

Center for Programs in Education

Center Faculty and Staff

<http://www.antiochseattle.edu/EDfaculty>

Interim Center Director

Robert Delisle, Ed.D.

Chair, Bachelor of Arts in Liberal Studies with Teacher Preparation

Gerri Douglass, M.Ed.

Chair, First Peoples' Education Programs

Wendy Rosen, Ph.D.

Core Faculty

Jacque Ensign, Ph.D.

Kamuela Ka'Ahanui, Ed.D.

Christie Kaaland, Ed.D.

Anne Maxham, Ph.D.

Edward Mikel, Ph.D.

Melissa Rickey, Ed.D.

Ted Wright, Ph.D.

Office Manager

Amy Ardeña

Certification Officer

Rita Hunter

Director, Field Experiences

Lila Henderson-Leonard, Ed.S.

Adjunct Faculty

Fred Alcorn, M.Ed.

Will Bill Jr., M.A. Ed.

Andrea Confalone, M.A. Ed.

Stephen Floyd, Ph.D.

Leslie Gordon, Ph.D.

Kate Lorenzini, M.A. Ed.

Linda Munson, M.A.

Heather Newman, M.A.

Steven Oliver, M.A. Ed.

Gilda Sheppard, Ph.D.

Tyrone Simmons, M.A. Ed.

Ophelia Taylor Walker, M.A.

Jack Yantis, M.F.A.

Professor Emerita

Susan Starbuck, Ph.D.



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.

NOTE for all Independent Studies:

Students may not register until they have developed a title for their learning contract and have received approval from the evaluator and their adviser. The name of the evaluator must be written on the registration card.

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

EDU525F-1: Introductory Seminar (2)

Kate Lorenzini

Wednesday, 4 to 6:30 pm

Introductory Seminar is required of all students new to Campus-Based M.A.Ed. Students 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.

EDU535C: Leadership and Reform (4)

Ed Mikel

Thursday, 4 to 7:30 p.m.

Provides an overview of the landscape of educational change in society, present and past. Students gain a broad perspective on the critical issues of reform and innovation to evaluate systematically the merit and effect of change projects, and to take important and meaningful leadership roles in projects of interest and concern to them.

EDU599: Independent Studies (2-4)

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. *Eligibility: Campus-Based M.A.Ed. students.*

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

Jon Garfunkel or Ed Mikel

This learning activity includes studies and curriculum projects in human rights education, globalization, education and cultural survival, and global environmental sustainability.

EDU599: Independent and Guided Studies in Literacy (2-4)

Instructor TBD

Students examine children's and young adult literature for a diverse society, including an age-related study of selected genre, author, culture and content.

EDU599: Independent and Guided Studies in Special Education (2-4)

Lila Henderson-Leonard

Students learn specific best practices to address the needs of special education students who are included for the majority of the day in regular classrooms. Students learn instructional and classroom management strategies that effectively help regular classroom teachers provide the best learning environment for students with special needs.

EDU599: Independent and Guided Studies in Integrated Arts (2-4)

Jack Yantis

Learners explore arts integration models and development of practical applications that can be used in a variety of classroom settings through the forms of dance and visual art. Learners have opportunities to learn from professional artists and art educators, design arts integrated lesson plans and apply these lessons within the supportive environment that a peer-based classroom can provide.

Inquiry Sequence

The culminating inquiry project is an independent study, conducted individually or collaboratively, in which students work closely with their research advisers. A support seminar for students in all stages of the inquiry sequence is required.

EDU601A: Inquiry Proposal (2-4)

Each student develops a proposal that delineates a focus for inquiry, the rationale for initiating inquiry and a theoretical perspective. It also includes a full literature review that shows deep knowledge of the conceptual fields and research studies related to the student's inquiry, as well as a description of the methodology that is used for investigation and interpretation.

EDU601B: Inquiry Development (2-4)

Students who have had their inquiry proposal approved by their advisers may register for Inquiry Development. These credits are awarded for the development of a focus and the collection of data that allows for experiential understanding of the chosen investigation. Evidence of data collection includes curriculum development work, interview transcripts, observation notes and researcher's journals.

EDU601C: Inquiry Report (2-4)

Inquiry Report is the culmination of the inquiry project. The report encompasses an introduction that articulates and updates the elements of the proposal, the literature review, the findings and a discussion or interpretation of the findings.

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

TACOMA

EDU601B: Inquiry Development (3)

See description under "Inquiry Sequence" on page 15.

EDU599: Independent Studies (2-4)

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. *Eligibility: Site-Based M.A.Ed. students.*

EDU599: Independent and Guided Studies in Special Education (2-4)

Instructor TBA

See description above.

EDU599: Independent and Guided Studies in Mathematics (2-4)

Instructor TBA

Students explore the theories and practices of teaching math and how to develop, refine and best implement mathematics curricula. The focus is on innovative approaches to teaching mathematics that emphasize problem solving, reasoning, communication and connections to everyday life. Students extensively explore use of manipulative materials, computer technology and mathematical equipment.

First Peoples' Education Program at Muckleshoot

COHORT 3

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

BATC352A/EDU502B: Instructional Methods: Math (3)

Leslie Gordon

Students learn theories and a variety of approaches to teaching math, which incorporate Washington's Essential Academic Learning Requirements (EALRs). The course emphasizes number sense, patterns and algebraic sense, geometry and measurement, and probability and statistics. Using manipulatives, students explore problem solving, reasoning, communication and connections.

BATC410/EDU502S: Literacy Issues and Methods I (3)

Heather Newman

An overview of critical issues in reading and writing. Students learn the theories and practices of teaching reading, writing and communication skills. The course considers the full spectrum in the field of literacy, from whole language to direct instruction methods and theories. Particular emphasis on beginning reading development and reading as the construction of meaning.

BATC353: Teaching Social Studies (3)/ EDU502D: Instructional Methods: Social Studies (3)

Will Bill Jr.

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 (EALRs).

B.A. with Teacher Preparation Program (BATP)

BATC305A: Writing (3)

Instructor TBA

Provides diagnosis of each student's writing needs, with individually-tailored assignments to facilitate improvement of the student's academic writing skills.

Graduate Teacher Program (GTP)

EDU572A: Project Planning (3)

Wendy Rosen

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.

M.A. in Education

EDU561B: Tribal Law (3)

Tyrone Simmons

An overview of the law and legal issues facing all educators today, with a special emphasis on tribal issues. These include discipline, liability, certification, touching, code of professional conduct, special education, constitutional issues and others.

EDU572A: Project II (2)

Fred Alcorn

Students gather data and information necessary to complete their final master's projects in accordance with the timeline previously approved. With data collection completed, students may begin work on their final product.

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

SEATTLE 10

BATC354A: Teaching the Arts (3)

Jack Yantis

Wednesday, 4 to 8:30 p.m.; April 4, 11, 25, May 9, 23, May 30

Integrates the creative arts (music, visual arts, drama and creative movement/dance) into planning academic, technological and multicultural curricula for K-8 classrooms. Students master the basic elements, principles, related concepts and vocabulary of the creative arts, and learn to apply district and state (EALR) guidelines for the creative arts curriculum.

BATC453: English as a Second Language (3)

Ophelia Taylor-Walker

Saturday, 8:30 a.m. to 12:30 p.m.; April 7, 14, 21, May 5, 26, June 2

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.

BATC400: Field Experience (3)

Instructor TBA

Saturday, 1:30 p.m. to 5:30 p.m.; April 7, 14, 21, May 5, 26, June 2

Students explore the diversity of teaching and schooling through visits to a variety of schools and by participating in the diverse educational practices available at the schools. Through exposure to many schools in a number of school districts, students gain a wider vision of the possibilities of teaching.

BATC410A: Literacy Issues and Methods II (3)

Anne Maxham

Monday, 4 p.m. to 8:30 p.m.; April 2, 9, 23, May 7, 21, June 4

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

SEATTLE 13

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

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

BATC310: Schooling in America (3)

Instructor TBA

Students investigate and discuss fundamental foundations of schooling, including educational philosophy, culture, power, socialization, values, and the study, construction and dissemination of knowledge in the context of a multicultural nation-state.

BATC455: Technology in American Society & Education (3)/EDU514E: Schools, Society and Technology (3)

Instructor TBA

An introduction to technology curricular concepts as well as effective strategies for science and technology instruction. The course models innovative practices, reviews resources and explores authentic assessment tools and multicultural issues in technology education.

BATC340: The Joy of Writing (3)

Instructor TBA

Gives 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.

BATC370: Child Development and Educational Psychology (3)

Instructor TBA

Increases students' understanding of the stages and types of development of young children and early adolescents, and equips them to work with the profound impact on the educational process of students' psychological, social, physical, moral and ethnic identity development.

TACOMA 12 (New Blend)

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

BATC350/EDU556E: The Meaning and Practice of Social Studies (3)

Gilda Sheppard

Saturday, 8:30 to 1:30 p.m.; April 7, 14, 21, May 5, 26, June 2

Through the perspectives of history, the interactions of people and places in geography, the lessons of rule of law in civics and the economics of society, students examine the knowledge and skills needed to participate as responsible and effective citizens in an increasingly complex world.

BATC353: Teaching Social Studies (3)/EDU502D: Instructional Methods: Social Studies (3)

Gilda Sheppard

Saturday, 1:30 to 5:30 p.m.; April 7, 14, 21, May 5, 26, June 2

Students examine the complex issues involved in social studies education. They 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 (EALRs).

BATC460/EDU508E: Children with Special Gifts and Needs (3)

Ophelia Taylor-Walker

Thursday, 4 p.m. to 8:30 p.m.; April 5, 12, 26, May 10, 24, 31

Addresses several special needs areas, including gifted education, special education and diverse ethnic and cultural issues. Student consider curricular designs for meeting diverse students' needs.

BATC330/EDU530: Child and Adolescent Literature (3)

Christie Kaaland

Tuesday, 4 p.m. to 8:30 p.m.; April 3, 10, 24, May 8, 22, 29

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.

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

K-12 EVENING WINTER 2006 - ELEMENTARY & SECONDARY

EDU601A: Inquiry Proposal (4)

Robert Delisle

See description under "Inquiry Sequence" on page 15.

EDU601B: Inquiry Development (4)

Robert Delisle

See description under "Inquiry Sequence" on page 15.

EDU601C: Inquiry Report (4)

Robert Delisle

See description under "Inquiry Sequence" on page 15.

K-12 EVENING SPRING 2006 - ELEMENTARY

EDU510: Student Teaching (11)

EDU510A: Support Seminar (1)

Lila Henderson

K-12 EVENING WINTER 2007 - ELEMENTARY

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

EDU502S: Literacy Issues and Methods I (3)

Heather Newman

Students learn the theories and practices of teaching reading, writing and communication skills. The course considers the spectrum in the

field of literacy, from whole language to direct instruction methods and theories with particular emphasis on beginning reading development and reading as the construction of meaning.

EDU521F: Multicultural Education (3)

Steven Oliver

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.

EDU510C: Integration Seminar (1)

Robert Delisle

Teacher preparation interns continue their dialogues about the nature of schooling and their roles in the profession. The seminar places specific emphasis on issues that arise in the course of student teaching and preparation for interviewing for jobs once students are certified. Students create their draft Professional Growth Plans.

EDU501: Current Assessment Practices (3)

Mary Lloyd

Focuses on the development and use of effective classroom assessment practices, both formal and informal, to guide instruction and ensure the continuous intellectual, social and physical development of learners. Emphasis is on performance assessment, performance criteria, assessment rubrics, learning logs and journals, observation checklists, graphic organizers, interviews and conferences, grading systems and student-led conferences using portfolios.

EDU508E: Children with Special Gifts and Needs (3)

Andrea Confalone

Addresses several special needs areas, including gifted education, special education and diverse ethnic and cultural issues with consideration of curricular designs for meeting diverse students' needs.



Environmental Education Certificate



EDU506B: Methods of Environmental Education (3)

Instructor TBA

Sunday, 9 a.m. to 5:30 p.m.; April 1, May 6, June 3; Limit 20

Provides students with an introduction to environmental education teaching methods (pedagogy) for formal, informal and non-formal settings. Students experience and examine teaching methods commonly used in environmental education and evaluate the applicability and efficacy of each. Through readings, discussion, written assignments, participation and observation, students gain an understanding of the philosophy, history, content and current practices of teaching environmental education. Students examine and critique several environmental education curriculums and develop a thematic plan as a final class project. This course addresses elective requirements for education and for environment and community M.A. candidates.