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
- The Multiple Subject and Education Specialist credentials are each offered as a 4 quarter full time program with classes offered two nights a week during the 10 week quarter. An individual plan can be created in order to complete both credentials.
- The Clear Credential is offered over 3 quarters, generally one night per week each quarter.

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

- This MA in Education degree is a continuation of the Teacher Credentialing program. It is a 4 quarter half time program that can be completed immediately after the credential or can be postponed. 75 units earned during the credential program are added to 31 graduate units for a total of 106 units.

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

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

MISSION OF THE EDUCATION DEPARTMENT

The Education Department is a community of teachers and learners who value making a positive and sustainable difference in the world. All that we do is designed to help each other thrive and evolve as we learn to interact with those areas most in need of social justice attention. The pedagogies taught in the department are progressively characterized by close interactions between candidates and faculty, nurture the skills and habits of critical and creative reflection that can best serve lifelong learners, advocates for democracy. Our students seek to live lives of meaning and purpose.

EDUCATION DEPARTMENT LEARNING OUTCOMES

1. Commitment to Systems Thinking: Identify and evaluate the interactions and interconnectivity of elements in a system.
2. Commitment to Currency: Identify, investigate, evaluate, and articulate past, current, and future trends in the given discipline.
3. Commitment to Access: Evaluate theories and generate advocacy for social justice, diversity, leadership, community and equity.
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 (Thornton, 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
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.