino Clients

3 units

This practicum course focuses on providing individual and family interventions, including the use of evidence based treatments and the effects of trauma. The discussion focuses on interventions with Latino clients within a systemic context. The course addresses social, community, family, and cultural systems (including uses and abuses of technology), and points of intervention as they interface with psychological health, resiliency and wellness. Boundary issues, confidentiality issues, therapist use of self, and the therapeutic relationship are examined.

PSC 6524 Practicum IV: Integrating Clinical Skills with Latino Clients

3 units

This course is the Capstone course of the program and covers the integration of theory and professional practice. The theoretical foundations of clinical psychology are reviewed and used as a basis for clinical cases conceptualization. Students learn to plan interventions over the course of stages of psychotherapy, to write case conceptualization reports, and to document short and long term plans.



Master of Arts in Psychology (MAP)

The Master in Psychology degree provides foundational practical and theoretical knowledge for a sustainable and successful career in the field of psychology. Students completing this course of study do not meet criteria for licensure but are qualified for consideration in a variety of fields of psychology or for entry into doctoral programs.

The core of this degree includes:

- Strong emphasis on theories of human development throughout the lifespan and within the social context,
- Evidence based research
- Counseling approaches outside of psychotherapy
- A 60-unit program that includes a Practicum/Special Project sequence of 11 units

Master of Arts in Psychology Curriculum

Students in the Master of Arts in Psychology program must complete 60 units. Provided below is a sample curriculum plan.

*Courses offered online or on weekend.

Winter Term (10.5 units)

- PSC 5011 Theories of Psychotherapy in Context (3)
PSC 5040 Human Development and Diversity (3)
PSC 5051 Multicultural Awareness: Self, Culture, and Context (3)
PSC 5321 Crisis, Disaster, and Emergency Response (1.5) *

Spring Term (11 units)

- PSC 5031 Research Methods (3)
PSC 5451 Substance Related Disorders and Other Addictive Behaviors (3) *

PSC 5610 Social, Cultural, and Systemic Aspects of Aging (3)

PSC 5630 Loss and Bereavement (2) *

Summer Term (13 units)

PSC 5041 Lifespan Human Development: The Older Adult (1.5) *

PSC 5061 Psychopathology (3)

PSC 5510 Community Mental Health (3)

PSC 5551 Dual Diagnosis: Substance Related and Co-Occurring Disorders (1.5) *

PSC 6530 Practicum / Special Project (3)

Fall Term (13.5 units)

PSC 5220 Group Theories (1.5)

PSC 5502 Domestic Violence: Spousal, Elder and Child Abuse (3)

PSC 5372 Human Sexuality and Counseling (2) *

PSC 5600 Healthy Development Throughout the Aging Process (3)

PSC 6530 Practicum / Special Project (4)

Winter Term (13 units)

PSC 5320 Trauma Counseling (3)

PSC 5200 The Process of Group Psychotherapy (3)

PSC 5250 Career Theories and Practice I (3)

PSC 6530 Practicum / Special Project (4)**

**PSC 6530 Practicum / Special Project courses can be a thesis, project, or supervised practicum relevant to the chosen area of specialization

Master of Arts in Psychology Course Descriptions

PSC 5011 Theories of Psychotherapy in Context

3 units

In this course, students critically examine some of the influential theories of counseling and psychotherapy by exploring the social, cultural and historical contexts that produced them. Theories are considered in terms of their evidence base and relevance in the contemporary social context. The course compares and contrasts theories in terms of key theoretical concepts such as personality development, health and illness, and therapeutic techniques. Students begin the process of developing their philosophy of treatment and therapeutic orientation.

PSC 5031 Research Methods

3 units

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

PSC 5040 Human Development and Diversity

3 units

This course provides an overview of human development throughout the lifetime in the family, social and cultural context. The individual and family life cycles will be viewed as mutually interactive processes which are also affected by such factors as biology/ genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual will be traced chronologically through a survey of a select number of major theoretical approaches. The family and other factors influencing and generated by the individual's developmental tasks will be explored concurrently.

PSC 5041 Lifespan Human Development: The Older Adult

1.5 units

Individual and family lifecycle development perspectives are used to understand the psychological, social, and biological changes that are associated with aging with an emphasis on factors related to positive adjustment. Students will examine later life transitions in work, social roles and health as well as how aging processes vary by gender, race, and ethnicity.

PSC 5051 Multicultural Awareness: Self, Culture & Context

3 units

Professionals in a multicultural society must be aware of psychological, social, economic and political issues associated with culture, race, class, ethnicity, age and gender. This course examines the experience of cultural difference, with particular emphasis on power, oppression and marginalization. The course promotes self-awareness and cross-cultural exploration of cultural heritage as well as students' attitudes and biases.

PSC 5061 Psychopathology

3 units

In this course students develop basic competency in formulating a psychological diagnosis using the most up-to-date DSM criteria. Using knowledge of the etiology and diagnostic criteria of psychological disorders, participants will learn to view symptoms of psychopathology from a biopsychosocial framework in order to assess, diagnose, and plan treatment.

PSC 5200 The Process of Group Psychotherapy

3 units

The course integrates theories and concepts learned in the group theory course through an experiential group process oriented learning model. Students will learn the curative power of group therapy, leadership skills and treatment strategies through instructor facilitated groups that include group participation and group facilitation practice opportunities.

PSC 5220 Group Theories

1.5 units

This course serves as an introduction to the theories and concepts of group psychotherapy including stages of group development, membership and dynamic processes.

PSC 5250 Career Theories and Practice in the System

3 units

This course will provide the theoretical foundations of career counseling and explore important considerations in the provision of career counseling to multi-cultural client populations. Students will reflect on their own personal career/professional development and use this experience to gain a broader understanding of how clients experience their career development and what motivations guide their choices. Students will learn basic career counseling interview skills and become familiar with commonly used assessment tools. Students will be prepared with the necessary knowledge and skills to collect, evaluate, and use occupational and life development data to help diverse client populations make effective decisions.

PSC 5251 Career Theories and Practice

3 units

This course acts as a companion course to Career Theories and Practice in the System. It provides students with the practical experience necessary to understand and foster career/lifestyle development for diverse populations. This course teaches a range of skills to assist clients facing work and education related issues from a multi-cultural perspective. In addition, the course will address the role of career planning within the counseling domain by discussing subjects such as job searches, resume building, and interview preparation. Major course topics will include the delivery of culturally sensitive career counseling, the complex relationship between professional life and personal life, and career assessments. Students will learn to utilize knowledge gleaned within each of these realms to administer thoughtful, ethical, and competent career counseling.

PSC 5320 Trauma Counseling

3 units

This course examines the cognitive, behavioral and neurological effects associated with traumatic situations and experiences. Assessment strategies and intervention principles for individuals with trauma-related psychological disorders are addressed.

PSC 5321 Crisis, Disaster and Emergency Response

1.5 units

This course examines the role of the mental health professional in natural disasters and community emergencies. Application of crisis theory and multidisciplinary responses ranging from short-term crisis intervention to long-term approaches designed to prevent the development of mental health problems and trauma responses are emphasized.

PSC 5372 Human Sexuality & Counseling

3 units

In this course students examine biological, psychological, psychosocial, and cultural aspects of sexuality in order to gain an appreciation for the diversity of human sexual response. The course also covers psychosexual disorders and their treatment. Students will have the opportunity to explore their values regarding sexual behavior as it relates to their work as therapists

PSC 5450 Substance Related Disorders & Other Addictive Behaviors

3 units

This course addresses the major substance related disorders and other addictive processes. It includes a comparative study of different diagnostic, therapeutic, and theoretical approaches to the treatment of these disorders. Additional topics include a classification of the major substances of abuse and other objects of addiction, the impact on families, the impact on society, and cultural sensitivity when working with diverse populations.

PSC 5502 Domestic Violence: Spousal, Elder & Child Abuse

3 units

This course provides students with foundational learning in clinical skills and ethical competence in domestic violence inclusive of spousal, elder and child abuse. Students will learn to recognize and assess spousal, elder, and child abuse, to recognize risk factors and family dynamics, intervene from a variety of approaches and understand the psychological and traumatic consequences of abuse. Students will also gain knowledge in professional responsibility regarding mandated reporting laws and utilization of community resources for intervention and prevention.

PSC 5510 Community Mental Health

3 units

This course examines the theories, history, research, and practice of community mental health as a foundation for effective community based treatments for people with serious mental illness. The biopsychosocial factors that support this population's ability to live as symptom free as possible, with the highest quality of life in the least restrictive environment will be examined. Additionally, evidence based methods and promising practices of rehabilitation, recovery, and empowerment for currently served and underserved people with serious mental illness will be explored.

PSC 5551 Dual Diagnosis: Substance Related & Co-occurring Disorders

1.5 units

This course examines the evaluation and treatment of individuals with co-occurring mental illnesses and substance related disorders. Topics include diagnosing common co-occurring disorders, risk factors for development, and the interrelationship of these disorders. Students will learn about evidence-based Integrated Dual Disorder Treatment (IDDT), and other specific approaches targeted to this population such as Dialectical Behavioral Therapy. Referral resources for these disorders will also be identified and investigated.

PSC 5600 Healthy Development Throughout the Aging Process

3 units

Individual and family lifecycle development perspectives are used to understand the psychological, social and biological changes that are associated with aging with an emphasis on factors that contribute towards positive adjustment and healthy aging. Students will examine later life transitions in work, social roles and health, as well as how aging processes vary by gender, race, ethnicity and other variables.

PSC 5610 Social, Cultural, & Systemic Aspects of Aging

3 units

This course provides a broad perspective on the social effects of our increasing population of older adults. Social attitudes, cultural values and changes in society and the family are examined as they relate to resiliency in later life. Specific issues such as the economic effects on the family, living arrangements, multi-generation relationships, and the utilization of social service programs are examined in diverse families and communities.

PSC 6530 Practicum/Special Project

(11 units over three quarters)

This course allows students to develop a project that focuses on an area of special interest in the field of Psychology. The project can be a thesis, project, or supervised practicum relevant to the chosen area of specialization. The project is proposed by the student and approved by the supervisor assigned who oversees the practicum/project. Additional readings and learning resources are integrated and practiced throughout the project to strengthen application.



Master of Business Administration Social Business, Non-Profit Management, and Strategic Leadership

The AUSB MBA is a 36-unit program that concentrates on the development of strategic leadership competencies in a collaborative learning environment built upon the socially responsible values of the Antioch University MBA.

This intensive 16-month MBA degree program features courses in social business, corporate/non-profit management, and strategic leadership. AUSB educates a generation of leaders with a strong sense of social awareness and values, who embrace the need to give back to their communities. Our students learn to be strategic, values-based leaders who make a significant contribution to their companies, organizations, and communities by applying the latest management tools, models, and theory.

AUSB's MBA program offers students two schedule options for completing your MBA while managing multiple life priorities. Our traditional, face-to-face schedule features weekly classes with faculty, peers, and mentors on our beautiful Santa Barbara campus. Optionally, the hybrid schedule allows you to complete some coursework online while balancing other full-time responsibilities. Both options will immerse you in a rigorous yet supportive learning environment.

Our approach focuses on these pillars of excellence:

- Holistic personal and professional development
- Innovative problem solving and executive management techniques
- Globalization and cross-cultural relationship training
- High-power digital brand development and marketing communications
- Social and environmental responsibility that empowers positive change

Learning Outcomes

Beyond the basics, our coursework prepares MBA students to take on leadership roles, offering solutions to challenging problems in corporate and non-profit management.

- **Social Responsibility:** Proficiency in synthesizing and applying foundational theory and practices in order to create a socially responsible company or non-profit organization.
- **Financial Strategies:** The skills to implement integrated strategies that will strengthen the financial sustainability of companies or non-profit organizations.
- **Human Resource Development:** Development of an organizational culture and the implementation of practices that support human well-being and the successful performance of the individual, team, unit, and organization.
- **Systems Thinking:** Use of analytic, strategic, and collaborative decision making and innovative problem solving in order to manage complex and changing organizational systems.
- **Leading Change and Self-Development:** Application of theories of change and leadership in order to guide businesses and organizations towards a socially responsible, successful, and sustainable bottom line. As a self-aware manager, he or she reflects upon areas for improvement and continues to evolve and develop the necessary interpersonal and intrapersonal skills to be an effective leader.
- **Integrated Application:** Synthesizing and applying knowledge, metrics, and skills to promote organizational success through the development of a comprehensive strategy and implementation plan.
- **Global and Cultural Diversity:** Awareness and appreciation of global and cultural diversity as part of an interconnected world and can apply an understanding of the social, political, economic, and cultural context in order to lead an inclusive and equitable global company or non-profit organization.

Program Overview

The AUSB MBA is a 36-unit program that concentrates on the development of strategic leadership competencies in a collaborative learning environment built upon the socially responsible values of the Antioch University MBA.

This intensive 16-month MBA degree program features courses in social business, corporate/non-profit management, and strategic leadership. AUSB educates a generation of leaders with a strong sense of social awareness and values, who embrace the need to give back to their communities. Our students learn to be strategic, values-based leaders who make a significant contribution to their companies, organizations, and communities by applying the latest management tools, models, and theory.

AUSB's MBA program offers students two schedule options for completing your MBA while managing multiple life priorities. Our traditional, face-to-face schedule features weekly classes with faculty, peers, and mentors on our beautiful Santa Barbara campus. Optionally, the hybrid schedule allows you to complete some coursework online while balancing other full-time responsibilities. Both options will immerse you in a rigorous yet supportive learning environment.

Our approach focuses on these pillars of excellence:

- Holistic personal and professional development
- Innovative problem solving and executive management techniques
- Globalization and cross-cultural relationship training
- High-power digital brand development and marketing communications
- Social and environmental responsibility that empowers positive change

Program Design

Students complete their MBA in 4 semesters over the course of 16 months of full-time study (each semester is 4 months long). They may choose from one of two learning schedules:

Traditional Schedule

Students complete the MBA courses in person at our Santa Barbara campus throughout the entire 16 months of the program, as follows:

- Weekly evening classes on Tuesday, Wednesday and Thursday
- Special intensive Friday/Saturday weekend sessions held once a month
- Monthly Friday MBA workshops on special topics, led by world-renowned experts
- Weekly Project Labs, as part of your Integrative Strategy Project, led by faculty and seasoned business professionals

Hybrid Schedule

To accommodate the learning style and scheduling needs of busy people who are balancing multiple responsibilities, students may choose an optional hybrid schedule. In this schedule, students complete MBA courses through AUSB's virtual learning environment, accessed online, throughout the entire 16 months of the program. In addition, they attend courses in-person at our Santa Barbara campus, as follows:

- Special intensive Friday/Saturday weekend sessions held once a month
- Monthly Friday MBA Workshops on special topics, led by world-renowned experts.
- Weekly Project Labs, as part of your Integrative Strategy Project, led by faculty and seasoned business professionals. May be completed either in-person or using AUSB's virtual learning environment.
- *Please note that due to federal regulations, international students will not qualify for this schedule.*

Attendance Policy

The MBA program requires all students to attend all courses for which they have registered. Because student attendance and participation is an essential part of the learning experience, unexcused absence from a class, or residency should be expected to be reflected in the students' evaluation and grade equivalent. It is expected that each student will discuss any unavoidable absences from any portion of this program with the course instructor or Program Chair in advance.

Master of Business Administration Course Descriptions

BUS 5000 Introduction to Social Business, Non-Profit Management, and Strategic Leadership (3 units)

Social businesses and non-profit enterprises aim to provide innovative and sustainable solutions to challenging social problems. In this course, students will be introduced to the history and theory

behind the growth of social and non-profit organizations and the concomitant societal drivers of change that have led to their establishment. Students will explore various types of social endeavors from informal (e.g., micro-lending social networks) to formal (e.g., large multinational, donor organizations) and profit versus non-profit. Through the use of case studies, students will explore the establishment, sustainability, trials, and triumphs of these organizations to gain a perspective on these ventures in today's environment.

BUS 5010 Leadership, Teamwork, and Diversity: Developing Human Resources in Changing Environments (3 units)

This course will provide an overview of key principles of effective human resource practice for managers and will integrate conceptual and experiential approaches to communication, self-awareness, situational leadership, creative problem-solving, and social responsibility. It will include best practices in recruitment, hiring, evaluation, and the legal and environmental complexities of human resources management, including counseling, mentoring, and training.

BUS 5020 Global Philanthropy and Social Responsibility (3 units)

This course will build on the analytical and critical thinking skills developed in previous coursework and will examine the growing role of philanthropy and social investment on the global stage. The course will provide an overview of new kinds of creative capitalism. This course will also address the moral and ethical issues that arise when major private philanthropic resources are combined with market-based solutions in the attempt to resolve systemic social dilemmas.

BUS 5030 Finance I: Introduction to Management Accounting and Finance (3 units)

This course will provide the basics required for an understanding of financial and accounting issues for both social ventures and non-profits. Topics will include cash flow analysis, financial reporting, and various measurement systems for the evaluation of financial and non-financial metrics of performance.

BUS 5040 Entrepreneurship & Leading Change (3 units)

At its heart, entrepreneurship is the development, aggregation and successful deployment of resources: financial, human, and intellectual. Innovation and creativity exist in every field of endeavor and within any organizational structure. Although the entrepreneurial spirit might be behind change in an organization, it also drives the successful implementation of carefully realized plans—and the knowledge of available resources. This course will provide students an opportunity to develop their entrepreneurial ability and, through self-reflection, explore who they want to be as a leader, social business and non-profit champion, entrepreneur, and agent of change.

BUS 5050 Integrative Strategic Management (3 units)

The essence of strategic planning is to define the business we are in, discover how to build sustainable organizations in that arena and evaluate how to manage and lead that business. This course will provide the basic framework for the completion of the strategic plan outlined in BUS 6003. Topics will include defining the business, determining the stakeholders, detailing goals, and evaluating action plans to reach those goals. Students will analyze strategic decision-making in a variety of environments and will build an outline for a strategic plan for an organization of their choice or creation.

BUS 5060 Marketing and Communication Strategy (3 units)

This course will explore the practical and theoretical aspects of this most crucial component of an organization's design and operations. Marketing is the process by which the organization communicates the value proposition or benefits of its products and services. It is also the process through which an organization can design its product or service offerings. Particular attention will be

paid to the social system and cultural dependencies of marketing strategy and the various ways in which the enterprise can connect with its stakeholders.

BUS 5200 Finance II: Fundraising & Financial Management (3 units)

This course will build on the analytical and critical thinking skills developed in Finance I. Students will develop understanding of the various forms of organizations, types of business taxes, preparing financial forecasts, and sources of internal and external financing as well as modeling techniques. This course provides an introduction to venture capital, an overview of fundraising processes and systems, and the framework through which managers can determine the efficiency and effectiveness of various tactics within an organization's private revenue stream.

BUS 5210 Legal, Regulatory, and Ethical Issues (3 units)

A solid grounding in the rules and regulations governing various types of organizational structures and the societal expectations of their governance is a requirement for complying with the standards of the 21st century. This course provides a framework for understanding the connection among ethics, law, and regulation in business environments.

BUS 5220 International Trade and Economics (3 units)

This course will investigate present models of international economics and their relationship to social ventures, NGOs, and nonprofit organizations around the world. Students will be exposed to various models of political economy, ecological and behavioral economics, and the role of world trade and international financial organizations.

BUS 6000 Integrative Strategy Project I (1 unit)*

The general objective of the first term of this 4-semester sequence is an introduction to the market using interviews with social entrepreneurs and/or non-profit leaders to begin to draw baseline comparisons. Through the interview process, students will explore various types of organizations, evaluate alternatives for ideas or concepts relative to their organizational form and begin to hone their concepts for the feasibility study they will do in BUS 6001. The semester project is an interview report (using both structured and non-structured questions) to uncover the strategic goals of the organization, its origins, and path to present operations.

BUS 6001 Integrative Strategy Project II (1 unit)

In the second semester of a 4-semester sequence, students will explore techniques used to create and evaluate new concepts and new business opportunities for both non-profit and social ventures from the initiation of the concept to analysis of feasibility and criteria for decisions. The specific objectives for this section are the generation of concepts, evaluation of concepts for feasibility, generation of strategic alternatives, and determination of final choice. The semester deliverable is a feasibility plan.

BUS 6002 Integrative Strategy Project III (2 units)

The third semester of a 4-semester sequence will include the preparation of a specific strategic and action plan based on the feasibility study from BUS 6001, interviews from BUS 6000 and curriculum skills from previous course activity.

BUS 6003 Integrative Strategy Project IV (2 units)

This fourth-semester course is the culmination of the entire course of study, employing the skills and tools provided in the prior coursework and resulting in a specific plan for action. The "final" will be a strategic plan presentation to an external group of senior advisors who are knowledgeable in the field and familiar with the process of starting or managing social or nonprofit ventures. The deliverable for this section is a presentation of the strategic plan prepared in the last section, discussion and analysis

of the plan and revisions to accommodate instructor, peer, and external reviewer comments. The goal is a course project that has real-world, real-time applicability.

BUS-6004 Workshop (0 units)

The monthly MBA workshops help students build additional skills and a professional and social network. Through guest speakers and panelists, students will learn new skills and form life-long bonds with peers, mentors, faculty, and both the for-profit and non-profit business communities. Our outstanding MBA Advisory Group, comprised of both for-profit and non-profit leaders, will play an active role in these events.



Master of Fine Arts in Writing and Contemporary Media

In AUSB's Master of Fine Arts in Writing & Contemporary Media program, students learn the craft of professional storytelling. Whether students prefer writing for the page, the stage, the screen, or new media, they will discover how to use the fundamental elements of narrative to craft stories. When students complete the MFA degree, they will not only have a professional-level product in their chosen genre, but will be prepared to apply their skills to any field that requires creative communication. Empowered with crucial knowledge about the past, present and future of their discipline, students are also prepared to make innovative and significant contributions in their field by incorporating the core values of Antioch University in the profession and craft of writing.

Program Overview

AUSB's student-centered MFA program empowers writers to explore the ever-changing landscape of storytelling through numerous genres: film and television, stage, and Internet. Through intensive study and mentorship, students strengthen their creative thinking and writing skills, applying those skills to their chosen focus. With this balance of creative expression and practical application, our graduates are able to:

- Write creatively and persuasively across a range of genres and formats
- Employ a full range of story-crafting techniques in various professional settings
- Understand how to match the right creative goal with the right genre and media platform
- Apply innovative narrative strategies to professional communication
- Understand how to market and sell their own creative product

Program Design

The AUSB low-residency MFA program consists of 48 units of coursework completed over four semesters. Each semester begins with a 7 or 8-day residency in our picturesque Santa Barbara setting, in which students and faculty engage in intensive study and community-based learning. The remainder of the semester takes the collaborative process into our virtual setting, allowing students the freedom to pursue their creative projects with continued mentorship from their instructor. During their program, students can opt to devote one semester to studying with students and faculty in the

MFA in Creative Writing program at Antioch's Los Angeles campus where the focus is on fiction, poetry, or creative nonfiction.

Program Goals

Students of Antioch Santa Barbara's Writing & Contemporary Media will demonstrate:

1. Mastery of creative writing skills in at least one area of contemporary media, such as writing for film, television and radio, or print and digital publishing
2. Capacity for critical reading, writing and thinking skills required of a writer for contemporary media
3. Knowledge of ethical dilemmas and social values of contemporary media
4. Skills and strategies for supporting and sustaining a life as a professional writer.

Curriculum Format and Delivery

AUSB's MFA in Writing and Contemporary Media program is a low residency program that is made up of 48 academic units distributed across four semesters. Every semester begins with a 7 or 8-day residency. Each semester continues using Antioch University's virtual learning environment (i.e., Sakai) for the remainder of the term. Students will also be required to attend a 3-day Graduation Residency to make a final presentation of a portion of their Thesis Project.

Residencies

The Residency is an essential part of the AUSB MFA experience. Students spend an intensive week immersed in craft seminars, writing workshops, and developing an individualized reading and writing plan for the coming semester under the guidance of a mentor who is an expert in the student's chosen genre of writing. Residencies also typically include guest artists. Recent guest artists include Pulitzer Prize-winning novelist and screenwriter Richard Russo and acclaimed screenwriter Leslie Dixon.

Students attend four full residencies, one before each of the four semesters of the program. After the end of the fourth semester, students attend a fifth "graduation residency" for 3 days where they will each present a portion of their final manuscript and attend a graduation ceremony.

Project Periods

After each residency, students return home and begin a 20-week project period. During this time, each student will submit 5 packets of work to their mentor. Each packet will contain 25-30 pages, which will include both scholarly and creative writing. Students will read at least two books, plays or screenplays during each packet period, and will write short annotations of each work read.

During the student's final two semesters, they will create a final manuscript or project appropriate to their chosen genre. For example, a screenwriter would create a polished draft of a feature-length screenplay. Or a TV writer might create a pilot script for a series as well as a second episode script. For emerging media, the length and format of the project will be determined in consultation with a faculty mentor.



Education

Since Antioch was founded in 1852 by Horace Mann, the grand architect of U.S. public education, its mission has been the education of the whole person—character, intellect and spirit. The Credential and Master's Programs in Education continue the tradition of social justice and equity in education.

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

Programs of Study

- Master of Education and Multiple Subject Teaching Credential (MEd/TC)
- Masters of Arts in Education with Dual Credential (MAE/TC)
- Preliminary Multiple Subject & Preliminary Education Specialist for Mild Moderate Disabilities Credential Certificate
- Preliminary Education Specialist for Mild Moderate Disabilities Credential Certificate
- Preliminary Multiple Subject Credential Certificate
- Nature-Based Early Childhood Education Certificate
- Induction Program
- Masters of Arts in Education with concentration in Social Justice and Educational Leadership (MAE)
- Master of Arts in Education with concentration in Nature-Based Early Childhood Education (MAE)

In response to the need for quality teachers in California, Antioch University Santa Barbara offers three credential programs approved by the California Commission on Teacher Credentialing (CTC). Candidates can earn a Preliminary Multiple Subject credential, a Preliminary Multiple Subject with a Preliminary Education Specialist Credential for Mild/Moderate Disabilities, or, under certain conditions, clear their preliminary multiple subject or secondary credentials in our Induction Program. Teachers holding a CA Multiple Subject or Secondary credential can add the Education Specialist for Mild Moderate Disabilities as an additional authorization.

Education has immeasurable value: to inspire active participation in the continual reconstruction of a democratic society to advocate for social justice and to educate for a sustainable future.

Master of Education and Multiple Subject Teaching Credential (MEd/TC)

Antioch University recognizes that good teaching requires a complex set of knowledge and skills that take commitment and time to develop. In order to develop this competence, Antioch offers its Master of Education degree in combination with credential preparation in a new five-quarter program:

- Offers an exciting alternative to traditional programs by emphasizing a full year of actual classroom experience along with comprehensive coursework.
- Provides students with the knowledge and pedagogical skills in a coherent approach to theory and practice to address the Common Core State Standards.
- Uses ethnographic methods to deepen knowledge about teaching and learning.
- Supports candidates to develop an area of expertise and confidence to provide leadership within the school community.
- Prepares effective teachers, with research-based practice, who have the professional skills to influence change in their schools, and to address social justice and ecological literacy through education.
- Teaches candidates to create classrooms and school communities where all members develop as whole human beings.
- Provides constructivist theories, progressive teaching methods and experience appropriate for effective work in low-performing schools where inequities are most prominent.
- Prepares elementary school teachers who empower their students through literacy, are knowledgeable about building character and citizenship skills, and are prepared to engage in school reform.

The Master of Education & Teacher Credentialing Program (MEd/TC) is a five-quarter cohort model. It begins in summer of the first year and ends in the summer of the following year, with four full-time quarters, summer through spring, followed by a fifth, half-time, low residency quarter. The first four quarters include a full school year of fieldwork concurrent with carefully sequenced coursework. Candidates who have completed all course and field work and successfully met all additional requirements are recommended for the California Preliminary Multiple Subject Teaching Credential at the end of the fourth quarter. The low residency 5th quarter allows candidates to search for teaching positions outside of the local area while they complete their Master's Projects.

Field Experience

The carefully sequenced Field Practicum/Student Teaching Curriculum provides a structure for candidates to not only put into practice what they learn in coursework, but also to reflect critically on that practice. In each placement, candidates learn to work effectively with diverse students—a primary objective of the program. They practice research-based teaching strategies and differentiated instruction to meet the academic and social needs of all students in the classroom.

The Field Practicum/Student Teaching Curriculum is designed to meet the standards of the California Commission on Teacher Credentialing, the educational requirements of the MAE/TC or MEd/TC Programs, the professional development needs of candidates, and the needs of the communities that candidates serve. In addition to developing candidates' instructional competencies, the Field Practicum/Student Teaching Curriculum enhances social change skills. Through reflection and application of theory, research, pedagogy, personal philosophy, and interpersonal interaction,

candidates construct their professional theory of practice. Moreover, candidates learn how to identify the specific needs of culturally different communities and to work with them in responsive ways. Finally, candidates contribute their excitement to those communities about teaching, enthusiasm about learning, and optimism and vision about social change. All candidates begin the graduated Field Practicum/Student Teaching sequence during their first quarter of enrollment. Assignments are developmentally sequenced, to gradually prepare for full-time teaching responsibilities. All university supervision of field work and student teaching is conducted by faculty who are thoroughly familiar with the mission and learning objectives of the entire program and who are current in their knowledge of the Common Core State Standards.

Master of Education and Multiple Subject Teaching Credential (MEd/TC) Curriculum

Quarter 1 (Summer)

Total: 15-21 units

Prerequisites to the program:

HDV 4550.SB	Child Development & Learning (3 units)
HDV 4581	Language Development & Acquisition (3 units)

Core courses:

TEP 5051-2.SB	Reading Instruction in the Elementary School Classroom (3 units)
TEP 5360.SB	Foundations of Social Justice Education (4 units)
TEP 5361	Foundations of Social Justice Education Lab (1 unit)
TEP 5370.SB	Mediation & Conflict Resolution in Schools (3 units)
TEP 6011	Social & Legal Dimensions of Special Education (2 units)

TEP 6012	Teaching & Accommodating Students with Disabilities (1 unit)
TEP 6350	Research Ethics for Human Subjects (1 unit)

Quarter 2 (Fall)

Total: 23 units

TEP 5070.SB	Real World Mathematics (3 units)
TEP 5191	Educational Technology for Universal Design (3 units)
TEP 5330.SB	Field Practicum (10 units)
TEP 5380.SB	Classroom Organization: Theory & Practice (3 units)
TEP 6141	Inquiry Project Planning (3 units)
TEP 5052	Reading Instruction in the Elem School Classroom (1 unit)

Quarter 3 (Winter)

Total: 23 units

TEP 5040.SB	Social Science & Children's Experience (3 units)
TEP 5110.SB	Language Arts Curricula: Theory & Methods (3 units)
TEP 5121	Student Teaching with Professional Seminar I (12 units)

TEP 5130.SB	The Arts in Culture & Learning (3 units)
TEP 6161	Inquiry Project Data Collection & Beginning Analysis (2 units)

Quarter 4 (Spring)

Total: 21 units

TEP 5100.SB	Science: Discovery Teaching, Action Learning (3 units)
TEP 5151	Student Teaching & Professional Seminar II (12 units)
TEP 6021	Advocacy & Activity for Healthy Children (3 units)
TEP 6191	Inquiry Project Data Collection & Analysis (3 units)

-MULTIPLE SUBJECT TEACHING CREDENTIAL CURRICULUM COMPLETED- *

Quarter 5 (Summer)

Total: 9 units

TEP 6212	Portfolio Development (6 units)
TEP 6310	Resilience & the School Community (3 units)

-MASTER OF EDUCATION DEGREE COMPLETED-

*** Additional Requirements for the Multiple Subject Credential**

- Passage of the CBEST and CSET
- Successful completion of all courses in the required sequence of instruction
- Passage of the RICA (Reading Instruction Competence Assessment)
- Successful completion of student teaching
- Completion and documentation of the U.S. Constitution requirement
- Recommendation by the Program Chair on completion of the course of study
- Completion of Adult, Infant, and Child CPR

Teachers holding either a Single Subject or Multiple Subject Credential may apply for enrollment in the Education Specialist for Mild/Moderate Disabilities Credential as a stand-alone, part time program for a 10-month, three-quarter program.

Master of Arts in Education with Dual Credential (MAE/TC)

Graduate students interested in both the Multiple Subject Credential and the Education Specialist for Mild/Moderate Disabilities Credential will enroll in the MAE/TC eight-quarter program. The first four full-time quarters are designed for candidates to earn both Multiple Subject and Education Specialist Credentials. The last four half-time quarters guide the candidates through a sequence of research classes, leading to the Master of Arts in Education. This two-year degree option is also for those Multiple Subject candidates who want to use research methods other than ethnography to explore their topic of choice.

Candidates who are interested in the dual credential pathway participate in a well-defined sequence of study designed to integrate the knowledge, skills and dispositions required to meet the CA Commission on Teacher Credential requirements for both credentials. Candidates pursuing dual credentials are expected to be strong students, maintaining satisfactory progress in academic performance. Moreover, Antioch's dual credential candidates work as a team with their Multiple Subject cohort to support all learners in a continuum of services and programs, including the general education classroom.

The Master of Arts in Education with dual credential (MAE/TC) prepares candidates to use research based theories of learning, connect assessment and instruction, value collaboration among professionals and families, and actively resist cultural, economic, and racial bias. The program:

- Encourages the development of candidates' professional identities as educators through the study of philosophy, ethnography, learning theory, pedagogy, and school organization.
- Engages candidates in reflection about a teacher's important roles as child advocate, school reformer, social change agent, and environmental advocate.
- Produces elementary school teachers with demonstrated expertise in reading instruction, using research-based reading theory and validated methodology, practiced in supervised settings.
- Prepares candidates to teach the CA Common Core State Standards and Next Generation Science Standards.
- Produces teachers skilled in social-emotional development and citizenship.
- Candidates learn contemporary models of the caring learning community, and gain expertise in the development of culturally sensitive social skills. They also learn how to help their students to identify and construct effective anti-bias approaches to reduce racism and injustice. Conflict resolution, mediation methods and Resilience Education enhance candidates' classroom management and organizational skills.
- Produces information-literate teachers. Candidates demonstrate competency in contemporary technologies to access and manage information as part of their learning. They also demonstrate creative use of technology in the classroom, including multimedia presentations, Internet use, assistive technologies and online communication.
- Familiarizes candidates with systemic environmental interdependence. Candidates study the impact of human activity on the natural world and become familiar with the need (both pragmatic and philosophical) to teach respect and stewardship of the environment. Candidates

experience “place based education” strategies and learn to teach respect for the ecological systems humankind depends upon for its continued survival.

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

Dual credential candidates take courses with the candidates earning the MEd/TC. This ensures that both Multiple Subject credential candidates and dual credential candidates have experience collaborating with general education teachers.

Field Experience

The Field Practicum/Student Teaching curriculum sequence provides opportunities for candidates to not only put into practice what they learn during coursework, but to reflect critically on that practice. In each placement, candidates learn to work effectively with diverse students—a primary objective of the program. They practice research-based teaching strategies in the classroom and appropriate differentiated instruction to meet the academic and social needs of all students.

The Field Practicum/Student Teaching sequence is designed to meet the standards of the California Commission on Teacher Credentialing, the educational requirements of the MAE/TC, the professional development needs of candidates, and the needs of the communities that they serve. In addition to developing candidates’ instructional competencies, the Field Practicum/Student Teaching Curriculum enhances their social change skills. Through reflection and application of theory, research, pedagogy, personal philosophy, and interpersonal interaction candidates construct their professional theory of practice. Moreover, candidates learn how to identify the specific cultural needs of different communities and to work with them in responsive ways. Finally, candidates contribute their excitement to those communities about teaching, enthusiasm about learning, and optimism and vision about social change. All candidates begin the graduated Field Practicum/Student Teaching curriculum during their first quarter of enrollment. Their assignments are developmentally sequenced, increasingly preparing them for two weeks of full-time teaching responsibilities in the fourth quarter. All supervision of student teaching is conducted by faculty who are thoroughly familiar with the mission and learning objectives of the program. University Field Supervisors also lead the required concurrent professional small group seminars on campus.

Master of Arts in Education with Dual Credentials (MAE/TC) Curriculum

Quarter 1 (Summer)

Total: 16-22 units

Prerequisites to the program:

HDV 4550.SB	Child Development & Learning (3 units)
HDV 4581	Language Development & Acquisition (3 units)

Core courses:

TEP 5051-2.SB	Reading Instruction in the Elementary School Classroom (3 units)
TEP 5360.SB	Foundations of Social Justice Education (4 units)
TEP 5361	Foundations of Social Justice Education Lab (1 unit)
TEP 5370.SB	Mediation & Conflict Resolution in Schools (3 units)
TEP 6011	Social & Legal Dimensions of Special Education (2 units)
TESE 5361	Exploratory Practicum in Special Ed (1 unit)
TESE 6011	Individualized Education Design & Policy Implementation (2 units)

Quarter 2 (Fall)

Total: 23 units

TEP 5070.SB	Real World Mathematics (3 units)
TEP 5191	Educational Technology for Universal Design (3 units)
TEP 5330.SB	Field Practicum (10 units)

TESE 6012	Social and Legal Dimensions of Special Education (1 unit)
TEP 5052	Reading Instruction in the Elem School Classroom (1 unit)
TESE 5362	Exploratory Practicum in Special Education II (1 unit)
TESE 5380.SB	Comprehensive Behavior Assessment & Positive Behavior Support (3 units)
TESE 5410.SB	Introduction to Autism Spectrum Disorder (1 unit)

[Quarter 3 \(Winter\)](#)

Total: 21 units

TESE 5110	Language Arts Curricula: Theory & Methods (2 units)
TESE 5090.SB	Assessment in Special Education (3 units)
TESE 5121	Student Teaching Mild/Moderate with Professional Seminar I (12 units)
TESE 5160.SB	Understanding & Teaching Students with Mild and Moderate Disabilities I (4 units)

[Quarter 4 \(Spring\)](#)

Total: 23 units

TEP 6021	Advocacy & Activity for Healthy Children (3 units)
----------	--

TESE 5151	Student Teaching Mild/Moderate with Professional Seminar II (12 units)
TESE 5170.SB	Understanding & Teaching Students with Mild and Moderate Disabilities II (4 units)
TESE 5180.SB	Family Dynamics & Communication for Special Education Services (3 units)
TESE 5411.SB	Introduction to Autism Spectrum Disorder (1 unit)

-Preliminary Multiple Subject & Education Specialist for Mild/Moderate Disabilities Credentials Completed-*

Quarter 5 (Summer II)

Total: 4 units

TEP 6350	Research Ethics Modules (1 unit)* Can be taken in Summer or Fall Quarter during Year II prior to beginning research
TEP 6310	Resilience Education (3 units)

Quarter 6 (Fall II)

Total: 3 units

TEP 6140	Educational Research (3 units)
----------	--------------------------------

Quarter 7 (Winter II)

Total: 3 units

TEP 6160	Educational Research (3 units)
----------	--------------------------------

Quarter 8 (Spring II)

Total: 3 units

TEP 6190	Producing and Disseminating Educational Research (3 units)
----------	--

Quarter 9 (Summer II)

Total: 6 units

TEP 6211	Thesis Study (6 units)
----------	------------------------

-MASTER OF ARTS IN EDUCATION DEGREE COMPLETED-

***Additional Requirements for the Multiple Subject & Education Specialist Preliminary Credentials (Dual Credential Program)**

- Passage of the CBEST and CSET
- Successful completion of all courses in the required sequence of instruction
- Passage of the RICA (Reading Instruction Competence Assessment)
- Successful completion of student teaching
- Completion and documentation of the U.S. Constitution requirement
- Completion of Adult, Infant, and Child CPR
- Recommendation by the Program Chair on completion of the course of study

Master of Arts in Education with M/M Education Specialist Credential

This 12-month program designed for teachers who already possess a multiple subject or single subject credential weaves the requirements for the Preliminary Education Specialist Instruction Credential: Mild-to-Moderate Disabilities with coursework leading toward a Master of Arts in Education. The collaborative, cohort-based model is the ideal setting in to learn essential skills related to student advocacy and working within diverse classrooms.

Candidates experience two sequences of course content: **Research** and **Credential-specific**.

Research Sequence:

Each of the research courses will focus on applying the material studied and the development of effective interpersonal group skills. Students will address contemporary problems, participate in active problem solving, and work collaboratively in groups.

Candidates in the program complete a thesis. The research course sequence prepares students to write the literature review, method section, data analysis and discussion of their research project.

Credential-specific sequence:

The second sequence is a collection of courses that prepares candidates to provide instruction, assessment, and support to students with mild-to-moderate disabilities. Courses in the credential-specific sequence include student-teaching accompanied by a professional seminar for two quarters.

Students will also experience:

- Exploration topics of personal and professional interest and to examine their potential roles as leaders in a reflective community of learners
- Opportunities to reflect on their own strengths and challenges and to examine their own reasoning, values, and interpersonal skills.
- Two quarters (six months) of student-teaching in a K-12 special education setting
- Knowledge and skills necessary to work with second language learners' English Language Development

Candidates in the MA in Education with M/M Educational Specialist Credential program who are teachers with intern credentials may use their own classrooms to satisfy most of the fieldwork requirements. They are supervised by district appointed personnel in addition to Antioch University Santa Barbara Field Supervisors.

Master of Arts in Education with M/M Education Specialist Credential Curriculum

Quarter 1 (Summer)

Total: 6-9 units

TEP 5051-2.SB	Reading Instruction in Elem Classrooms (3 units)* This course is required for Secondary Teachers who have not passed RICA.
TESE 6011	Individualized Education Design and Policy Implementation (1 unit)
TESE 5361	Exploratory Practicum in Special Education (1 unit)
TEP 6300.SB	Social Justice Education (3 units)
TEP 6350	Research Ethics for Human Subjects (1 unit)

Quarter 2 (Fall)

Total: 9 units

TESE 5192	Assistive Technology Applications for Students with Mild to Moderate Disabilities (1 unit)** Not required for graduates of Multiple Subject Credential at Antioch Santa Barbara.
TEP 5052	Reading Instruction in Elem Classrooms (3 units)* This course is required for Secondary Teachers who have not passed RICA.
TEP 6140	Educational Research (3 units)
TESE 5380	Comprehensive Behavior Assessment and Positive Behavior Support (3 units)
TESE 5410.SB	Intro to Autism Spectrum Disorder (1 units)
TESE 6012	Individualized Education Design and Policy Implementation (2 units)

[Quarter 3 \(Winter\)](#)

Total: 15 units

TESE 5110	Language Arts Curricula: Theory & Methods (2 units)
TESE 5090.SB	Assessment in Special Education (3 units)
TEP 6160	Educational Research (3 units)
TESE 5122	Student Teaching Mild/Moderate with Professional Seminar I (3 units)
TESE 5160.SB	Understanding and Teaching Students with Mild and Moderate Disabilities I (4 units)

Quarter 4 (Spring)

Total: 18 units

TESE 5152	Student Teaching Mild/Moderate with Professional Seminar II (3 units)
TESE 5170.SB	Understanding and Teaching Students with Mild and Moderate Disabilities II (4 units)
TEP 6310	Resilience Education (3 units)
TEP 6190	Producing and Disseminating Educational Research (3 units)
TESE 5362	Exploratory Practicum in Special Education (1 unit)
TESE 5180.SB	Family Dynamics and Communication for Special Education Services (3 units)
TESE 5411	Intro to Autism Spectrum Disorder II (1 units)

Quarter 5 (Summer II)

Total: 6 units

TEP 6211	Thesis Study (6 units)*
----------	-------------------------

Total units: 54

Candidates who already possess a Multiple or Single Subject Ryan CLAD or 2042 Credential may take the additional MA courses in addition to their Education Specialist courses to earn the Master of Arts degree in Education.

The fall, winter and spring quarters are full time. Summer quarter is half time.

*Candidates who have a single Subject credential must take the Reading Instruction course and PASS RICA in order to be eligible for the Education Specialist Credential.

**Candidates who received a Multiple Subject credential at AUSB have already taken this course.

Preliminary Education Specialist for Mild & Moderate Disabilities Credential

Antioch University Santa Barbara's unique curriculum design in special education allows candidates to earn the Preliminary Education Specialist Mild/Moderate Disabilities credential in less than one year. Special Education Credential candidates learn collaboration skills for inclusive environments. Teachers who already possess a multiple or single subject credential are able to take this special education track. Candidates experience:

- Two quarters of field based experience in a special education setting.
- Knowledge and skills necessary to work with second language learners' English Language Development.

Preliminary Education Specialist for Mild & Moderate Disabilities Credential Curriculum

Quarter 1 (Summer)

Total: 2 units

TESE 6011	Individualized Education Design and Policy Implementation (1 unit)
TESE 5361	Exploratory Practicum in Special Education I (1 unit)

Quarter 2 (Fall)

Total: 8 units

TESE 5192	Assistive Technology Applications for Students with Mild to Moderate Disabilities (1 unit)
TESE 5362	Exploratory Practicum in Special Education II (1 unit)

TESE 5380	Comprehensive Behavior Assessment and Positive Behavior Support (3 units)
TESE 5410.SB	Intro to Autism Spectrum Disorder (1 units)
TESE 6012	Individualized Education Design and Policy Implementation (2 units)

[Quarter 3 \(Winter\)](#)

Total: 12 units

TESE 5110	Language Arts Curricula: Theory & Methods (2 units)
TESE 5090.SB	Assessment in Special Education (3 units)
TESE 5122	Student Teaching Mild/Moderate with Professional Seminar I (3 units)
TESE 5160.SB	Understanding and Teaching Students with Mild and Moderate Disabilities I (4 units)

[Quarter 4 \(Spring\)](#)

Total: 11 units

TESE 5152	Student Teaching Mild/Moderate with Professional Seminar II (3 units)
TESE 5170.SB	Understanding and Teaching Students with Mild and Moderate Disabilities II (4 units)

TESE 5180.SB	Family Dynamics and Communication for Special Education Services (3 units)
TESE 5411	Intro to Autism Spectrum Disorder II (1 units)

Total units: 32

*Candidates who have a single Subject credential must take the Reading Instruction course and PASS RICA in order to be eligible for the Education Specialist Credential

-Preliminary Education Specialist M/M COMPLETED-

Candidates in the Education Specialist Mild/Moderate Program who are teachers with intern credentials may use their own classrooms to satisfy most of the fieldwork requirements. They are supervised by district appointed personnel as well as University Field Supervisors. They may choose to take two years rather than one to fulfill the requirements for the Preliminary credential.

Induction Program

Formerly known as the Clear Credential program.

AUSB offers two Induction pathways to clear your preliminary single subject, multiple subject, or education specialist teaching credential: a two-year program, and a one-year early completion option.

Our traditional **two-year pathway** through induction allows new teachers to work on individualized growth goals alongside a site-based and university-based mentor, taking time over the two years to grow their practice in a community of other educators, as they work to clear their credential.

The **one-year pathway** is designed for candidates who have been teaching for three or more years and can demonstrate competency as a teacher. Candidates in the one-year program will also work toward developing and meeting individualized growth goals with the support of a site-based mentor and collegial university-based group.

In both options, candidates choose an area for mentorship based on their Individualized Learning Plan. The mentorships are offered to support candidates in meeting their individualized growth goals. In addition, candidates can elect to also complete an MA in Education with concentrations in Leadership and Social Justice, or Nature-Based Early Childhood Education.

One Year Induction Program Curriculum

Quarter 1 (Fall)

Total: 3 units

TEP 6501	Fieldwork with Mentoring (1 unit)
TEP 6224	Professional Inquiry & Collegial Observation (2 units)

[Quarter 2 \(Winter\)](#)

Total: 3 units

TEP 6502	Fieldwork with Mentoring (1 unit)
TEP 6225	Professional Inquiry & Collegial Observation (2 units)

[Quarter 3 \(Spring\)](#)

Total: 3 units

TEP 6503	Fieldwork with Mentoring (1 unit)
TEP 6226	Professional Inquiry & Collegial Observation (2 units)

Two Year Induction Program Curriculum

[Quarter 1 \(Fall\)](#)

Total: 3 units

TEP 6501	Fieldwork with Mentoring (1 unit)
TEP 6224	Professional Inquiry & Collegial Observation (2 units)

[Quarter 2 \(Winter\)](#)

Total: 3 units

TEP 6502	Fieldwork with Mentoring (1 unit)
TEP 6225	Professional Inquiry & Collegial Observation (2 units)

Quarter 3 (Spring)

Total: 3 units

TEP 6503	Fieldwork with Mentoring (1 unit)
TEP 6226	Professional Inquiry & Collegial Observation (2 units)

Quarter 4 (Fall II)

Total: 1 unit

TEP 6504	Fieldwork with Mentoring (1 unit)
----------	-----------------------------------

Quarter 5 (Winter II)

Total: 1 unit

TEP 6505	Fieldwork with Mentoring (1 unit)
----------	-----------------------------------

Quarter 6 (Spring II)

Total: 1 unit

TEP 6506	Fieldwork with Mentoring (1 unit)
----------	-----------------------------------

Multiple Subject Certificate Program

This is a stand-alone credential and meets California state requirements for the Preliminary Multiple Subject Credential. When you earn AUSB's Multiple-Subject Preliminary Teaching Credential, you are authorized to teach in a self-contained K-12 classroom in California (typically at the elementary level), as well as in a core or team teaching atmosphere.

Multiple Subject Certificate Program Curriculum

Quarter 1 (Summer)

Total: 15-19 units

HDV 4550.SB	Child Development and Learning (3 units)
HDV 4581	Language Development and Acquisition (3 units)
TEP 5370.SB	Mediation and Conflict Resolution in Schools (3 units)
TEP 5360.SB	Found SJ Lab (1 unit)
TEP 5361	Foundations of Social Justice Education (4 units)
TEP 6011	Social and Legal Dimensions of Special Ed (2 units)
TEP 6012	Teaching and Accommodating Students with Disabilities (1 unit)
TEP 5051-2.SB	Reading Instruction in the Elem School Classroom (2 units)

Quarter 2 (Fall)

Total: 20 units

TEP 5380.SB	Classroom Organization Theory & Practice (3 units)
TEP 5070.SB	Real World Mathematics (3 units)
TEP 5191	Educational Technology (3 units)

TEP 5052	Reading Instruction in the Elem School Classroom (1 units)
TEP 5330.SB	Field Practicum (10 units)

Quarter 3 (Winter)

Total: 21 units

TEP 5130.SB	The Arts and Culture in Learning (3 units)
TEP 5040.SB	Social Science and Children's Experience (3 units)
TEP 5110.SB	Language Arts Curricula: Theory & Method (3 units)
TEP 5121	Student Teaching and Professional Seminar I (12 units)

Quarter 4 (Spring)

Total: 18 units

TEP 5100.SB	Science: Discovering Teaching, Action Learning (3 units)
TEP 5151	Student Teaching and Professional Seminar II (12 units)
TEP 6021	Advocacy and Activity for Healthy Children (3 units)

Total units: 78

Nature-Based Early Childhood Education Certificate

The Nature-Based Early Childhood Education Certificate provides educators with professional development and training for helping young students explore and grow in nature's classroom. Children who spend more time outdoors develop healthier bodies and creative, inquisitive minds.

Students become leaders in the global nature-based education movement – whether they wish to create, develop, or instruct nature preschools and forest kindergartens. There are 15-18 required certificate units.

Nature-Based Early Childhood Education Certificate Curriculum

Required Certificate Courses

EDC 5030.SB Natural History for Early Childhood (1.5 units)
EDC 5280.SB Ecology of Imagination in Childhood (1.5 units)
EDC 5090.SB Nature Based Early Childhood Curriculum (3 units)
EDC 6650.SB Music, Movement and Storytelling for Early Childhood (1.5 units)
EDP 5580.SB Working with Families and Communities (1.5 units)
EDP 5620.SB Risk Management for Nature-Based Early Childhood (3 units)
EDT 5100.SB Landscape Design for Nature Plan and Learning (1.5 units)

Elective Internship Courses

ED-5900.SB Internship in Nature Preschools or Forest Kindergartens with Cooperating Teacher (Variable)
EDC 5160.SB School Change Practicum (Variable)

Total required units: 15.0-18.0

-NATURE-BASED EARLY CHILDHOOD EDUCATION CERTIFICATE COMPLETED-

Master of Arts in Education with Concentration in Leadership & Social Justice (MAE-LSJ)

The Master of Arts degree is available for educators in Early Childhood Settings, Institutions of Higher Learning settings, community and non-profit organizations as well as teachers returning to complete their Master's level degree.

Students in the Master of Arts in Education with concentration in Leadership and Social Justice (MAE-LSJ) will gain knowledge and skills to create learning communities in all types of organizations. Leaders need to have a critical understanding of organizations as systems in historical and contemporary social contexts. Graduate students will learn to navigate these systems with a critical perspective and to develop creative skills to facilitate change.

The program provides graduate learning experiences that explore:

- Practical theories of organizational change, renewal and reform, particularly in relation to the improvement of schools and other organizations;
- The role of research and the debates that underlie theories, ideologies, and organizational practices;
- Advocacy for a just society;
- An array of theories and skills to create organizations that nurture mutual respect and care;
- Leadership identity and self-directed professional development;

- Historical, sociological, and political analyses of organizational cultures.

Graduate students in the MAE-LSJ program design and complete an in-depth thesis/project in their chosen area of inquiry.

Requirements

- Completion of residency requirement or equivalent (2 full time and 2 part time quarters).
- Successful completion of core MA curriculum and accompanying units.
- Successful completion of Master's thesis/project.

Unit Requirement

- 45 quarter units.
- All students complete all core courses, which consist of 35 units.
- The remaining 10 required units consist of elective courses in students' areas of interest and are included in their academic plans, which are approved by faculty advisors in the program.

Elective courses are offered in the Education program, as well as in other graduate programs on campus. Electives may also include student designed independent studies and field practica with core faculty members or experts in their field of inquiry.

Program Design

The program provides a reflective education to develop leadership skills. Leadership requires both the study of theories and models, and reflective practice. Each of the research courses will focus on applying the material studied in the associated core courses but also on the development of effective interpersonal group skills. Students will address contemporary problems, participate in active problem solving, and work collaboratively in groups. Students have an opportunity to explore topics of personal and professional interest and to examine their potential roles as leaders in a professional community of learners. Students will have many opportunities to reflect on their own strengths and challenges and to examine their reasoning, values, and interpersonal skills. Participants in this program practice in diverse organizational settings such as child care centers, museums, institutions of higher education, and health settings.

Curriculum Design

The curriculum is designed with one preferred entry quarter each year, beginning in summer. During the first quarter of the program, students enroll in a three-unit introductory course on Social Justice Education along with the other required courses. This first quarter is a full-time intensive experience that includes not only academic courses but also the building of a collegial learning community.

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

In addition to the core curriculum (35 units), students enroll in 10 units of electives, taken during any quarter, depending on student interest, course availability, and students' schedules. Part time residency quarters are 6 to 9 units. Full time residency quarters are 10-15 units.

Students who need to fulfill MAE credential requirements by taking specific courses or by enrolling in Antioch's program for the Clear Credential are expected to take the required courses as part of their elective options.

Thesis Requirement

Candidates in the MAE-LSJ program complete a thesis. The research course sequence prepares students to write the literature review, methods section, data analysis and discussion of their research project. The final degree is conferred upon completion of all requirements described above.

Master of Arts in Education with Concentration in Leadership & Social Justice (MAE-LSJ) Curriculum

Quarter 1 (Summer)

Total: 7 units

TEP 6300.SB	Social Justice & Educational Reform (3 units)
TEP 6360	Exploring Creativity (3 units)
TEP 6350	Research Ethics for Human Subjects (1 unit)

Quarter 2 (Fall)

Total: 7 units

TEP 6140	Foundations of Educational Research (3 units)
TEP 6180	Leadership in Educational Reform (4 units)

Quarter 3 (Winter)

Total: 6 units

TEP 6160	Critical Evaluation of Educational Research (3 units)
TEP 6370	Small Group Leadership (3 units)

Quarter 4 (Spring)

Total: 9 units

TEP 6190	Producing & Disseminating Educational Research (3 units)
TEP 6310	Resilience Education (3 units)
TEP 6410	Inquiry based Design and Community Linked Pedagogy (3)

Quarter 5 (Fall II)

Total: 6 units

TEP 6211	Thesis Study (6 units)
----------	------------------------

Student must complete 10 elective units in addition to the above core curriculum.

Total units: 45

Master of Arts in Education with Concentration in Nature-Based Early Childhood Education

The MA in Education Nature-Based Early Childhood Education Concentration provides educators with professional development and training for helping young students explore and grow in nature's classroom. Children who spend more time outdoors develop healthier bodies and creative, inquisitive minds.

Students become leaders in the global nature-based education movement – whether they wish to create, develop, or instruct nature preschools and forest kindergartens. There are 15 required concentration units as a part of the 45-unit MA in Education program.

MAE Requirements

- 45 units
- Residency: two full-time tuition quarters and three half-time tuition quarters (half-time tuition = 6-9 units, full-time tuition = 10-15 units)
- Thesis

Master of Arts in Education with Concentration in Nature-Based Early Childhood Education Curriculum

Quarter 1 (Summer)

Total: 7 units

TEP 6350 Research Ethics for Human Subjects (1 unit)

TEP 6300.SB Social Justice Education (3 units)

EDC 5090.SB Nature-Based Early Childhood Curriculum (3 units)

Quarter 2 (Fall)

Total: 4.5 units

TEP 6140 Foundations of Educational Research (3 units)

EDP 5580.SB Working with Families & Communities (1.5 units)

Quarter 3 (Winter)

Total: 6 units

TEP 6160 Critical Evaluation of Education Research (3 units)

TEP 6370.SB Small Group Leadership (3 units)

Quarter 4 (Spring)

Total: 9 units

TEP 6190 Producing and Disseminating Educational Research (3 units)

TEP 6310 Resilience and the School Community (3 units)

EDP 5620.SB Risk Management for Nature-Based Early Childhood (3 units)

Quarter 5 (Summer)

Total: 9 units

TEP 6211 Thesis Study (6 units)

EDP 5600.SB Business Planning for Nature Preschools & Forest Kindergartens (3 units)

Total required units: 35.5 (9.5 additional elective units needed)

Elective Courses

(At least 4.5 of the 9.5 required units must be NBECE courses)

EDT 5100.SB Landscape Design for Nature Play & Learning (1.5 units) – Fall

EDC 6650.SB Music, Movement and Storytelling for Early Childhood (1.5 units) – Fall

EDC 5280.SB Ecology of Imagination in Childhood (1.5 units) – Winter

EDC 5030.SB Natural History for Early Childhood (1.5 units) – Winter

EDC 5900.SB Internship in Nature Preschools or Forest Kindergartens (variable units)

EDC 5160.SB School Change Practicum – own classroom (variable units)

TEP 6110 Independent Study (variable units)

-MASTER OF ARTS IN EDUCATION DEGREE COMPLETED-

2018-2019 AUSB General Catalog

Education Course Descriptions

EDC 5030.SB Natural History for Early Childhood

1.5 units

The best nature-based early childhood teachers are knowledgeable about early childhood and local natural history. This course will focus on the natural history of the Central California Coast that most directly relates to being outdoors with children. Participants will learn about the flora, fauna and natural phenomena that intrigue young children. We'll also consider how tracking, gathering wild edibles, crafting and telling stories can encourage exploration. We'll discuss winter and spring natural history with a focus on keeping children engaged under hot and/or wet conditions.

EDC 5090.SB Nature-based Early Childhood Curriculum

3.0 units

This course will focus on the distinctive elements for connecting young children with nature aged three to six. The guiding framework will help teachers see how to connect children with nature in both developmentally and environmentally appropriate ways.

Topics will include: child-directed play inside, outside and beyond; natural play spaces as a source of inspiration; strategies for fostering an ecological identity & environmental literacy; and, ways to utilize nature to meet early learning standards.

EDC 5280.SB Ecology of Imagination in Childhood

1.5 units

This course investigates ways in which children's nature play can be used to invigorate the writing process. Making forts, hunting and gathering, constructing small worlds, going on adventures, and fantasy play are children's instinctive ways of being in the natural world and these activities can be used as the basis for curriculum. We'll use the surrounding neighborhood, beach and hills to reconnect the childhood play. Out of these natural world experiences, each participant will craft a finished piece of writing by the end of the week.

EDP 5580.SB Working with Parent & Community

1.5 units

Nature preschools and forest kindergartens are special kinds of places, different from conventional early childhood programs. Parents, caretakers and community members, who may not be familiar with the mission and practices of nature-based outdoor programs, can benefit from education. Parents and other caretakers need to be prepared to provide appropriate clothes, do regular tick checks, and deal with bee stings. They may also be called on to volunteer in the school and to help with promotion and fundraising. We'll consider how to partner with families and forge links to the wider community. Communication is central to our work: we'll hone our skills as we participate in mock parent conferences, examine and create materials that describe programs to families, and practice working with parents who have questions or concerns. We'll spend time outdoors on several days, so on those days (see outline of days in syllabus) please come prepared with outdoor clothing and boots adequate for walking in fields and woods. Please pack a lunch on every Saturday

EDP 5600.SB Business Planning for Nature Preschools & Forest Kindergartens

3.0 units

This course will explore the basics of business planning for nature preschools and forest kindergartens. Because there are many approaches to these entities and other forms of early childhood environmental education (ECEE), no single business plan model will apply to all. However,

by covering a core selection of business planning strategies and sharing our own diverse experiences, all students in EDP 5600.SB should come away with the ability to effectively plan for the business aspects of either a new nature preschool/forest kindergarten venture or an expansion of an existing program.

EDT 5100.SB Landscape Analysis & Design for Nature Play & Learning

1.5 units

This course explores how experience in nature promotes engagement with the early childhood standards by understanding the roles of the teacher, the child, and the environment. It includes using and modifying the existing landscape, site assessment, analysis and schematic design as tools to study the strengths and weaknesses of your location for a nature-based early childhood program. The topics also include establishing boundaries, pathways, and destinations to support play and learning.

HDV 4550.SB Child Development & Learning

3 units

This class provides students with the opportunity to study and do research related to current child development theory and their applications in school and classroom contexts for children in grades K through 8. Students learn to read and interpret professional journal articles in order to explore the influence of culture on child development and child rearing practices. Student will learn to conduct developmental observations and interviews with children. Primary topics are cognitive, emotional, social and moral development, moral education, the role of children in US culture, and children's rights.

HDV 4581 Language Development & Acquisition

3 units

Credential candidates will develop knowledge of foundational theories, skills, and instructional practices necessary to make informed decisions regarding instruction, engagement and assessment that will ensure English language proficiency and academic progress for all students, especially English learners. Affective factors influencing students' cognitive, social, and linguistic development will be addressed. Credential candidates will also be introduced to relevant federal and state laws, policies, and legal requirements governing the education and assessment of students who are designated as English language learners.

TEP 5040.SB Social Science & Children's Experience

3 units

In this course, candidates will learn methods to make social studies a meaningful and powerful part of their classroom curriculum. Candidates will gain familiarity with developmentally-appropriate social studies topics and activities, and how to substantively integrate social studies with other disciplines in order to support more connected and effective learning experiences. Candidates will demonstrate their ability to teach the state-adopted content standards for Social Science. Candidates will learn how to engage students in social science inquiry and problem solving by developing significant themes and posing essential questions that require extended study and critical thinking in the areas of history, politics, culture, geography, community development, social justice, and the environment.

Candidates will learn how to support and guide their students with resources that will help them research and construct knowledge on these topics, and take social or political action when it is warranted.

TEP 5051-2.SB Reading Instruction in the Elementary School Classroom

3 units

In this course, candidates gain the knowledge and skills to provide balanced and comprehensive reading instruction for **all** students in self-contained, integrated, and inclusive classrooms. Candidates learn to address the needs of emergent, beginning and fluent readers using developmentally appropriate strategies. Relationships between oral and written discourse and language variation are addressed in order for candidates to begin to develop flexible literacy instruction strategies and skills to meet the needs of diverse students. Candidates reference social, cultural, economic, and political factors addressed in HDV 458 (Language Acquisition) that affect literacy development, for English learners as well as for students who are already fluent in the English language

TEP 5070.SB Real World Mathematics

3 units

Real World Mathematics uses an interdisciplinary, culturally responsive approach to teaching mathematics that enables candidates to engage and teach the CA Common Core Math Standards in a real world context to ALL students K-8. Candidates examine current research on teaching and learning mathematics and compare local state and national standards to develop a critical approach to teaching elementary school mathematics. This course provides opportunities for candidates to learn how children construct mathematical understanding, use basic arithmetic computation, concepts and symbols to solve common problems and apply them to novel problems. Candidates engage in critical dialogue to determine what teachers can do to create challenging and secure learning environments for their students to take intellectual risks and approach problems in meaningful ways.

Special attention will be paid to issues of equity, and how the development of language, literacy and mathematical understanding can be integrated in the math classroom. Candidates learn to plan and deliver specially designed mathematical instruction in English to English Language Learners. The course emphasizes an inquiry-based approach that includes the use of manipulative and representational models, cooperative learning, integration of language and writing and meaningful assessment of mathematical reasoning. Candidates learn ways to enhance English Language Development through these various strategies. Candidates learn to model, and encourage students to use multiple approaches to solve real world problems using mathematical reasoning and concrete, verbal, symbolic and graphic representation. The course will also encourage candidates to develop an understanding of how they construct their own mathematical knowledge thereby coming to appreciate the role of the affective and social domains in learning. Given such an appreciation, candidates will foster positive attitudes towards math, encourage students' curiosity, flexibility and perseverance in solving math problems.

TEP 5100.SB Science: Discovery Teaching, Action Learning

3 units

This course will focus on the standards, methods, and materials for 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.

This course supports the teacher (and therefore his/her students) in discovering the “scientist within” through developmentally appropriate real-world experiences. The course also addresses strategies that promote equal learning opportunities in the classroom for all students, including those with

special needs and those who are traditionally underrepresented in science: women and the culturally, linguistically, racially, ethnically, and socioeconomically diverse.

TEP 5110.SB Language Arts Curricula: Theory & Methods

3 units

This course is designed to expand the credential candidates' foundational learning from TEP 505 Reading Instruction in Elementary School Classrooms, by providing them with opportunities for learning the knowledge and skills necessary to develop and enact a comprehensive, integrated, and methodologically grounded Language Arts Program that supports access to the core curriculum for all students and ensures that they are able to meet or exceed the California Language Arts Content Standards. Particular attention is given to the development of comprehensive literacy instruction for English learners. Candidates will learn theories and methods of instruction for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Integrated instructional approaches to promote language and literacy development through reading, writing, listening, and speaking will be addressed. This course is designed to help credential candidates begin to develop and enact the skills, understandings and dispositions necessary to make decisions regarding instruction and curriculum that will ensure English language proficiency and academic progress for each student.

TEP 5121.SB Student Teaching with Professional Seminar I

12 units

This course is part of on-going professional development within the Antioch University Teacher Education and Master's degree program. 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. 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.

A weekly small group 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. Completion of student teaching consists of meeting the eight Antioch Domains of Practice at least at the beginning level, as observed by the university supervisor and cooperating teacher and completing edTPA. Artifacts demonstrating progress in all 8 Domains are collected for presentation in a student teaching/professional development portfolio at the end of spring quarter.

Prerequisite(s): Advancement to Student Teaching, TEP 5330

TEP 5130.SB The Arts in Culture & Learning

3 units

This course is designed to enable teacher candidates to understand the role art, artists, and cultural institutions can contribute to TK-6th grade education. Candidates are introduced to interpretive models for understanding, and applying art appreciation and making techniques within their future elementary classrooms. The course is rooted in the California and National Core Art Standards. Candidates learn how to integrate artistic methods into a multiple subject classroom setting. Candidates engage in direct art-making activities, reflective writing and discussion, and attend arts education activities in the community in order to better understand these strategies and processes to use them effectively in elementary school classrooms.

TEP 5151 Student Teaching with Professional Seminar II

5-12 units

This course is part of ongoing professional development within the Antioch University Teacher Education and Master's degree programs. Candidates continue to engage in on-site full day student teaching Monday through Thursday under the supervision of a Cooperating Teacher and University Supervisor. The weekly whole and small group seminars are used to integrate each week's teaching experience with theory and methods studied in the program, to analyze and discuss procedures implemented and the results of implementation in the student teaching placements to generate a personal theory of practice, and to examine issues that arise in the placement. Candidates also participate as "critical friends" in the development of professional portfolios. Completion of student teaching consists of progressing appropriately in the eight Domains of Practice as observed by the university supervisor and cooperating teacher (3-way form), completing at least two weeks of taking over full classroom responsibilities and presenting a professional portfolio documenting growth over time. (*Expectations for student teaching are more fully explained in the Field Experience and Portfolio Guidelines Handbooks.*)

TEP 5191 Educational Technology for Universal Design

3 units

The purpose of this course is to empower credential candidates to select and use technology to enhance student learning, to develop personal learning networks, and to explore new technologies to enable use of technology as a teaching and learning tool for effective instruction. Candidates will evaluate technology using learning theories, the Universal Design for Learning framework, and curricular standards. Candidates will explore contemporary topics relevant to technology including the Digital Divide, equity issues, safe Internet use, and social networking through hands-on learning, candidate demonstrations, and personal exploration. Special attention will be given to Universal Design as technology becomes a powerful way to address accessibility.

TEP 5311 Enhancing English Language Development with Literature

2 units

This course is designed to ensure academic and language proficiency for English learners and that participating teachers adhere to legal and ethical obligations for teaching English learners including the identification, reclassification and monitoring processes. Participating teachers will plan instruction for English learners based on students' levels of proficiency, implementing one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level and/or content-based ELD. The instructional plans will involve literature and/or informational texts (per the Common Core State Standards) with language objectives that address language and literacy demands (e.g., language functions and forms, audience and purpose, academic vocabulary, and comprehension). Participating teachers will differentiate instruction for first- and second-language learners, taking into consideration prior knowledge, academic language and literacy levels as determined by student assessment data from multiple measures. They will also learn to use literature to advance students' thinking about issues of prejudice, fairness, and equity. Finally, candidates will evaluate children's and young adult (YA) literature in terms of its cultural relevance and linguistic appropriateness for students of diverse ages, cultural and linguistic backgrounds.

TEP 5330.SB Field Practicum

3-10 units

This field practicum is designed as a laboratory for TEP 5050, 5070 and 5380. Candidates are placed in schools where they observe, participate, and teach using the theories and strategies taught in these courses. In this course, candidates learn more about lesson planning and reflect upon their teaching. Candidates teach and learn about students from diverse cultural and language

backgrounds. The practicum is designed to cover topics related to the development of reflective teaching practice.

TEP 5360.SB Foundations of Social Justice Education

4 units

This course provides an orientation to the philosophies of teaching and learning that guide the MEd/TC Program. A primary objective is to facilitate candidates' beginning constructions of their professional identities as teachers in diverse classrooms. Candidates study foundations of philosophy, history, politics, pedagogy, sociology and purposes of public education in the US. Candidates review the demographics of student populations and how they are related to racism, classism, and other forms of bias and their opportunities. Candidates become familiar with the Common Core Standards in the context of Educational Reform. While developing their own philosophy of education, candidates learn how to establish a caring learning community based on the principles of equal inherent worth, and mutual respect. Candidates practice advocacy for democratic action.

TEP 5361 Foundations of Social Justice Education Lab

1 unit

This course supports the field aspects of TEP 5360, Foundations of Social Justice Education. Candidates work in schools to fulfill the fieldwork assignments within TEP 5360 and begin to use ethnographic methods to understand classroom cultures.

TEP 5370.SB Mediation and Conflict Resolution in Schools

3 units

In this theory and experiential course, students learn and practice basic counseling and collaborative conflict resolution skills. Candidates learn strategies for communicating with individuals and groups, particularly with people who differ from themselves in terms of culture, ethnicity, language, gender, gender identity, sexual preference and social class. Candidates explore different ways of utilizing these skills and implementing these concepts in a multicultural school and classroom setting. Candidates develop sensitivity to students' unique needs and issues. Candidates learn and practice developmentally appropriate skills for grades K through 8. Candidates will also reflect on their experience as a member of a cohort, and begin to use the concepts, skills and theories presented in the course to maximize the group's productivity.

TEP 5380.SB Classroom Organization: Theory & 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 6011 Social & Legal Dimensions of Special Education

2 units

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

TEP 6012 Teaching & Accommodating Students with Disabilities

1 unit

This course builds upon the knowledge gained by candidates in TEP 6011. 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.SB Advocacy & Activity for Healthy Children

3 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. 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.

TEP 6131 Sociological & Curricular Perspectives in Schools as Organizations

4 units

This course explores schools as organizational systems from research literature. Students develop familiarity for how systems operate and perpetuate themselves. Attention will be given to the structural, political, historical, ecological and cultural context of schools. These dimensions of schools will be identified and critically analyzed. Students also embark on the comprehensive study (historical, social, political, economic and cultural aspects) of curriculum reform in the US and CA, in particular. They examine the effects of legislation and other political influences on curriculum and school systems. Particular emphasis is placed on the roles informal leadership can take in educational and other organizations. Students' basic assumptions about schools are deconstructed.

TEP 6140 Foundations of Educational Research

3 units

This course is designed to introduce students to the issues central to educational and social research. In order to provide the skills and knowledge that allow students to become critical consumers of both theory and research, the course includes discussion of various research designs, especially action research and ethnography, and key elements of critical evaluation. In addition, students learn to search and locate sources and support for current policies and practices related to their professional interests.

Foundations of Educational Research begins with students' questions concerning the policies, issues and conditions of contemporary organizations. The knowledge, perspectives, and practice they need to become critical consumers of theory and research are provided. Students are presented with a systematic study of current research and research methods for conducting educational and organizational research. The objectives in this course focus on the knowledge base, research techniques, and applications of appropriate forms of research that can be applied to improve one's own professional practice. Additionally, students will establish the research topic that will become the subject of their theses or projects.

TEP 6141 Inquiry Project Planning

3 units

This course orients students to issues central to reflective teaching practice and action research. Throughout the course, students explore how theory informs practice and practice informs theory as they become critical consumers and creators of educational research to develop a coherent theory of practice. The course emphasizes action research using ethnographic methods for classroom-based research, which supports active construction of “graduate student researcher-roles” within a larger community of reflective practitioners. Students are taught *how* to use action research in support of state-adopted K-12 education across traditional and alternative public school settings through a hands-on approach to learning and teaching.

Objectives for this course focus on the techniques and applications of action research to improve one's own practice as an educator. Students will develop the research question and action plan for their Passion Week inquiry project by applying ethnographic methods in their everyday teaching practice. The course also hones awareness that research-based inquiry is a collaborative act; and that although each student ultimately constructs an individual Inquiry Project, that the project results from collaborative work, conversations, peer review; and is the beginning of an ongoing, life-long conversation within the larger professional community.

TEP 6160 Critical Evaluation of Educational Research

3 units

In this course, students refine their ability to evaluate critically the reliability, validity, and implication of educational research. They become familiar with logical processes of problem conceptualization and hypothesis formulation. Qualitative and quantitative research methods are introduced. Both theoretical and practical issues of school-based and organizational research are examined. Students design their theses/projects; refine their introduction, literature reviews, and methods chapters. Prerequisite: TEP 6140.

TEP 6161 Inquiry Project Data Collection & Beginning Analysis

2 units

This course is designed as the second phase of the graduate seminar designed to support the work required for the M.Ed. Passion Week Project (Master's Thesis). It follows the prerequisite of TEP 6141 which is the planning phase of the inquiry projects, and it precedes TEP 6191 which is the seminar designed to support M.Ed. students as they complete and assemble the final inquiry project. As such, students will build on the **Inquiry Project Plan form** developed in TEP 6141 in order to accomplish the work of TEP 6161. The course emphasizes **presentation, analysis and organization of artifacts** in ways that will support the final assembly of the Inquiry Project. Action research and ethnography are methods for analysis of artifacts gathered.

TEP 6170 Professional Intensives

1 unit each

This intensive module will have changing topics related to current student issues, recent legislation, and emerging educational research. For example, one quarter's intensive might focus on educational accountability and assessment (including examining the effects of high stakes testing on diverse student populations). Other topics could include curricular issues, special student populations, health, standards, educational technology, ethics in education, etc.

TEP 6171 Access & Equity for Special Populations

1 unit

This course builds upon the knowledge gained by candidates in their preliminary credential program (at Antioch – TEP 6011 and 6012). Candidates will learn new skills necessary to provide equitable

experiences and accommodations for the special education student within an inclusive environment. Candidates use informal assessment, instructional planning and evaluation, behavior encouragement techniques, mainstreaming principles, and consultation skills. As a result of this course, candidates will be able to interface with special education personnel, implement and evaluate special learner programs, and work effectively with exceptional learners in the regular classroom environment. They will use their knowledge of legal obligations with respect to students with special needs and will be able to clearly identify students for appropriate referral. Candidates will be able to advocate for the needs of special students and be aware of family issues with respect to disability, culture and language.

TEP 6173 Differentiated Instruction for Universal Access

2 units

This course supports the development of the induction candidate's pedagogical content knowledge in all areas of the curriculum. The course reviews the interconnections between creating and maintaining a caring learning environment and students' access to the curriculum defined by the CA Content Standards for the candidate's teaching assignment. Candidates explore strategies to differentiate by learning modalities, applying universal design methods and research based strategies for English Language Development. Candidates practice SDAIE, flexible grouping and brain-based strategies they have learned in their preliminary preparation year. Candidates also advance their technological knowledge through application of online resources. Each candidate integrates these technology-related tools into the educational experience of students, including those with special needs. By meeting course learning goals, the candidate will fulfill the pedagogy area of their Individualized Inquiry Plan.

TEP 6180 Leadership in Educational Reform

4 units

Leadership is studied as a social construct for both classrooms and wider contexts. Candidates consider the potential for formal and informal leadership in the context of the professional role of educators. Historic and contemporary school leadership and change efforts are studied and their methods are identified and analyzed in terms of their applicability to contemporary school change leadership. Effective communication, presentation, persuasion, and interpersonal effectiveness skills are identified and practiced. Candidates construct a change plan in their interest area that involves their work in leadership. Reflection upon oneself as both a member of society and as a leader, and identifying strengths and areas to strengthen in one's service as a leader are fostered.

TEP 6190 Producing & Disseminating Educational Research

3 units

In this course, students begin to carry out the research method and purpose developed and refined during TEP6140 and TEP6160. By this point, students have clear research questions, an appropriate methodology and a literature review that is close to final draft form and uses at least 20 sources. Class meetings focus on problem solving, writing, data analysis, ethics and preparation for the "Public Conversations." *By the end of this quarter, students should have relatively complete draft versions of the first 3 chapters and an outline or beginning draft of the results or findings chapter.*

Prerequisite(s): TEP 6140 and 6160

TEP 6191 Inquiry Project Data Collection & Analysis

3 units

In this course, students continue to carry out the research plan developed and refined during TEP 6141 and TEP 6161. Students use artifacts, journals and relevant data collected during their placement to develop their theory of practice. Collection of artifacts and reflective analysis occur on

an ongoing basis during fieldwork experiences. By the end of this quarter, students will have assembled a collection of field-based artifacts that support their reflection on practice related to their focus questions. Students use electronic communication to read and critique each other's work.

TEP 6211 Thesis Study

6 units

Students review central features of their learning and receive support in the completion of their projects, which will incorporate these features. Students study and practice professional data interpretation, writing, organization, and presentation skills. Methods of research publication are studied and candidates are encouraged to receive assistance toward publishing their work. *Prerequisite(s): TEP 6140, 6160 and 6190 and approval of faculty advisor.*

TEP 6212 Portfolio Development

6 units

TEP 6212 is the Action Research-based **Portfolio Development course**. It is the LAST course of the series of courses designed to guide students through their Inquiry Project and into professional "Conversations" with invited members of the community, faculty, etc. Students will complete selection and analyses of artifacts, develop their "Theory of Practice" and write/assemble their project into a portfolio format using the Inquiry Project Rubric. During this time, students are to show evidence that they have worked regularly with the peer groups formed in TEP 6212; and they should be communicating regularly with instructors about their progress. Finally students present their work in the context of a professional "conversation" *Prerequisite(s): TEP 616A and approval of faculty advisor.*

TEP 6224-6226 Professional Inquiry & Collegial Observation

2 units each

Throughout the Induction Program Clear Credential candidates take Professional Inquiry and Collegial Observation (PICO). The main purpose of this course is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for of growth for the candidate's teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships, which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships, and take additional course work to support their application and integration of learning in these areas. This is the first course of the PICO sequence, which supports the candidates throughout the year.

TEP 6300.SB Social Justice & Educational Reform

3 units

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

course.

Prerequisite(s): Admission into the Master of Arts in Education Program in Social Justice and Educational Leadership.

TEP 6310 Resilience & the School Community

3 units

This course will focus on supporting personal resilience and building community to enhance the development of positive health and academic behaviors. Resilience and community building strategies will be taught and practiced. Students will participate in personal reflection and curriculum development for the purpose of learning to strengthen their own and their students' resilience.

TEP 6311 Resilience Education

1 unit

Candidates will apply knowledge and skills acquired in their preliminary credential preparation to provide comprehensive support for students' 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.

Prerequisite(s): Completion of a preliminary credential.

TEP 6320 Practicum in Educational Inquiry

3 units

Students analyze data or implement the projects they designed in TEP 619. Students continue to engage in research, comparing their findings with significant literature. This research is a culmination of the learning students have done in core courses in preparation for their own projects. Students focus on the development of solid research practices based upon their understandings of the social, political, historical and cultural environments they are studying. They receive support from faculty and peers as they write and analyze their data for their thesis or project.

Prerequisite(s): TEP 614, 616 and 619.

TEP 6350 Research Ethics for Human Subjects

1 unit

This course, which is completed online, provides students with the ethical and legal information they need in order to conduct research with human subjects.

All students conducting research involving human participants must complete the ethics modules through the Collaborative Institutional Training Initiative (CITI) Program and have a current research ethics certificate on file. These modules address the ethical considerations pertinent to research with human subjects in the behavioral and social sciences. These include Research With Protected Populations, Ethical Principles, Belmont Report, History and Ethical Principles, Avoiding Group Harms, Defining Research with Human Subjects, Assessing Risk, Informed Consent, Privacy and Confidentiality and Conflicts of Interest and others.

Additional Information about the course: Each student establishes contact with the CITI Program and completes the ethics modules before any data collection is undertaken. Instructions for accessing CITI modules and for overview of the Institutional Review Board (IRB) process are provided during the first and second sessions of TEP 6140 or TEP 6141 in the Fall Quarter.

TEP 6360 Exploring Creativity

3 units

This creativity course focuses on understanding creativity from a multi-disciplinary perspective. Course content includes definitions of creativity, methods of recognizing and motivating creative expression within organizations and within families. This course includes consideration of multiple resources, examples and methods that foster creative expression. Through exploration of creativity as a social, psychological, organizational, historic and educational phenomenon, students will construct a definition of creativity, become aware of examples of the creative process and barriers to creativity in modern organizations and develop action plans for personal and organizational creativity as appropriate to each student's goals.

TEP 6370.SB Small Group Leadership

3 units

Small Group Leadership theory and practice is relevant for all who work within organizations or who participate in small groups. This course is highly interactive and requires self-study as well as application of systematic observation of at least one working group. Participants in the course will demonstrate understanding of the task and maintenance functions of groups, and how leadership is diffused among members. Participants study leadership functions, social power theory and the dynamics of groups including how norms are established, how to manage effective meetings and how groups form and mature over time.

TEP 6501 – 6506 Fieldwork with Mentoring

1 unit each

An essential component of the Induction Program is individualized site-based mentoring for the purpose of helping Clear Credential candidates meet their individualized growth goals as detailed on their Individualized Learning Plans (ILP). This course requires candidates to identify a site-based mentor, and meet with the mentor weekly for support in meeting their growth goals. Candidates and mentors work together to create goals, appropriate to the candidate's developmental needs. Candidates are expected to document their meetings and how the meetings contributed to individual growth. Mentors and candidates might do observations, participate in conferences together, co-plan lessons, or any other activity that might help the candidate grow. In addition to working with their mentor, candidates may participate in other mentoring activities, such as workshops, classes, meetings with specialists, and other forms of targeted professional development designed to help them with their ILPs.

TESE 5090.SB Assessment in Special Education

3 units

The purpose of this course is to expose students to a variety of assessment methods appropriate for individuals with mild to moderate disabilities, including those who are culturally and linguistically diverse. This course will explore a range of assessment techniques, based on an ecological model of assessment which recognizes the impact of the assessment context on student performance. Emphasis will be on those instruments and assessment methods which provide direction for instruction as well as diagnosis, including, but not restricted to: traditional psychometric instruments,

curriculum-based assessment, observation, criterion-referenced assessment, and other alternative assessment techniques. Participants will engage in discussions about assessment practices and patterns of language use among cultural and linguistically diverse populations, to include English learners, that may be misunderstood as language deficiencies. The dilemma of relying solely on traditional assessment instruments, such as standardized tests is discussed, and a variety of alternative assessment methods are explored. Participants will learn to administer standardized and informal academic achievement assessments and how to write a follow-up assessment report.

TESE 5110 Language Arts Curricula: Theory & Methods

2 units

This course is designed to expand credential candidates' foundational learning from TEP 5051 and TEP 5052: Reading Instruction in Elementary School Classrooms by providing them with opportunities for learning the knowledge and skills necessary to develop and enact a comprehensive, integrated, and methodologically grounded Language Arts Program that supports access to the core curriculum for all students and ensures that they are able to meet or exceed the Common Core State Standards for English Language Arts (CCSS-ELA) and the California English Language Development (ELD) Standards. Particular attention is given to the development of comprehensive literacy instruction for English Learners. Candidates will learn theories and methods of instruction for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Integrated instructional approaches to promote language and literacy development through reading, writing, listening, and speaking will be addressed. Finally, this course is designed to help credential candidates begin to develop and enact the skills, understandings and dispositions necessary to make decisions regarding instruction and curriculum that will ensure English language proficiency and academic progress for each student.

TESE 5121 Student Teaching Mild/Moderate with Professional Seminar I

12 units

Or

TESE 5122 Special Education Seminar I

3 units

(for candidates who already possess a basic teaching credential)

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

TESE 5151 Student Teaching Mild/Moderate with Professional Seminar II

12 units

Or

TESE 5152 Special Education Seminar II

3 units

This course is part of ongoing professional development within the Antioch University Teacher Education and Master's degree program. Candidates continue to engage in on-site daily student

teaching in a setting with students with mild/moderate disabilities under the supervision of a Cooperating Teacher and University Supervisor. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the Program. Candidates take over all class responsibilities for at least a two-week period. A weekly small group seminar is used to discuss procedures that are implemented in the student teaching placements. Culturally responsive instruction and teaching with mutual respect and care are reviewed with peers and instructor in a supportive, problem-solving context.

TESE 5160.SB Understanding & Teaching Students with Mild & Moderate Disabilities I **4 units**

The purpose of this course is to provide candidates the knowledge and skills to meet the needs of students with mild and moderate disabilities through effective teaching methodologies, instructional strategies, interventions, accommodations, adaptations and modifications to core curriculum. Content areas include: use of research based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction/curriculum, use of assessment (academic, standardized, ecological, observation) to inform instruction, observable phenomena, and integration of technology, including assistive technology. Emphasis is on adapting and implementing instructional techniques/materials, based on assessment, for learners with diverse needs and backgrounds to enhance development in the areas of: literacy, written expression, spelling, mathematics, social studies, science, the arts, study skills, and transition related skills. Overall the course provides Teacher Candidates with instructional competence, collaborative skills, and a strong knowledge base that can be used in service to individuals with disabilities in our community.

TESE 5170.SB Understanding & Teaching of Students with Mild & Moderate Disabilities II **4 units**

The purpose of this course is to provide candidates the knowledge and skills to meet the needs of students with mild and moderate disabilities through effective teaching methodologies, instructional strategies, interventions, accommodations, adaptations and modifications to core curriculum. Content areas include: use of research based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction/curriculum, use of assessment (academic, standardized, ecological, observation) to inform instruction, observable phenomena, and integration of technology, including assistive technology. Emphasis is on adapting and implementing instructional techniques/materials, based on assessment, for learners with diverse needs and backgrounds to enhance development in the areas of: literacy, written expression, spelling, mathematics, social studies, science, the arts, study skills, and transition related skills. Overall the course provides Teacher Candidates with instructional competence, collaborative skills, and a strong knowledge base that can be used in service to individuals with disabilities in our community.

TESE 5180.SB Family Dynamics & Communication for Special Education Services **3 units**

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

TESE 5192 Assistive Technology Applications for Students with Mild to Moderate Disabilities **1 unit**

This course will explore the use of assistive technologies in schools, including their access, use and control in a democratic society; their use for development of problem solving, critical thinking, and creativity; and their integration into the school curriculum for students with mild to moderate disabilities.

Special educator course participants will specifically learn to use technology to facilitate the teaching and learning process for students with disabilities. They will learn about the terms, trends, history and current information based on applications of technology and assistive and adaptive devices for working with students in an educational setting. Emphasis will be placed on course participants learning the various low tech and high tech technology tools that are available to assist students with mild to moderate disabilities in an educational setting. Readings, lectures, and assignments will present definitions and instructionally relevant characteristics of students with mild to moderate disabilities. The course will also emphasize principles of effective methods for utilizing technology to effectively adapt instruction, curriculum, and assessments to meet the unique educational needs of students.

TESE 5361 Exploratory Practicum in Special Education I **1 unit**

In this course candidates have planned observations and practicum experiences with the full range of the service delivery systems in special education. They interact with the full diversity of grades/ages, federal disability categories and the continuum of special education services for students with mild to moderate disabilities. Through interviews and observations, candidates explore the variety of services provided to individuals with disabilities in school and other community service settings, observing professionals in a variety of roles.

TESE 5362 Exploratory Practicum in Special Education II **1 unit**

This course is a continuation of TESE 5361. In TESE 5362 candidates have planned experiences and/or interactions with the full range of the service delivery system and the providers of such services. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services for students with mild to moderate disabilities. Through interviews and observations, candidates explore the variety of services provided to individuals with disabilities in and out of the school setting.

TESE 5380.SB Comprehensive Behavior Assessment & Positive Behavior Support **3 units**

In this course, candidates study the research and practices of social and academic Positive Behavior Support with exceptional pupils in special education and inclusive settings. They learn theoretical and applied perspectives on behavior support; how to conduct comprehensive ecological and behavioral assessments, consistent with Positive Behavior Support; and how to derive multi-element Positive Behavior Support plans from such assessments. This course also covers ethical standards and professional conduct related to behavior support practices for individuals with disabilities. In addition, legal requirements, practices and procedures relating to *Title 5, California Code of Regulations "Behavioral Interventions for Special Education Students"* (no longer required but still used throughout

the State) and those pertaining to *Federal law (IDEIA '04)* will be infused throughout this course and students will have a working knowledge of the requirements of local practices and Federal law.

Classroom behavior support theory and practice, as well as the design and delivery of Positive behavior Support (PBS) programs, will be presented in the context of a culturally and ethnically diverse society. In addition, actively soliciting, welcoming and valuing family expertise is considered integral to this course – for the Functional Behavioral Assessment and for the design and implementation of PBS.

TESE 5410.SB Introduction to Autism Spectrum Disorder

1 unit

This 1-unit course provides an overview of Autism Spectrum Disorders (ASD). The focus of this course is aligned with the three California ASD Standards: (1) Characteristics of Students with Autism Spectrum Disorders (ASD); (2) Teaching, Learning and Behavior Strategies for Students with ASD and (3) Collaborating with Other Service Providers and Families. Course content is intended to complement and extend ASD competency development imbedded within the Special Education Mild/Moderate Credential Program. Course requirements will include completion of core articles on ASD; in-class group work on vignettes of various learners' with ASD; and the critique, design and implementation of Scientifically Based Practices (SBPs) for educating students with ASD. This course will be presented in the context of a culturally and ethnically diverse society. In addition, actively soliciting, welcoming and valuing family expertise is considered integral to this course.

TESE 5411 Autism Spectrum Disorders

1 unit

This 1-unit course provides an overview of Autism Spectrum Disorders (ASD). The focus of this course is aligned with the three California ASD Standards:

1. Characteristics of Students with Autism Spectrum Disorders (ASD)
2. Teaching, Learning and Behavior Strategies for Students with ASD and
3. Collaborating with Other Service Providers and Families.

Course content is intended to complement and extend ASD competency development imbedded within the Special Education Mild/Moderate Credential Program. Course requirements will include:

1. Completion of core articles on ASD
2. In-class group work on vignettes of various learners' with ASD, and
3. The critique, design and implementation of Scientifically Based Practices (SBPs) for educating students with ASD.

TESE 6013 Individualized Education Design & Policy Implementation

2 units

The focus of this course is to learn to implement special education law, specifically the Individuals with Disabilities Education Act (IDEA), and its implications for school contexts. Candidates will learn how to prepare for and coordinate IEP meetings, including working closely with families, students, colleagues in regular and special education, and 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.



Doctorate in Clinical Psychology (PsyD)

PsyD Program Goals

The Doctoral Program in Clinical Psychology (PsyD) was developed to produce well-trained clinicians within a practitioner-scholar model using the core competencies of the National Council of Schools

and Programs of Professional Psychology (NCSPP) and is designed to meet the APA Standards of Accreditation. The program builds on Antioch University Santa Barbara's outstanding local reputation for providing quality education at the graduate level. Key elements include:

- an educational approach integrating science, theory and practice
- preparation for the role of clinical, health service psychologist
- Antioch's appreciation of the diversity of human experience
- a focus on developing scholarly research and critical thinking skills

California Board of Psychology Educational Requirements

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

Our practitioner-scholar model program is also designed in accordance with the core competencies of the National Council of Schools and Programs of Professional Psychology and is designed to meet the APA Standards of Accreditation.

Information for graduates and costs of attending the program is available on the [Student Admissions, Outcomes and Other Data](#) page of our website in the PsyD program section. Full-time student tuition is \$23,484 per year for academic coursework. Tuition per credit hour is \$785 per quarter unit (although we do not enroll part-time students). Additional fees include \$50 application fee as well as quarterly lab, assessment and technology fees. Federal Stafford Loans are available. Some limited scholarship money is also available as well as access grants.

Program Delivery

The full-time program is offered across two days per week.

Entry Tracks

The PsyD program has two entry tracks: the **post-bachelor's** entry track and the **post-master's** entry track.

The **post-bachelor's** track includes foundational graduate courses in psychology as well as courses that prepare students to begin their work in clinical practicum sites in the summer or early fall following Year 1 of the doctoral program. This track requires a minimum of 5 years to complete. Students graduate with a Doctorate in Clinical Psychology and earn a non- licensable Master's Degree in Psychology after completion of 72 units, which generally occurs after 2 years in the program.

Qualified applicants should be high achieving students with an undergraduate degree in psychology, or substantial coursework in psychology, volunteer and/or work experience in the field, or a master's degree in another discipline. The sequence of courses in Year 1 are focused on developing discipline

specific knowledge to provide a foundation in psychological science, courses in research methodology, multi-cultural competency, psychopathology, life-span development, as well as in clinical theory, practice and skills. Students admitted into the post-bachelor's entry track, upon successful completion of the first year of coursework, will continue their studies with students who are admitted to the post-master's track in Year 2.

The **post-master's** entry track is for students with an MA or MS in psychology or closely related discipline (e.g., counseling, social work). Students in this track enter Year 2 of the doctoral program. Students applying for the post-master's track are required to provide syllabi demonstrating course equivalency with those courses offered in Year 1 of the program pertaining to psychological science and measurement, multicultural competency, psychopathology, human development, psychotherapy theories, and group psychotherapy. Syllabi are evaluated for equivalency at the discretion of the faculty according to the program's Course Equivalency Policy. The PsyD program accepts up to 9 credits transferred from graduate courses taken at previous accredited institutions to waive three of the above listed courses in the Year 1 sequence.

PsyD Program Components Coursework

Coursework

Students will enroll for 11-13 units per quarter over 9-12 quarters (depending on whether enrollment is at the post-bachelor's level or post-master's level) and a 1-unit, year-long full-time internship (this can be carried out as two years of half-time internship training) for a total of 108-144 quarter units. Coursework taken during the first two years in the program include scientific foundations, clinical intervention and assessment courses. In addition, fourth-year students take 12 units of courses in Family Forensic Psychology to attain a concentration in this area. Fifteen units of professional coursework, 18 units of practicum and clinical application courses, and 6 units of Clinical Dissertation complete the degree program. The Clinical Dissertation proposal is initiated in Year 3 and completed during Year 4 prior to beginning the internship.

Clinical Dissertation

The Clinical Dissertation is intended to demonstrate that students have integrated the material they have learned during the doctoral program. Early in their program, students will select an appropriate project. The Research Methods sequence will prepare students for this important project. Beginning in Year 3, students will register for 6 units of Dissertation in order to complete the proposal. It is expected that students will complete the proposal prior to applying for their internship. Students who have not completed the clinical dissertation during Year 4 will be required to enroll in Dissertation Continuation.

We are interested in stimulating student creativity; therefore, the options for completion of this project vary. The PsyD is an applied degree, thus the Clinical Dissertation will involve the investigation of a practical application, either through empirical (quantitative or qualitative), theoretical or clinical evaluation strategies. Unlike the PhD dissertation, the clinical dissertation has an immediate practical application. Students will be guided in their work by their dissertation advisor, a second faculty member, and an outside expert. The dissertation process culminates in a professional presentation of the student's work to the community.

Clinical Hours

It is expected that students will acquire a minimum of 1,000 hours of clinical experience (practicum) prior to beginning the doctoral internship. We expect that most students will seek out clinical

placements early in their program and will take advantage of summers to accumulate the requisite hours. During enrollment in the Practicum sequence, students will be required to be in Practicum Training (clinical placement). Students are required to register for continuation credits during summers that they are accruing clinical hours through practicum.

Professional Competency Evaluation (PCE)

During Practicum IV, students begin to identify and conceptualize a clinical case that might be developed for presentation as part of the PCE. The PCE is a formal oral presentation intended to demonstrate students' skill and knowledge in the field of clinical psychology and to integrate their academic and clinical learning. The PCE is to be completed at the end of Year 3. A passing evaluation is one of the requirements that must be met before applying for internship.

Comprehensive Examination

Students are required to complete a written comprehensive examination at the end of Year 3. This examination measures knowledge of multiple content areas in clinical psychology. Students failing any section of the comprehensive evaluation must submit revisions. A passing evaluation on the exam is required for students to be eligible to apply for internship. Students failing any portion of the comprehensive exams are given an opportunity to remediate. Students retaking the exam have only one attempt for remediation. Failing any portion of the exam after the first remediation on this retake may result in dismissal from the program.

Advancement to Candidacy

Candidacy refers to the formal designation of a student's readiness for advanced clinical training. In order for a student to advance to candidacy, they must successfully complete all courses through the third year of training and 1000 hours of practicum experience, pass the Professional Competency Evaluation (PCE) and the Comprehensive Examination, and have their dissertation proposals approved. Additionally, the student must be in good academic standing and not be on any type of probation. Only when students have advanced to candidacy may they refer to themselves as "doctoral candidates."

Internship

Students are required to complete a doctoral internship following the completion of all curricular and practicum requirements (as a doctoral candidate). For information about internship sites specific to the state of California for which our incoming students are eligible, please see the California Psychology Internship Council ([CAPIC](#)) website. The AUSB Director of Clinical Training (DCT) will help students with the identification of appropriate internships. Students will earn one unit of academic credit during the internship year. Advancement to candidacy is required to apply for internship.

PsyD Specific Policies

Student/Trainee Competence

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

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

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

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

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

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

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

plans when necessary (and if satisfactory remediation is possible). These materials will comprise part of the Annual Review Process described below.

The Annual Review Process

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

The Review Process will encompass information regarding:

- academic performance
- professional and clinical performance
- professional development (including interpersonal functioning)
- overall progress towards degree

As such, we will review evaluations from instructors, practicum and internship supervisors, dissertation committee members and any additional information that might be forthcoming to the student's Advisor or program administrators.

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

- Highly Satisfactory (Exceeds expectations)
- Satisfactory (Meets expectations)
- Satisfactory with Concerns (Meets most expectations)
- Unsatisfactory (Below expectations)

If students receive unsatisfactory ratings in any area they can be placed on Academic Probation. Along with the ratings, any plans for remediation will be discussed with the student.

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

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

The Annual Review Process is only one opportunity students receive for constructive feedback. Course evaluations, field experience evaluations and other formal and less formal forms of feedback will also be provided at regular intervals throughout a student's time in the program. We believe that this high level of communication to the student is essential for maximizing the learning experience.

Academic Probation

Academic Probation is determined by the program faculty and/or the Provost under the following conditions:

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

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

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

The student and advisor develop a plan to address the concerns relevant to the student’s probationary status. Requirements are specified—for example, deadlines for incomplete work, standards for work in subsequent quarters, and/or the requirement to enroll at half-time status, Enrollment Maintenance, or to take an approved Leave of Absence. PsyD students placed on Academic Probation could have their approval to enroll in a clinical training placement delayed or they may be required to attend psychotherapy.

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

The student is removed from Academic Probation at the Advisor, Chair, or Provost’s discretion, when in the Advisor, Chair, or Provost’s judgment, the student’s current work or conduct demonstrates remediation of the problem(s) that led to Probation. Student Services is then notified to remove the student from Academic Probation.

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

Clinical Training Probation

Students in the PsyD Program are reviewed and evaluated for clinical suitability and skills in all

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

Clinical Field Experience

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

The Psychology Program maintains training agreements with practicum placements serving a variety of populations in the tri-county area (Santa Barbara, Ventura, and San Luis Obispo Counties) as well as in Los Angeles County. It is expected that students will acquire a minimum of 1,000 hours of clinical experience prior to beginning the internship. We expect that most students will seek out clinical placements early in their program (and will take advantage of summers to accumulate the requisite hours). During enrollment in the Practicum sequence, students will be required to be in Practicum Training (field experience).

While those hours will not count toward the 3,000 hours of supervised professional experience, they will serve to prepare the student to apply for competitive doctoral internships. See the Clinical Training Manual for more details on the process of obtaining this experience, or consult with the Director of Clinical Training (DCT).

Doctoral Internship

Students are required to complete a full-time doctoral internship in order to graduate. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The Director of Clinical Training will help students with the identification of appropriate internships. Students will earn one unit of academic credit during the internship year, but will be considered enrolled full-time if participating in a full-time internship, even if the internship is out-of- state.

Personal Therapy

The program values the utilization of personal therapy for student practitioners; it can help to both better understand one's personal issues and struggles and support students' ability to function effectively as a psychologist. The program highly recommends such therapy, but it is not a requirement. Personal problems may at times interfere with a student's ability to function in a clinical setting. The APA Guidelines specify that it is the trainee's responsibility to recognize when personal problems interfere with his/her effectiveness and to take appropriate steps so that the public is not harmed. This recognition may lead to a student decision to engage in personal therapy. In some instances, the program may recommend therapy in order to help students resolve the issues that seem to interfere with personal or professional functioning. In some circumstances therapy may be required as the result of our Annual Review Process. However, there are other reasons that students may wish to seek therapy during their doctoral training and they are encouraged to do so. This is not

a requirement of the doctoral program, but the student may choose to enhance his or her personal and professional development through direct involvement as a client in individual, dyadic or group therapy. Because of ethical limitations on dual relationships, students may not seek psychotherapy with Core or Adjunct Faculty.

Part-Time Status

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

Classroom Participation

The PsyD program capitalizes on the synergistic quality of student engagement in the classroom to maximize the learning experience. As such, student presence is important and highly valued. The program has high standards for student timeliness and persistent lateness to classes may be reflected negatively on course evaluations. Unless otherwise specified, missing more than two class periods in any 10-week course in the PsyD program results in being denied credit for that course.

Dual Relationships in Psychology

In compliance with the APA Code of Ethics, Antioch University faculty, staff and students refrain from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the objectivity, competence, or effectiveness of said person in performing their duties, or otherwise risk exploitation or harm to the person with whom the professional relationship exists. A dual relationship occurs when someone has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist, and then becomes the student's instructor or supervisor.

Dual relationships are problematic because they may lead to favoritism, prejudicial evaluation, or raise the potential for harm because one person has the power to exploit the other.

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

Experiential Learning and Confidentiality in the Classroom

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

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

Advanced Doctoral Students in the Role of Instructing Less Advanced Students

Advanced doctoral students may serve as Teaching Assistants in courses where less advanced students are enrolled. So as to minimize any possibility of a dual relationship, advanced doctoral students will not evaluate the work of other students enrolled in the doctoral program, although they

may be asked to evaluate the work of students enrolled in other Antioch programs, including the Master's in Psychology.

Integration of Diversity Material in the Curriculum

Antioch University Santa Barbara supports the integration of diversity material throughout curricula in all of its programs. Faculty in the PsyD program have agreed that it is advisable for all courses to reflect issues of diversity, rather than isolating diversity into one or two courses. Consequently, students can expect multicultural issues and issues related to other diverse groups to be considered in every course. In addition, students will enroll in Social Justice & Cultural Competency I and Clinical Issues in Multicultural Counseling to consider issues related to diversity and multiculturalism in a more focused manner. The Chair of the program remains responsible for ensuring that appropriate diversity content is included in all courses.

Research with Human Subjects

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

Faculty

The Faculty in the doctoral program consists of Core, Teaching, Clinical, Affiliate, and Adjunct Faculty. Core Faculty have primary responsibility for the delivery of courses and the development and implementation of program policies and procedures. Student advisement is also a responsibility of Core and full time Faculty. Adjunct Faculty are carefully selected to teach courses in their area of expertise, to participate on dissertation committees and to provide input to the Annual Review Process. Because Antioch University Santa Barbara operates through participatory governance, Adjunct Faculty are encouraged to participate in as many aspects of the University as possible.

Student-Faculty Relations

Doctoral students at Antioch University Santa Barbara work collaboratively with faculty on research and other academic tasks through informal partnerships as well as through more formal relationships such as Graduate Research and Teaching Assistantships. While it is widely understood that doctoral students are colleagues-in-training, it must be acknowledged that because of the special evaluative relationship between student and faculty, this cannot be a completely reciprocal relationship. Nonetheless, Antioch's student-centered approach and its commitment to the development of the student as a whole person results in creating a collaborative and supportive educational environment.

Policy on Incompletes

Students are encouraged to complete coursework on time. In rare circumstances, for justifiable and documented reasons and when that student has completed at least 75% of the work before the end of the enrolled quarter, a student may take an incomplete. To do so, the student must fill out the Request for Incomplete Form and submit it to the instructor for approval. This written document must contain a list of the work to be completed with a final deadline. Both student and instructor must sign the agreement to the terms. The completed and signed form must be turned in to the PsyD program no later than Friday of Week 11.

Clinical Suitability

Students are assessed in all classes for clinical suitability including interpersonal and professional competence, self-awareness and self-evaluation, openness to feedback, and emotional stability and

well-being. It is the ethical responsibility of the instructor to discuss any concerns about a student's fitness for practice with the program chair and/or program faculty.

Doctoral Program in Clinical Psychology Course Descriptions

YEAR 1 COURSES

PSC 6010 Psychotherapy Theories

3 units

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

PSC 6020 Academic Writing

3 units

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

PSC 6030 Research Methods

3 units

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

PSC 6060 Psychopathology

3 units

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

PSC 6071 Family Systems I

3 units

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

PSC 6081 Psychological Measurement

3 units

This course provides a broad and general examination of psychometric theory and its application to assessment instruments. Students will learn how tests are developed and how normative data is provided, including learning information about reliability and validity and the development of standard scores. In addition to understanding test construction, students will be introduced to the various test families and will learn how to select and critique assessment instruments.

PSC 6090 Lifespan Development I: Child & Adolescent

3 units

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

PSC 6120 Social Justice & Cultural Competency I

3 units

This experiential course fosters multicultural awareness, teaches students about the impact of multiple cultural influences and identities on clinical issues, and introduces students to culturally responsive assessment practices and clinical skills. Cultural influences and identities include: age, disability, religion/spirituality, race/ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national identity and gender.

PSC 6130 Group Process & Therapy

3 units

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

PSC 6204 Professional Seminar IA: Psychotherapy Skills

3 units

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

PSC 6205 Professional Seminar IB: Foundations of Clinical Practice

3 units

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

PSC 6221 Professional Seminar II: Case Conceptualization & Treatment Planning

3 units

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

PSC 6520 Supervised Experience*

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

*A total of 150 hours of supervised experience is acquired during the spring and summer quarters.

WRK 6010 Human Sexuality

0 units

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

WRK 6020 Child Abuse Reporting

0 units

In this workshop, students learn how to assess for and report incidents of child abuse (sexual, physical, emotional or child neglect). The course considers indicators of abuse, crisis counseling techniques, community resources, the rights and responsibilities of reporting, the consequences of failure to report, how to care for a child's needs after a report is made, sensitivity to previously abused children and adults and the implications and methods of treatment for children and adults. In order to receive credit with the Board of Psychology or the Board of Behavioral Sciences for the Child Abuse Assessment Training requirement for licensure, students must attend all seven hours of instruction.

WRK 6030 Introduction to Legal & Ethical Issues

0 units

This course provides an organized introduction to ethical, legal, and professional issues that affect psychological practice, including issues such as confidentiality, privilege, standards of care, multiple relationships, duties imposed on therapists (such as the duty to protect and warn), and child, elder adult, and dependent adult abuse reporting mandates.

YEAR 2-5 COURSES

Foundational Courses in Psychology

PSC 7010 The Roots of Modern Psychology

3 units

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

PSC 7030 Social Systems

3 units

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

PSC 7050 Human Learning & Cognitive Processes

3 units

This course examines theories of learning, memory, thought processes, and decision-making. Historical and current approaches to understanding the individual, environmental, and social processes that determine knowledge and behavior change are reviewed.

PSC 7060 Psychobiology

3 units

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

PSC 7071 Research Methods in Clinical Psychology I

3 units

This course provides a rigorous examination of basic conceptual and methodological issues related to conducting research in clinical psychology. Quantitative approaches are emphasized. Introduction to SPSS is provided.

PSC 7072 Advanced Research Methods in Clinical Psychology II

3 units

This course continues the broad and general approach to the study of research with more advanced conceptual and methodological issues related to conducting research in clinical psychology. Qualitative approaches are emphasized. Qualitative analytic strategies as well as the use of computer software for qualitative analysis are also reviewed.

PSC 7080 Data Analysis Strategies in Clinical Psychology

3 units

This course focuses on data analysis strategies used in quantitative research. Traditional statistical approaches to research both univariate and multivariate are considered.

PSC 7090 Affective Bases of Behavior

3 units

This course explores the current knowledge in the area of affective aspects of behavior, including affect, mood, and emotion. The investigation into this content area incorporates the history of thought and development, its methods of inquiry and research, and the evolving nature of affect, mood, and emotion and their expression. Cognitive and affective neuroscience aspects will also be examined.

PSC 7160 Lifespan Development II: Adult

3 units

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

Assessment Courses

PSC 7200 Cognitive Assessment

2 units

Taken in conjunction with PSC 7201, Cognitive Assessment Lab, this course covers the theory of test construction and psychometrics as the first course in a series on assessment. The use of cognitive tests such as the Wechsler Intelligence Scales with children and adults for purposes of assessing intelligence, development, learning and emotional disorders are studied. Cultural issues in testing are considered.

PSC 7201 Cognitive Assessment Lab

1 unit

This course is taken in conjunction with PSC 7200 Cognitive Assessment. Students practice the administration of cognitive tests in a laboratory setting and prepare test reports.

PSC 7210 Psychodiagnostic Assessment

2 units

Taken in conjunction with PSC 7211 Psychodiagnostic Assessment Lab, this course focuses on objective measures of personality and psychopathology, such as the Millon, the MMPI, and symptom inventories. Administration, scoring, interpretation, and report writing are emphasized.

PSC 7211 Psychodiagnostic Assessment Lab

1 unit

This course is taken in conjunction with PSC 7210 Psychodiagnostic Assessment. Students practice the administration of objective personality tests and symptoms inventories and the production of test reports in a laboratory setting.

PSC 7220 Projective Testing

2 units

Taken in conjunction with PSC 7221 Projective Testing Lab, this course focuses on projective tests such as the Rorschach and the TAT. Administration, scoring, and interpretation are emphasized.

PSC 7221 Projective Testing Lab

1 unit

This course is taken in conjunction with PSC 7220 Projective Testing. Students practice the administration of projective personality tests and the production of test reports in a laboratory setting.

PSC 7230 Neuropsychological Assessment

2 units

Taken in conjunction with PSC 7231 Neuropsychological Assessment Lab, this course focuses on screening and assessing for neuropsychological impairment. Selection of appropriate neuropsychological tests is included. The use of tests covered in other assessment courses in the series is also considered for neuropsychological purposes.

PSC 7231 Neuropsychological Assessment Lab

1 unit

This course is taken in conjunction with PSC 7230 Neuropsychological Assessment. Students practice the administration of neuropsychological tests and the production of test reports in a laboratory setting.

Intervention and Professional Courses

PSC 7101 Family Systems II

3 units

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

PSC 7111 Advanced Family Therapy

3 units

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

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

PSC 7120 Couples Therapy

3 units

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

PSC 7130 Child & Adolescent Psychotherapy

3 units

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

PSC 7140 Family Violence

3 units

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

PSC 7150 Addictive Behaviors

2 units

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

PSC 7400 Integrating Science & Practice

3 units

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

PSC 7410 Clinical Issues in Multicultural Psychology

3 units

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

PSC 7420 Legal & Ethical Issues

3 units

This course reviews ethical guidelines and legal issues in professional psychology. Topics include confidentiality and privilege, family laws regarding divorce and child custody, relevant court decisions,

involuntary hospitalization, suicide assessment, the APA Ethics Code, and policies of the California Board of Psychology.

PSC 7430 Teaching Psychology

2 units

This course focuses on strategies for teaching psychology at the university level. Students will learn skills including preparing a course, delivering effective classroom presentation, designing student-centered learning activities, fostering academic integrity, teaching with technology, and evaluation and documentation of learning

PSC 7442 Professional Seminar IV: Advanced Clinical Skills

2 units

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

PSC 7501 Professional Seminar III: Case Conference

3 units

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

PSC 7510 Practicum I

3 units

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

PSC 7520 Practicum II

3 units

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

PSC 7530 Practicum III

3 units

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

PSC 7540 Practicum IV: Supervision & Consultation

3 units

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

PSC 7550 Practicum V: Integrating Family Forensics

3 units

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

PSC 7300 Introduction to Family Forensic Psychology & Family Law

3 units

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

PSC 7310 Assessing Families & Children in the Legal Context

3 units

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

PSC 7320 Expert Testimony

1 unit

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

PSC 7330 Child Custody Evaluation

2 units

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

PSC 7340 Mediation & Conflict Resolution

3 units

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

Workshops

WRK 7010 Psychopharmacology for Psychologists

0 units

This supplementary course is a 6 hour workshop that will review principles of neurotransmission and investigate the role of pharmaceuticals in the treatment of mental disorders. Topics to be discussed include: depression, anxiety, schizophrenia, insomnia, bipolar disorder, attention-deficit disorder, and

dementia. Current research and pharmacological treatment of these and other disorders will be discussed in lecture, case study and vignette format.

WRK 7020 Academic Writing in Psychology

0 units

The purpose of this workshop is to review and strengthen skills in critical analysis and academic writing in psychology. Principles of APA style, scholarly research and writing, and academic integrity are emphasized.

WRK 7040 Advances in the Diagnostic & Statistical Manual

0 units

This supplementary course is a 6 hour workshop describing recent advances in the development of the Diagnostic and Statistical Manual and controversies surrounding its development and use.

Dissertations

PSC 7600 Clinical Dissertation Seminar I

3 units

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

PSC 7610 Clinical Dissertation II

3 units

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

DC 7000 Dissertation Continuation

0 units

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

Internship

PSC 7901-7908 Internship 1 unit

A one-year full-time doctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Director of Clinical Training. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g., MFT, LSCW, etc.).

Prerequisites: Completion of all Antioch University Santa Barbara PsyD courses, completion of a minimum of 1,000 hours of practicum at external sites, and successful completion of the Professional

Competency Evaluation (PCE), the Comprehensive Examination (Comps) and dissertation proposal demonstrating students' skill and knowledge in the field of psychology.



Antioch Community

Antioch University Santa Barbara Faculty, Administration & Staff

[Undergraduate Program Faculty](#)

[Education Program Faculty](#)

[Master of Arts in Clinical Psychology Program Faculty](#)

[Master of Business Administration Program Faculty](#)

[Doctorate in Clinical Psychology Program Faculty](#)

[Master of Fine Arts Program Faculty](#)

[AUSB Administration and Staff](#)

Antioch University Leadership

[Antioch University Leadership](#)

Antioch University Campuses

[Antioch University Los Angeles](#)

400 Corporate Pointe
Culver City, CA 90230
(310) 578-1080

[Antioch University Santa Barbara](#)

602 Anacapa Street
Santa Barbara, CA 93101
(805) 962-8179

[Antioch University Midwest](#)

900 Dayton Street
Yellow Springs, OH 45387
(937) 769-1800

[Antioch University Seattle](#)

2400 3rd Avenue, Suite 200
Seattle, WA 98121
(206) 441-5352

[Antioch New England](#)

40 Avon Street
Keene, NH 03431-3516
(800) 553-8920



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:

- 1st 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 student services office for more information on add/drop and refund dates and deadlines.

2018-2019

Summer Semester	5/5/18 – 8/24/18
Summer-Fall (MFA)	6/1/18 – 11/30/18
Summer Quarter	7/1/18 – 9/23/18
Annual Term (PhDLC)	7/1/18 – 6/30/19
Fall Semester	8/25/18 – 12/19/18
Fall Quarter	9/24/18 – 12/19/18
Fall-Winter (USMA)	10/15/18 – 3/31/19
Winter Quarter	1/2/19 – 3/31/19
Winter-Spring (MFA)	12/1/18 – 5/31/19
Spring Semester	1/2/19 – 5/3/19

Spring-Summer (USMA)	4/1/19 – 10/14/19
Spring Quarter	4/1/19 – 6/30/19

University Holidays

Wednesday, July 4	Independence Day
Monday, September 3	Labor Day
Thursday, November 22–Friday, November 23	Thanksgiving
Monday–Friday December 24-28	Winter Break
Tuesday, January 1	New Year’s Day
Monday, January 21	Martin Luther King Jr. Day
Monday, February 18	Presidents’ Day
Monday, May 27	Memorial Day

See the following campus academic calendars for campus-specific dates and deadlines:

[AU Los Angeles](#)

[AU Midwest](#)

[AU New England](#)

[AU Santa Barbara](#)

[AU Seattle](#)

[AU PhD Leadership & Change](#) (traditional calendar not applicable)

[AU Connected](#)

Campus Security Report

Antioch University Santa Barbara
September 27, 2018

The federal *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, 20 U.S.C. § 1092 (more commonly referred to as “the Clery Act”), requires all postsecondary educational institutions participating in federal Title IV student financial assistance programs to disclose certain crime statistics, safety related policies and procedures, fire safety information, and fire statistics in an annual security report (ASR). The Clery Act mandates that institutions publish their ASRs by October 1st each year.

Each year, under the auspices of Office of the Provost for each of the campuses of Antioch University (“Antioch” or the “University”) prepares this report in compliance with the Clery Act. Antioch assembles statistics and relevant information to this report based on its own records, communications with local law enforcement, and information from various campus security authorities. In preparing its ASR, Antioch follows its Clery Act Policy, <http://aura.antioch.edu/policies 300 3x/3/> which is hereby incorporated by reference here.

You may access Antioch University Santa Barbara’s 2018 Annual Security Report [here](#).

