

Section VII

Additional Learning

Opportunities

Early Decider Track for MAE Program

*Do you dream of being a teacher?
Or want a career in education?*

Requirements:

- Must be enrolled in BA Program
- Must have 35 or less upper-division units remaining as of final Summer

Benefits:

- Earn 2 quarters of graduate level credits for MAE while completing BA
- Reduced tuition
- CA Cal Grants

In final Summer, enroll in:

- HDV455 Child Development & Learning
- HDV458 Language Development & Acquisition

To prepare for CBEST & CSET, consider the following courses:

- LBS392 Engaged Citizenship
- LBS345 Environmental Studies/Ecology
- LBS393 Science of Oceans
- COM 312 Advanced Academic Writing
- GBL300 History of Globalization
- LBS 377 The Latino Community in American Society

Outside Learning Activities (OLA's)

Independent studies, tutorials, internships, and practical are examples of Outside Learning Activities (OLA's).

- A **tutorial** is a learning activity in which a qualified evaluator meets with the student on a regular basis to guide the student through specific readings, learning experiences, and competencies.
- In an **independent study**, the student and evaluator together establish learning competencies to be developed and how they will be evaluated, the student accomplishes the required work independently, and the evaluator assesses the final work.
- For an **internship**, learning takes place in an institutional setting where the student is supervised and/or instructed in specific tasks, projects, experiences, etc. and is evaluated by the supervisor or instructor.
- A **practicum** is a practical application of theoretical learning which by its doing demonstrates learning.

Educational Purposes of OLAs

- to allow a student to obtain learning experiences unavailable in Antioch's standard curriculum that are central to her or his educational goals,
- to allow a student to pursue a topic in greater depth than a classroom setting allows, and
- to allow students to put their theoretical learning into practice outside the University.

Difference Between OLAs and Prior Learning

How do OLAs differ from Prior Learning? The learning in an OLA takes place during the student's residency at Antioch, whereas the learning in Prior Learning took place before the student entered Antioch (even though it is being documented and credited "now").

Who May Serve as an Evaluator of an OLA?

- Antioch maintains academic quality by setting standards governing who may evaluate Outside Learning Activities.
- Antioch Core Faculty members are always acceptable as evaluators for OLA's in their areas of expertise.
- Antioch Adjunct Faculty members and professionals from outside the University are acceptable with advisor approval.

Advisors will consider approving outside evaluators whose credentials show expertise in the area of the learning activity, and who meet one of the following qualifications:

- a Doctoral degree in the field of the learning being evaluated (that is, a Ph.D., Ed.D., D.B.A., M.D, etc.), OR
- a Master's degree in the field of the learning being evaluated, OR
- a Bachelor's degree and 10 or more years of expertise in the field of the learning being evaluated, OR
- 20 years of demonstrated professional expertise in the field of learning being evaluated. "Demonstrated expertise" may include, for example, publications in the area, professional supervision in the area, or credentials.

Restrictions on Outside Evaluators

1. Restriction on Number of Units Evaluated: no single evaluator may evaluate more than 24 units for any one student (this means 24 units total, including current classes, OLA's and Prior Experiential Learning).
2. Restriction on Personal Relationship Between Evaluator and Student: to avoid a conflict of interest, the outside evaluator may not be an individual with whom the student has or has had a significant personal relationship, such as family member, partner, employee, or therapist (except, that a therapist may serve as evaluator when the therapy itself is central to the learning activity and the therapeutic relationship has been terminated and will not be re-instated.) No currently enrolled Antioch student (in any program) may serve as an outside evaluator. The final decision as to whether an evaluator is qualified lies with the BA Core Faculty.

How Much Work for How Much Credit?

As a general guideline, 33 hours of learning equals one unit of credit in an OLA. Following the above guideline, for a 2 unit internship Antioch normally expects the student to work in the internship setting 6-7 hours per week for ten weeks, for 66 learning hours total, considering time for writing up notes, the Student Learning Assessment, etc. A 3-unit internship generally requires ten hours per week on site. Obviously the on-site time commitment will be less for internships involving extensive time spent in reading or writing.

Changing the Number of Units in an Internship or Independent Study

The number of units for an OLA must be reflected in the OLA proposal. Revisions in number of units may be made only during the regular Add-Drop period (the first three weeks of the quarter). Units may not be added to or deleted from an OLA later.

Steps in Getting a BA OLA Approved

- A) Before Registration, the student prepares a proposal for the OLA and submits it to the advisor.
- B) Once an evaluator has been assigned, the student may need to revise the proposal and may need to obtain a resume or statement of qualifications from the evaluator, unless these are on file at Antioch already.
- C) The student returns the revised proposal to the advisor *by the end of the second week of the quarter*.

Whenever you enroll for an Outside Learning Activity (OLA), **you are required to submit a proposal or syllabus of the course of study which you intend to pursue.** (See Application for Independent Study and Outside Learning form.) If the OLA is a class at another institution in which you are concurrently enrolled and for which a syllabus is provided, there is no need for you to create one. **The proposal must be given to your advisor prior to registering for the learning activity.** Also, you should have the proposal reviewed by the person who will be evaluating the learning to be sure the learning fulfills their expectations.



BA Independent Study Contract

Student Name: _____

Title of Learning Activity: _____

Quarter: _____ Credits: _____

Evaluator Name: _____

Major Learning Intention:

What is the overall purpose of this activity?

Learning Objectives:

What specific knowledge, skill and/or attitudinal competencies will be acquired?

Learning Activities:

What experiences will student undertake in order to achieve the intention and objectives?

Learning Documentation & Demonstration:

How will accomplishment of the learning objectives be demonstrated to the evaluation? What criteria will be used for assessment?

Resources Required:

What readings or other learning resources will be used?

Evaluator Role:

What forms of assistance has the evaluator agreed to provide?

Scheduled Completion:

Student work to be complete and submitted to evaluator: _____

Evaluation to be submitted to Antioch: _____



We agree to the above learning plan:

Student: _____ Date: _____

Evaluator: _____ Date: _____

Student's Core Faculty Advisor: _____ Date: _____

Please include your evaluator's resume with this contract



Sample of BA Independent Study Contract

Student Name: Jane Doe

Title of Learning Activity: Media and Meaning

Quarter: Summer 2011 Credits: 3

Evaluator Name: Dick Morrow

Major Learning Intention:

What is the overall purpose of this activity?

As consumers of media messages, we receive messages from a variety of media sources and we give meaning to media messages. The major learning intention of this course of study is to learn the impact of various media on the perception and interpretation of media messages. We will study the development of media from the invention of the alphabet through writing and print technology, the impact of images in photography and movies, the advent of radio and television and on into the information age of digital technology. With each advance of technology we will explore the nature of the medium, the implications for perception and interpretation of messages and the effect on the construction of meaning.

Learning Objectives:

What specific knowledge, skill and/or attitudinal competencies will be acquired?

1. The student will learn the historical development of various media technologies.
2. The student will gain an understanding of the construction of meaning through perception and interpretation.
3. The student will apply their understanding of the construction of meaning to the various media technologies.
4. The student will explore the implications of their observations for the process of learning and other elements of modern American culture.

Learning Activities:

What experiences will student undertake in order to achieve the intention and objectives?

1. The student will read the assigned readings and write a brief reaction paper to each of the chapters/sections in the reading.
2. The student will experience each of the forms of media as assigned by the instructor and write a reflection paper of their experience.
3. The student will write a major research paper on a subject of their choosing as approved by the instructor.

Learning Documentation & Demonstration:

How will accomplishment of the learning objectives be demonstrated to the evaluation? What criteria will be used for assessment?

The student will be evaluated on their response papers to the reading, the reflection paper on their experience, and on their final paper.

The criteria for assessment will be appropriate insight into the subject matter in the response papers, a clear ability to reflect on their experience in light of the subject matter concepts as demonstrated in their reflection paper, the ability to do research and communicate well in writing with proper citation of sources, and an in-depth knowledge of the researched subject matter as evidenced in a carefully reasoned researched paper and the appropriate use of the language of the subject matter.

Resources Required:

What readings or other learning resources will be used?

The student will read:

Understanding Media by Marshall McLuhan

Amusing Ourselves to Death by Neil Postman

Technopoly by Neil Postman

And excerpts from Orality and Literacy by Walter Ong, In the Absence of the Sacred by Jerry Mander, Media/Society by Croteau and Hoynes and other sources.

The student will experience print, film, radio, TV and digital technologies as assigned.

Evaluator Role:

What forms of assistance has the evaluator agreed to provide?

The evaluator will explain the course of study to the student, answer any questions that arise during the course of study and evaluate the students work at the end.

Scheduled Completion:

Student work to be complete and submitted to evaluator: The end of the current quarter

Evaluation to be submitted to Antioch: _____



We agree to the above learning plan:

Student: _____ Date: _____

Evaluator: _____ Date: _____

Student's Core Faculty Advisor: _____ Date: _____

Please include your evaluator's resume with this contract.

Prior Experiential Learning Process

Prior Learning is learning that occurred outside of accredited institutions of higher learning for which AUSB may award credit. Sources of such learning include work or life experience, travel, hobbies, previously audited courses, community or professional workshops, classes or conferences. Prior learning can be lower or upper division.

Prior Experiential Learning

- AUSB students have the option of earning college-level credit for learning done outside of college through documenting Prior Experiential Learning. Students must attend the Priors workshop, write a proposal, and if approved, work with a faculty evaluator to provide evidence of college-level learning.
- AUSB adheres to the standards recommended by the Council for Adult & Experiential Learning (CAEL) found at http://www.cael.org/standards_assessing_learning.htm.
- Prior Experiential Learning units may be utilized if a student does not have the maximum of 120 quarter units upon transfer, and only to reach 120 quarter unit transfer total.
- Prior Experiential Learning is limited to a maximum of 45 quarter units. No more than 3 quarter units may be awarded to any one Prior Experiential Learning activity.

Sometimes prospective students say, “I hear Antioch gives credit for life experience.” This is not true. First, the credit is not *given*; it must be *earned*. Second, credit is not awarded for *life experience*; it is awarded for *learning* that has been acquired from life experience *and can be documented as college-level learning – often upper-division college-level learning*.

Students wishing to document prior learning must first take a no-cost, no-credit Priors Workshop offered each quarter. The process of registering for and documenting prior learning is outlined in the flowchart on next page.

FAQs

How many units can I do in priors?

The maximum number is 45 units, but only to reach maximum transfer total of 120 units.

Are there a maximum number of units for any one prior?

Yes – 5 units. Priors are usually done for 3 or 4 or 5 units.

How do I sign up to do a prior?

If you haven't already done so, sign up to take the Priors Workshop. Develop a proposal for the prior you want to do. (See the form and sample in this section) When you do pre-reg advising, tell your advisor you want to register for a prior and give her or him your priors proposal. Your advisor will give you an orange card on which to sign up for the prior.

Do I pay tuition for priors?

No. You pay a flat administrative fee per prior – not per unit.

Do priors units count toward my full or part-time status or my residency requirement?

No – only tuition-paid units count toward full or part-time status and residency, but they do count toward your graduation requirement.

How do I know what kinds of learning can be used and how many units to propose?

That will be covered in the Priors Workshop.

How do I document my learning?

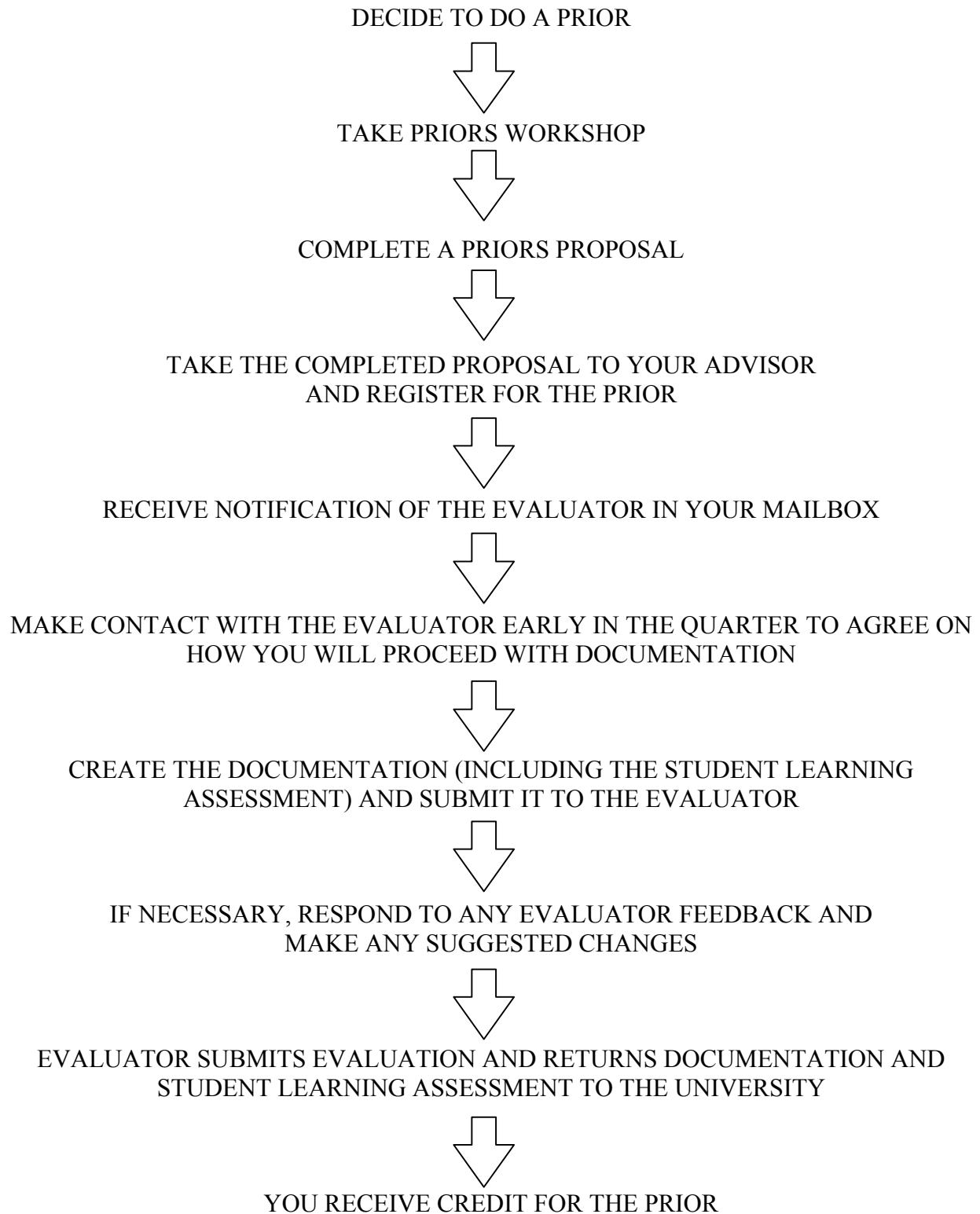
Most students document their learning by writing a paper and discussing it with the evaluator. However, the documentation can take other forms agreed upon by the student and the evaluator.

Who will evaluate my learning?

An evaluator will be assigned to you by the program. This process is relatively easy for some students and quite difficult for others. It requires the ability to conceptualize and articulate your learning on a college level. For students who are in the habit of reflecting on their experience and thinking about what they have learned as they go along, it is usually a fairly straightforward process. For students who have not developed such reflective abilities, it often requires additional new learning to develop the skills and abilities required by the process. The seminar, Prior Experiential Learning Workshop, is presented frequently to assist students with this process and is required of all students who are planning to document prior learning. When you think about your prior learning experience you should look for learning on a variety of levels. Think about skills you have developed, knowledge you have gained, abilities you possess, and attitudes you have cultivated. Learning on each of these levels is potentially creditable as college-level learning. Generally, prior learning course equivalents combine learning in two or more of these areas.

Since a primary goal of the Antioch B.A. degree program is that students develop the ability to integrate theory and practice, evidence of this capacity is an important criterion in evaluating prior learning. If your prior learning is heavily weighted on the side of practice, you may need to include coursework in your program to strengthen your understanding of theory. Sometimes students need to take other courses before they attempt to document and demonstrate their prior learning so that they have the language with which to demonstrate college-level equivalence with their priors. AUSB adheres to the standards recommended by the Council for Adult & Experiential Learning (CAEL) found at [Http://www.cael.org/standards_assessing_learning.htm](http://www.cael.org/standards_assessing_learning.htm)

The Priors Process



Proposal

Student Name: _____

Course #: _____ Title: _____

Proposed number of units: _____ Date and duration of learning: _____

Method of Documentation: _____

Description of prior experience: _____

Learning Outcomes: _____

Evaluator: _____

Address: _____

Phone: _____ E-Mail Address: _____

Evaluator's approval: _____ Please sign _____

Planned date for submission of work to evaluator: _____

Advisor's Signature: _____

Life Learning Experience List

List experiences in your life or topics about which you feel knowledgeable. Treat this as a brainstorming exercise. Do not go into great amounts of detail; just try to do a quick survey of the territory of your learning.

Work

Volunteer Involvement

Non-Credit Courses, Seminars, Workshops, Conferences

Travel

LIFE EXPERIENCE LIST (cont'd)

Personal Life

Recreational Activities, Hobbies

Independent Reading, Viewing & Listening (Favorite authors, composers, etc.)

Foreign Languages

Special topics about which you feel knowledgeable or skilled

Other

Student Learning Assessment

The student is required to write and submit a Student Learning Assessment for every documented **prior** and every Antioch-sponsored **Outside Learning Activity (OLA)**. The learning assessment is completed by the student and submitted with the documentation to the evaluator for review before being given to the faculty advisor for approval.

The purpose of the Student Learning Assessment is to provide the student the opportunity to reflect on the nature and meaning of her/his learning, place her/his learning in a personal and cultural context and relate it to her/his motivations and goals. The Student Learning Assessment takes the form of a brief essay (2-3 pages) created in response to the following questions.

1. Describe and reflect on the context of your learning.

Where and how did you acquire this learning?

Who were you at the time and what effect did this have on the nature of your learning?

How was your learning affected by the cultural variables extant at the time (e.g. political, social, religious, environmental factors)?

2. Why did you acquire this learning?

What were your goals?

What was your motivation?

3. What emotions were attached to this learning experience and how did they impact your learning?

4. Describe your process as you are going through the experience of reflecting on the learning, and the experience of documenting the learning for this prior. Comment on how that process has influenced the content.

5. What did this learning give you over-and-above the content? i.e. skills, intellectual abilities, cognitive strategies (different ways of looking at things), attitudes, etc. How has this learning changed you?

6. How can you apply this learning in the future?

7. How would you assess your own learning?

What aspects of your learning are the strongest?

What weaknesses exist in your learning?

What could you have done to improve the documentation of your learning?

8. What is the usefulness and meaningfulness of this learning in terms of your goals?

For Priors, the Student Learning Assessment becomes part of the student's official record and stays on file at Antioch indefinitely. Considerable attention should be given to answering all questions in a meaningful and significant way. It must be typed and accurately completed.

Graduate Programs at AUSB

MA, Clinical Psychology

Our programs excel in producing graduates who have the professional skills needed to practice psychology. Using an interactive, collaborative learning model, students acquire self awareness, an understanding of others, and a practical repertoire of clinical skills. Classes are taught by experienced faculty who work in our community nonprofits, schools or private practices. Faculty can bring rich clinical case examples from their practice settings to your classes.

I think you will find our small, dynamic learning environment both exciting and challenging. You will attend the program with a cohort of students and learn through the open exchange of ideas and experience within this small group. Many students feel a sense of connection to the members of their cohort and the faculty, connections that develop into professional and personal relationships lasting beyond the program. Our one-day-a-week delivery model is often mentioned by students as a convenient way to combine work and school.

MA, Education

Our students tell us that our program has strengthened their resolve to promote social justice and provided them with renewed commitment to work for educational reform.

If you want to be surrounded by others who share this vision, we invite you to discover our Master of Arts degree in Education with an emphasis in Social Justice and Educational Leadership (MAE). The program is designed to give teachers a critical understanding of school organizations, to learn to navigate these systems with critical perspective and to develop the skills to facilitate change.

The program provides a constructivist, reflective education in which application of the material studied and the development of interpersonal group skills are inherent to learning for individuals as well as the entire class. Students address contemporary problems and participate in active problem solving, examining their potential roles as leaders in a reflective, supportive environment.

Our 5 quarter MAE program is designed to help you create the changes you want to see in the education world. Our caring faculty with expertise in educational leadership are change agents themselves. Our classes are small, discussion based, and student work is evaluated through narratives and without grades. Required classes are offered on weekday evenings. The program is tailored to meet individual student interests; focused research is in a teacher's own classroom or other environment. This flexible program is appropriate for educators in preschool settings, elementary through adult learning environments, and non-traditional educational institutions.

PsyD, Clinical Psychology

Our program is small and provides that personal touch that is missing from so many graduate programs. At the same time, I think you will find the quality of the training you receive to be exceptional.

Our University was founded in 1852 by noted educator Horace Mann and we have a tradition of providing community-based education with awareness of social issues and conditions. Our doctoral program is designed as a scholar-practitioner program following the standards of the

American Psychological Association and the core competencies of the National Council of Schools and Programs of Professional Psychology.

We offer the PsyD degree in Clinical Psychology. Our program has an emphasis in Family Psychology. What that means is that you will study the core areas of psychology, develop or deepen your theoretical understanding of clinical psychology, and enrich your clinical skills while developing an understanding of how the individual functions in a multiplicity of systems, including the family system. A review of our sample curriculum will provide a better understanding of the program format. By the time you graduate, you will be skilled in working with individuals, couples, families and larger systems. You will also have a special preparation in the family forensic area which will allow you to work with your clients who must interface with the legal system, including special training to serve as a Child Custody Evaluator, if you decide to pursue that avenue

Student Newspaper

AUSB Odyssey

Antioch previously had a literary journal, entitled: “The Odyssey.” It went unpublished for a few years until Marti Mortillo picked-it-up and changed it into a “literary newspaper,” entitled: “The AUSB Odyssey.” It’s a 20-page publication, which comes out twice per quarter, and includes writings from faculty, staff, students, and community members.

The submissions include current events, news, short stories, literary works (poetry, etc), local reviews, human interest pieces, etc. We are very open to different types of material.

We also include, in every paper, “Faces of AUSB,” which briefly introduces the community to two AUSB students and one faculty or staff. We take on 1-3 staff each quarter, for one credit apiece, who assist with submissions and other publishing issues.

For anyone who is interested in submitting and/or being a part of the staff, they should e-mail AUSBodyssey@gmail.com with any questions.