

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 (<http://aulacatalog.antioch.edu/fastrackprograms>).

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.