

Center for Programs in Education

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Chair, First Peoples' Education Programs

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Fred Alcorn
Colleen Almojuela
Stephanie Bravmann
Kate Lorenzini
Joseph Martin
Heather Newmann
Jim Robertson
Jennifer Wilhoit
Jack Yantis



Enroll across programs!

Courses marked with this logo are open to cross-program enrollment for the entire registration period. Be sure to check the particular course description for any prerequisites and/or instructor's permission.

M. A. Education Programs Experienced Educators (Campus-Based Program)

This flexible, 48-credit program serves experienced educators teaching at all levels – PK-12 and beyond. Emphasis is on preparation for leadership in educational change, and students have wide latitude to select a focus area unique to their needs and interests.

EDU525F-1: Introductory Seminar (2)

Kate Lorenzini

Wednesdays, 4 to 6:30 p.m.; Oct. 4, 11, 18, Nov. 1, 8, 29, Dec. 6

This course is required of all students new to Campus-Based M.A.Ed. It is designed to create a collaborative and academically challenging environment to support students as graduate students in education. Students will have opportunities to learn how to develop learning contracts, to find academic journal articles and review pertinent literature, to write critical analyses of academic writing, and to use citations and references required for writing in the field of education. *Eligibility: Campus-Based M.A.Ed. students.*

EDU534D: Inquiry and Research (4)

Ed Mikel

Thursday, 4 to 7:30 p.m.

Designed for the educator as researcher, this course explores the multifaceted avenues of inquiry available to reflective practitioners with a primary emphasis on qualitative research. Students examine and critique assumptions and studies from various research paradigms, including action research and quantitative methods. They also try out various methods of qualitative research and consider which research orientations and designs will help them pose and answer questions important to their work as educators.

EDU537A: Diversity and Equity (4)

Kamuela Ka'Ahanui

Tuesdays, 4 to 8:30 p.m.; Oct. 3, 17, 31, Nov. 7, 14, 28

Students begin by constructing a critical and historical context for today's issues of race, class and gender, and then progress to an examination of culture and how it affects education and learning. The perspective of equity calls attention to the recurring public policy, ethical and legal issues concerning access to schools, allocation of resources, social and cultural relationships, and educational outcomes. This class explores these issues as they are associated with all social groups, especially those holding lesser power, privilege, status and wealth. Finally, the course addresses how students and teachers from

diverse backgrounds can deal with cultural differences in the classroom.

EDU599: Independent Studies (1-4)

Through individually tailored learning contracts, students engage in focused study in an academic discipline or professional field of education. They become familiar with the current theory, bodies of knowledge and lines of inquiry that lie at the heart of a curriculum area they teach or supervise, or in relation to which they create policy or program initiatives. Students should not register until they have developed a title for their learning contract and have received approval from the evaluator for the learning contract in consultation with their advisor. The name of the evaluator must be written on the registration card. *Eligibility: Campus-Based M.A.Ed. students.*

EDU599: Independent Studies in Global Education (2-4)

Jon Garfunkel or Ed Mikel

Independent studies in global education include studies and curriculum projects in human rights education, globalization, education and cultural survival, and global environmental sustainability. Students should not register until they have developed a title for their learning contract and have received approval from the evaluator for the learning contract in consultation with their adviser. The name of the evaluator must be written on the registration card. *Eligibility: Campus-Based M.A.Ed. students.*

M.A Education Programs for Experienced Educators (Site-based Program)

The site-based M.A. in Education offers experienced educators a convenient and supportive program for continuing their professional development. Most of the coursework is offered at schools located near where students teach or live, with an afternoon and weekend schedule that is established by students in each group. Adjunct faculty and guest instructors present courses or shorter offerings in their areas of expertise.

TACOMA

EDU525F-2: Introductory Seminar (2)

Instructor TBD

This course is required of all students new to the M.A.Ed. program. It is designed to create a collaborative and academically challenging environment within which students find the support they need to develop as educators during their graduate school experience.

EDU527I: Curriculum Studies and Reflective Practice (4)

Instructor TBD

This course delineates major curricular orientations in education (dominant ideas and practices, as well as those that confront mainstream orientations and beliefs), investigates their pedagogical, social and political origins within American culture and examines critiques of these orientations particularly from the perspectives of children and adolescents from non-dominant American cultures.

EDU537A: Diversity and Equity (4)

Instructor TBD

Students begin by constructing a critical and historical context for today's issues of race, class and gender, and then progress to an examination of culture and how it affects education and learning. The perspective of equity calls attention to the recurring public policy, ethical and legal issues concerning access to schools, allocation of resources, social and cultural relationships, and educational outcomes. This class explores these issues as they are associated with all social groups, especially those holding lesser power, privilege, status and wealth. Finally, the course addresses how students and teachers from diverse backgrounds can deal with cultural differences in the classroom.

First Peoples' Education Program at Muckleshoot

In partnership with the Muckleshoot Tribe, Antioch University Seattle offers education strands on the Muckleshoot Reservation. Students may work toward a B.A. in Liberal Studies with teacher preparation (BATP), an M.A. in Education or the Professional Teacher Certificate Preparation program, with or without an M.A. in Education (PTCP). To promote a cohesive community and cohort experience, most undergraduates and graduate courses are combined. All courses emphasize the worldviews, values, traditions and teaching and learning styles of northwest and other Native peoples.

COHORT 3

B.A. with Teacher Preparation Program (BATP) and Graduate Teacher Program (GTP)

BATC321/EDU527D: Curriculum and Instruction (3)

Wendy Rosen

Saturday, 1 to 5:30 p.m.

This course covers curriculum development, instructional theory and assessment techniques. Students look at a spectrum of educational issues, from the theories of learning to the nuts and bolts of lesson planning and assessment rubrics. Throughout the course, students use a critical and multicultural lens to understand the role of schooling in a democratic society. They also explore a variety of instructional methods that they apply directly to their instructional units.

BATC310/EDU556D: Educational Foundations (3)

Joseph Martin

Thursday, 4 to 9 p.m.

In this course students investigate and discuss fundamental foundations of schooling. Topics include educational philosophy, culture, power, socialization, values and the study, construction and dissemination of knowledge in the context of a multicultural nation-state.

BATC352B/EDU552B: Math Content I (3)

Instructor TBD

Tuesday, 4 to 9 p.m.

This course, the first of a two-quarter sequence, involves the study of mathematics content for elementary and middle school teachers and prepares students for courses in the methods of teaching K-8 mathematics. Based on national and state standards for school mathematics, the course focuses on concepts, skills and processes of number sense and algebraic sense with emphasis on problem solving and communication. Students use hands-on materials to solve problems as they develop stronger personal understandings of concepts such as number systems, place value, computation, patterns and relationships. Students also use written and oral communication to explain their understanding of math concepts and their problem-solving strategies. A major focus of this course is to explore ways that mathematics is an integral part of life and is accessible to all learners.

B.A. with Teacher Preparation program

BATC331: Literature: Exploring Lives Through Story (3)

Susan Starbuck

Saturday, 8 to 12:30 p.m.

This course engages students in reading and writing stories so they can appreciate the value of fictional and/or autobiographical stories in the classroom. Reading a variety of fictional stories and memoirs, listening to oral tales and writing

personal stories form the study of the personal influences in our understanding of "Americans." Readings have been selected to broaden students' understanding of how personal narrative shapes and stimulates the American collective consciousness. As students find themselves captivated in the "story," it is hoped they will be encouraged to integrate multiple and diverse voices through story in their classrooms. Students develop an instructional unit in a collaborative project as part of the course.

M.A. in Education

EDU537A: Diversity and Equity (4)

Colleen Almojuela

Tuesday, 4 to 9 p.m.

Students begin by constructing a critical and historical context for today's issues of race, class and gender, and then progress to an examination of culture and how it affects education and learning. The perspective of equity calls attention to the recurring public policy, ethical and legal issues concerning access to schools, allocation of resources, social and cultural relationships, and educational outcomes. This class explores these issues as they are associated with all social groups, especially those holding lesser power, privilege, status and wealth. Finally, the course addresses how students and teachers from diverse backgrounds can deal with cultural differences in the classroom.

EDU545: Oral History (4)

Instructor TBD

Thursday, 4 to 9 p.m.

This course, in the qualitative research series, introduces the collection of oral histories to master's students. Students read about the use of oral histories in Native American communities as well as in public and tribal schools. They learn how to design and do an interview, as well as how to analyze relevant documents. Each student identifies a research question and practices the technique by gathering one brief oral history of someone in the community. Ethical and legal issues are discussed at length.

B. A. in Liberal Studies – K-8 Teacher Preparation (BATP)

Antioch's Bachelor of Arts completion with teacher preparation provides opportunities for paraprofessionals, instructional assistants in public schools and other people interested in working in school settings.

SEATTLE 9

BATC470: Student Teaching (11)

Lila Henderson

During student teaching, students are responsible for:

- Presenting a positive, professional and leadership role in the classroom and school
- Writing, teaching, assessing and reflecting upon lesson plans, curriculum units and an instructional sample
- Videotaping and critiquing two lessons
- Securing feedback from the host teacher and faculty supervisor and refining one's performance accordingly
- Participating in both formal and informal evaluations

BATC470A: Integration Seminar (1)

Gerri Douglass

Teacher preparation interns continue their dialogues about the nature of schooling and their roles in the profession. Specific emphasis is placed on issues that arise in the course of student teaching and preparation for interviewing for jobs once students are certified. The draft Professional Growth Plan is created.

SEATTLE 10

Monday and Wednesday, 4 to 8:30 p.m.

Saturday, 8:30 a.m. to 5:30 p.m.

BATC352A: Math Methods for K-8 Teachers (3)

Jacque Ensign

Students build on instruction, state mathematics Essential Academic Learning Requirements (EALRs) and national standards. They study the use of manipulatives, and demonstrate in-depth understanding of mathematical concepts taught in 21st century K-8 classrooms. Study includes the investigation of different teaching strategies to motivate and help children learn mathematics. A variety of curriculum materials, assessments, technological tools and best practices for teaching mathematics are examined. Participants design lessons, solve problems, examine WASL sample problems, utilize inquiry and critical thinking, and create performance tasks and assessments in a mathematical environment. Course work emphasizes number systems and number sense, geometry, measurement, statistics, probability and algebra.

BATC451: Teaching Life Science w/ Lab (3)

Instructor TBD

The great Northwestern natural environment is the laboratory for the students in this class. During field trips to Puget Sound, mountains and forests, students learn about the flora and fauna, as well as the development and processes that create the Northwestern ecosystem.

BATC330: Child & Adolescent Literature (3)

Christie Kaaland

This course introduces pre-service teachers to the range of children's literature and a variety of materials and activities used to enrich children's awareness of literature. Students also explore materials and develop techniques that engage children in the reading process.

BATC331: Literature: Exploring Lives Through Story (3)

Anne Maxham

This course engages students in reading and writing stories so they can appreciate the value of fictional and/or autobiographical stories in the classroom. Reading a variety of fictional stories and memoirs, listening to oral tales, and writing personal stories form the study of the personal influences in our understanding of "Americans." Readings have been selected to broaden students' understanding of how personal narrative shapes and stimulates the American collective consciousness. As students find themselves captivated in the "story," they will be encouraged to integrate multiple and diverse voices through story in their classrooms. Students develop an instructional unit in a collaborative project as part of the course.

TACOMA 12 (New Blend)

Wednesday and Thursday, 4 to 8:30 p.m.

Saturday, 8:30 a.m. to 5:30 p.m.

BATC452B/EDU552B: Mathematics Content for K-8 Teachers II (3)

Jim Robertson

The second of a two-quarter sequence, this course involves the study of mathematics content for elementary and middle school teachers, and prepares students for courses in the methods of teaching K-8 mathematics. Based on national and state standards for school mathematics, the course covers math concepts, skills and processes of geometric sense, measurement, probability and statistics with emphasis on problem solving

and communication. Students use hands-on materials to solve problems as they develop stronger personal understandings of concepts such as geometric shapes and their properties, measurement uses and appropriate tools, exploring uncertainty and data gathering and analysis. Students also use written and oral communication to explain their understanding of math concepts and their problem-solving strategies. A major focus of this course is how mathematics is an integral part of life and accessible to all learners.

BATC321/EDU527D: Curriculum and Instruction (3)

Christie Kaaland

This course covers curriculum development, instructional theory and assessment techniques. Students look at a spectrum of educational issues, from the theories of learning to the nuts and bolts of lesson planning and assessment rubrics. Throughout the course, students use a critical and multicultural lens to understand the role of schooling in a democratic society. They also explore a variety of instructional methods that they apply directly to their instructional units.

BATC360/EDU521F: Multicultural Education (3)

Kamuela Ka'Ahanui

This course is developed to acquaint pre-service teachers with the theories, domains and possibilities of multicultural education in the schools. Diverse interactions with educational organizations and other human services systems form the basis for exploring comparative race, class and gender issues. Students focus on culture as the basis of meaning-making and multicultural education as the basis for teaching all children. A required learner application activity includes the development and demonstration of theories applied to integrated instructional units.

BATC340: The Joy of Writing (3)

Anne Maxham

This course is intended to give the future teacher extensive experience in written composition. The class approaches writing as a way of knowing and understanding the world by requiring students to compose in a variety of genres.

EDU534D: Inquiry and Research (4)

Fred Alcorn

Designed for the educator as researcher, this course explores the multifaceted avenues of inquiry available to reflective practitioners with a primary emphasis on qualitative research. Students examine and critique assumptions and studies from various research paradigms, including action research and quantitative methods. They also try out various methods of qualitative research and consider which research orienta-

tions and designs will help them pose and answer questions important to their work as educators.

Graduate Teacher Preparation with M.A. Option (GTPMA)

Graduate teacher preparation emphasizes social change and innovative program design. Options include specializations within elementary – secondary education with the opportunity to complete the M.A. in Education degree.

K-12 DAY 2005

Mondays and Wednesdays, 5 to 8:30 p.m.;
Oct. 4, 11, 16, 18, 23, 25, 30, Nov. 1, 6, 8, 13,
15, 27, 29, Dec. 4, 6

EDU571B: Teacher as Researcher II (4)

Tina Dawson

Students investigate various methodologies and practices in education research. They explore the roles and responsibilities teachers have in conducting research in their own classrooms.

EDU572B: Project Completion II (4)

Jennifer Wilhoit

This sequence provides a structure within which students can create and implement an inquiry-based educational project. Students submit a report that demonstrates successful completion of the project.

K-12 EVENING WINTER 2006 - ELEMENTARY

Tuesday, Wednesday and Thursday,
4 to 9:30 p.m.

EDU592: English as a Second Language (3)

Instructor TBD

This course focuses on theories of teaching English as a second language as well as strategies that classroom teachers can use to support the learning of multilingual children.

EDU503F: Classroom Management (3)

Instructor TBD

Students thrive in classrooms in which the rhythm of the work complements and enhances the energies of the students. Time management, task management and pacing of instruction are important components of the rhythms of a classroom. Classrooms are also small communities, and through democratic design they can

support and develop the skills students need to be productive members of a democratic society. This course provides students with the opportunity to explore effective management designs for secondary classrooms.

EDU502Y: Instructional Methods: Health Education & Physical Education (2)

Instructor TBD

This course surveys curricular scope and sequence concepts in health and physical education, as well as appropriate instructional and assessment methods.

EDU502Z: Instructional Methods: Integrating the Arts (2)

Jack Yantis

What are current perspectives about blending arts such as dance, drama, music and visual art into academic disciplines? How can the two create synergy, motivation and deep understanding of the interlinking concepts, skills and knowledge of each to help empower the learner? How does the creative process transform the classroom? Integrating the Arts explores these questions through various methods that are a fusion of practice, theory and possibility, all grounded in an experiential context.

K-12 EVENING WINTER 2006 - SECONDARY

Tuesday, Wednesday and Thursday,
4 to 9:30 p.m.

EDU592: English as a Second Language (3)

Instructor TBD

This course focuses on theories of teaching English as a second language as well as strategies that classroom teachers can use to support the learning of multilingual children.

EDU559: Changing Schools (3)

Instructor TBD

In this course, students explore the knowledge and tools needed to bring about change within educational settings. Students examine many issues together and also have an opportunity to look in greater depth at an area of current reform in which they are personally interested.

EDU502Y: Instructional Methods: Health Education & Physical Education (2)

Instructor TBD

This course surveys curricular scope and sequence concepts in health and physical education as

well as appropriate instructional and assessment methods.

EDU502Z: Instructional Methods: Integrating the Arts (2)

Jack Yantis

What are current perspectives about blending arts such as dance, drama, music and visual art into academic disciplines? How can the two create synergy, motivation and deep understanding of the interlinking concepts, skills and knowledge of each to help empower the learner? How does the creative process transform the classroom? Integrating the Arts explores these questions through various methods that are a fusion of practice, theory and possibility, all grounded in an experiential context.

K-12 EVENING SPRING 2006 - ELEMENTARY

Tuesday, Wednesday and Thursday,
4 to 9:30 p.m.

EDU502T: Literacy Issues & Methods II (2)

Heather Newmann

In this course, students continue the study of literacy teaching and learning. The focus is on creating classroom contexts that support all students' reading and writing development, including those with special literacy needs.

EDU502D: Instructional Methods: Social Studies (3)

Instructor TBD

In this course, students examine the complex issues involved in social studies education. Students learn to integrate the content of history, civic ideals, people and places, and issues of power and authority in society by applying best practices in planning, instruction and assessment. This is done in the context of the National Standards for Social Studies and the state's Essential Academic Learning Requirements.

EDU502B: Instructional Methods: Mathematics (3)

Jacque Ensign

The first part of a sequence on mathematics teaching, this course focuses on creating understanding of mathematics concepts and processes through teaching methods that include problem solving, manipulatives and written explanations. The concepts of number sense, algebraic sense and the meaning behind the algorithms of arithmetic are explored. A variety of instructional techniques are modeled. The integration of multicultural ideas and literature is stressed.

Students develop their abilities to design lessons that are mathematically worthwhile and incorporate Washington's Essential Academic Learning Requirements.

EDU502C: Instructional Methods: Science (3)

Instructor TBD

In this course, students are introduced to science curricular concepts and learn effective strategies for science instruction. They experience innovative practices and models, review resources and explore authentic assessment tools throughout the class. Multicultural issues in science education are highlighted within each topic.

EDU562: Educational Law and the School (3)

Kamuela Ka'Ahanui

This course presents an overview of the law and legal issues facing all educators today, including student discipline, professional tort and liability, teachers' rights, students' rights, special education, collective bargaining and employment rights, curriculum issues, gender and race equity and other contemporary constitutional law issues. An important part of this course includes legal applications concerning child abuse and neglect issues and sexual harassment issues from the perspective of preventative education. Students will also engage in practical learning exercises that assess self-knowledge about school law in general and through their legal research of actual case law, ways in which the law empowers the rights, roles and responsibilities of K-12 classroom teachers. Applicable codes of professional conduct (WAC and RCW's) that affect all teachers and school administrators in Washington state are also examined and applied through on-line research and practice exercises.

EDU510C: Integration Seminar (1)

Stephanie Bravmann

Teacher preparation interns continue their dialogues about the nature of schooling and their roles in the profession. Specific emphasis is placed on issues that arise in the course of student teaching and preparation for interviewing for jobs once students are certified. The draft Professional Growth Plan is created.



EDU584: Individual Educational Plan (IEP) and Accommodations for EALRs/WASL for Diverse Student Populations (4)

Pattabi Raman and team

Saturdays, 9 a.m. to 5:30 p.m.; Oct. 18, Nov. 4, 11, 18, Dec. 2

This course focuses on the core principles of writing an IEP with particular reference to the

EALRs and their relationship to the WASL for meeting diverse student needs. Students explore specific approaches to planning academic and behavior goals as a result of differences in information processing, ethnic, cultural and linguistic backgrounds for optimal accommodations in least restrictive classroom environments. There is a materials fee of \$30.



EDU586: Special Education Student Assessment and Evaluations (4)

Pattabi Raman and team

Saturdays, 9 a.m. to 5:30 p.m.; Sept. 16, 23, 30, Oct. 7, 14

This course identifies ways to evaluate the Present Levels of Educational Performance (PLOEP) of special education students as it relates to their eligibility criteria for IDEA. The course also explores acquisition of information and mastery of skills through a variety of learning modes, styles and instructional methods. Includes alternate strategies of assessment of academic performance for EALRs in the WASL and accommodating for special populations. There is a materials fee of \$30.



EDU589: Issues in Curriculum Modifications, Instructional Methods for Inclusion (4)

Pattabi Raman and team

Saturdays, 9 a.m. to 5:30 p.m.; Dec. 9, 16, Jan. 6, 13, 20

This course covers the philosophy of special education curricula and its integration of developmentally appropriate concepts. Students explore the rational and current approaches to orchestrating a "Brain-Based Learning Environment." Also covered are specifics of IEP development with respect to behavioral and academic goals and objectives geared to the "at-risk learner," material selection, adaptation and modification of instructional strategies for inclusion. There is a materials fee of \$30.

Environmental Education Certificate



EDU506B: Methods of Environmental Education (3)

Robert Wang

Sundays, 9 a.m. to 5:30 p.m., Oct. 8, Nov. 5, Dec. 3; Limit 40

This course provides students with an introduction to environmental education teaching methods for formal and informal settings. Students experience and examine various teaching methods commonly used in environmental education and evaluate the applicability and efficacy of each. Through readings, discussion, written assignments, participation, and obser-

vation, students gain an understanding of the philosophy, history, content and current practices of teaching environmental education. Students examine and critique several environmental education curricula and develop a thematic plan as a final class project. This course addresses elective requirements for education and is required for the Environmental Education certificate.