

# Center for Programs in Education

## Program Faculty and Staff

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

### Interim Center Director

Robert Delisle, Ed.D.

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### Chair, First Peoples' Education Programs

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Jon Garfunkel, M.A.Ed.

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Rik Katz, M.A. Ed.

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Kevin Plambeck, M.A.

Ellen Riggs, M.Ed.

Tyrone Simmons, M.A.Ed.

Susan Starbuck, Ph.D.

Greg Whiteman, M.Ed.

Jack Yantis, M.F.A.

Darlene York, Ph.D.



### 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)



### EDU506C: Environmental Interpretation (3)

Tina Dawson

Sundays, 9 a.m. to 5 p.m.; July 8, August 5, September 9

Environmental interpretation is planned educational activity that reveals cultural, historical, and natural resource insights to visitors through firsthand experience and illustrative media; it is an approach to communicating about the environment. Emphasis is on the roles of environmental education and persuasive communication in promoting environmental attitudes and behaviors. Suitable for students interested in environmental education, museum studies, and communication.



### EDU515E: Media Literacy Education (2-3)

Kathryn Lorenzini

Monday and Wednesday 4:00 to 7:00 p.m.; July 23, 26, 30, August 1, 6

In our technological age, literacy must include the ability to evaluate critically that information received from a broad range of media. Students consider differing perspectives about literacy, media and the role of media literacy education. Each then creates a plan for integrating media literacy into their work.

### EDU525F: Introductory Seminar (2)

Kate Lorenzini

Dates and Times TBA

This course is required of all students new to Campus-Based M.A.Ed. It creates a collaborative and academically challenging environment

to support graduate students in education. Students have the opportunity to learn how to develop learning contracts, 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 & Research (4)

Ed Mikel

Tuesday and Thursday, 4 to 7:30 p.m.; July 5, 10, 12, 24, 26, 31, Aug. 2, 7, Sept. 6, plus one telecomputing-based hybrid learning class session determined by students

Designed for the educator as researcher, students explore multifaceted avenues of inquiry with a primary emphasis on qualitative research. They examine and critique assumptions and studies from various research paradigms, to try out various methods of qualitative research and to consider which research orientations and designs will help them to pose and answer questions important to their work as educators.



### EDU-538E: Progressive & Alternative Education (3)

Stephanie Bravmann

Tuesday and Thursday, 1 to 3:45 p.m.; July 5, 10, 12, 17, 19, 24, 26, 31, Aug. 2

The study of the history, philosophy, and current practices of progressive and alternative education within American public and private education. Students explore the visions and dilemmas of individuals who have created alternative or progressive classrooms and schools to learn how such methods can inform one's practice within a traditional system, how to develop a classroom and school congruent with progressive practices and to learn about support networks.

### EDU535D: Formal Leadership in Schools and Educational Organizations (2)

Ed Mikel

Tuesday and Thursday, 4 to 7 p.m.; Aug. 14, 16, 21, plus two telecomputing-based hybrid learning class session determined by students

Enables further study of central themes and issues raised in the core area study of school reform and teacher leadership, focussing on how those who hold formal leadership roles in schools and other educational organizations can exercise these roles most in accord with progressive educational values.

### EDU599-EM: Independent Studies (2-4)

Ed Mikel

Through individually tailored learning contracts, students engage in focused study in an academic discipline or professional field of

education, becoming 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.*

## Guided Studies in Designated Areas of Concentration

Students may select a topic for which a guided study learning sequence, resources and activities have already been developed or they may create another topic. Consult with your adviser.

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

Jon Garfunkel or Ed Mikel

Includes studies and curriculum projects in human rights education, globalization, education and cultural survival and global environmental sustainability. Students may enroll for independent or guided studies.

An example of a guided study outline that has been developed is:

- Human Rights Education: An Overview with Models and Examples

Consult your adviser for other examples.

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

Robert Delisle

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

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

Lila Henderson-Leonard

Students learn specific 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. Students may enroll for independent or guided studies.

An example of a guided study outline that has been developed is:

- Special Education Student Assessment and Evaluations

Consult your adviser for other examples.

### EDU599-INTA: 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. Students may enroll for independent or guided studies.

An example of a guided study outline that has been developed is:

- Understanding and Experiencing the Arts: Dance and Visual Arts

Consult your adviser for other examples.

## Inquiry Sequence

Although students are required to attend a supporting seminar throughout the inquiry sequence, this study is an independent study, conducted individually or collaboratively, in which students work closely with their research advisors. The sequence involves choosing a question for inquiry, studying literature in the field related to the inquiry, data collection and interpretation of data in view of the related literature and the question of inquiry. Students must register for 12 credits for the inquiry sequence divided into 4-credit components: Inquiry Proposal & Literature Review, Inquiry Development and Inquiry Report. Students may initially register for fewer than 4 credits for EDU601A, EDU601B or EDU601C if they arrange with their research advisors to be evaluated for partially completed work when it is anticipated that more time is needed to complete a component of the inquiry project. The required support seminar for students in all stages of the inquiry sequence will be held on dates selected by the adviser. Specify your research adviser on the registration form for each enrollment.

### EDU601A-MAED: Inquiry Proposal & Literature Review (2-4)

This study begins the "inquiry project" work. The proposal should delineate a focus for inquiry, the rationale for initiating inquiry, a theoretical perspective, a full literature review that provides deep knowledge of the conceptual fields and research studies related to the student's inquiry and the methodology that will be used for investigation and interpretation.

### EDU601B-MAED: Inquiry Development (2-4)

Students who have had their inquiry proposal approved by their advisers may register for Inquiry Development. These credits consist of the development of a focus and the collection of

data that allows for experiential understanding of the chosen investigation. Evidence of data collection includes, e.g., curriculum development work, interview transcripts, observation notes and the researcher's journals.

### EDU601C-MAED: Inquiry Report (2-4)

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

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

### STANWOOD

### EDU542I-EST5: Diversity and Equity: Site-Based (3)

Judith Bloom/Kevin Plambeck

Students construct a critical and historical context for today's issues of race, class and gender, 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.

### EDU541H-EST5: School and Community Relations (3)

Instructor TBA

Students investigate the influences of family and teachers' attitudes, school leadership, school climate and district, state and federal policies on the lives of schools, with special attention to the ways in which selected policies and mandates aid or obstruct efforts to reach out to families and the community.

### EDU541B-EST5: Site-Based Clinical Action II (2)

Judith Bloom/Kevin Plambeck

Clinical action independent studies permit students to look closely at aspects of their work or a topic of special interest. This may take the form of investigating and reflecting on new ways of carrying out professional responsibilities.

## TACOMA

### EDU541F-TAC12: Research Project II (4)

Robert Delisle

Each student carries out a research project of strong personal interest involving an issue or problem central to contemporary schooling. The studies range widely, though all address practical questions and most employ quantitative and qualitative action research methodologies.

### EDU540F-TAC12: Leadership Seminar II (4)

Robert Delisle

Students engage in a series of interrelated seminars focused on various types of projects for educational change and school reform that teachers have helped to define and lead.

### EDU599-TAC12: Independent Studies (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-SPED2: Independent and Guided Studies in Special Education (4)

Instructor TBA

See "Independent and Guided Studies in Special Education" on page 15.

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

Instructor TBA

Students explore the theories and practices of teaching math and how to develop, refine and best implement a mathematics curriculum. The focus is on innovative approaches to teaching mathematics that emphasize problem solving, reasoning, communication and connections to everyday life.

### EDU599-READ: Independent and Guided Studies in Reading (4)

Instructor TBA

See other "Independent Studies" descriptions on this page.

## First Peoples' Education Program at Muckleshoot

### COHORT 3

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

#### BATC354A-FP3: Teaching the Arts (3)/ EDU526M: Integrated Arts Instruction (3)

Mary Stone Hanley

Integrates the creative arts (music, visual arts, drama and creative movement/dance) into planning academic, technological and multicultural curricula for K-8 classrooms. Learners study 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-FP3 / EDU521G-FP3: English as a Second Language (3)

Ellen Riggs

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.

#### BATC451B-FP3 / EDU551B-FP3: Teaching Earth and Space Science with Lab (3)

Rebecca Chamberlain

Chemistry, physics, astronomy, geology and investigation of the nature and properties of non-living matter are the focus of this course.

### B.A. with Teacher Preparation Program (BATP)

#### BATC305A-FP3: Academic Writing

Susan Starbuck

An opportunity for diagnosis of each student's individual writing needs. Assignments support the individual's needs in order to improve academic writing skills.

### Graduate Teacher Program (GTP)

#### EDU572B-FP3: Project Completion (3)

Susan Starbuck

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-FP3: 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.

### EDU601C-FP3: Inquiry Report (3)

Wendy Rosen

See description under "Inquiry Sequence" on page 15.

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

### SEATTLE 10

Monday and Wednesday, 4 to 8:30 p.m.,  
Saturday, 8:30 a.m. to 5:30 p.m.; Dates TBA

### BATC461-SEA10: Classroom Management & Discipline (3)

Instructor TBA

Exploration of a broad range of management and discipline theories and strategies from the perspectives of researchers, administrators, teachers and others. Students examine the values and beliefs inherent within each system, especially as they pertain to populations that traditionally fare poorly in the public schools.

### BATC462-SEA10: School Law & Educational Policy (3)

Instructor TBA

An overview of the law and legal issues facing educators today including student discipline, professional liability, teacher certification, code of professional conduct, special education and other important constitutional law issues. Students learn how to identify abused children, how to report child abuse, how abuse affects student development and strategies for child abuse preventative education.

### BATC456-SEA10: Current Assessment Practices (3)

Instructor TBA

Students focus 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.

### **BATC454-SEA10: Health, Fitness & Safety Education (3)**

Christie Kaaland

A survey of curricular scope and sequence concepts in health and physical education as well as appropriate instructional and assessment methods.

## **TACOMA 12 (New Blend)**

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

Tuesday and Thursday, 4 to 8:30 p.m.,  
Saturday, 8:30 a.m. to 5:30 p.m.; Dates TBA

### **BATC451-TAC12 / EDU502D-TAC12: Teaching Physical Science with Lab (3)**

Antrun Phillips

Chemistry, physics, astronomy, geology and investigating the nature and properties of non-living matter are the focus of this course.

### **BATC454-TAC12 / EDU554A-TAC12: Health Fitness and Safety Education (3)**

Christie Kaaland

See description of BATC454 above.

### **BATC453-TAC12: English as a Second Language / EDU521G-TAC12: English Language Learners (3)**

Instructor TBA

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.

### **BATC354-TAC12: The Arts and the Imagination / EDU526J-TAC12: Arts Culture and Learning (3)**

Jack Yantis

Students examine the role of the arts in society and in learning. They explore the use of the imagination for motivating students and encouraging self-expression as they create their own works of art.



## **SEATTLE 13**

*(Depending on Enrollment)*

Tuesday and Thursday, 4 to 8:30 p.m.,  
Saturday, 8:30 a.m. to 5:30 p.m.; Dates TBA

### **BATC310-SEA13: Schooling in America (3)**

Instructor TBA

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.

### **BATC455-SEA13: Technology in American Society & Education (3) / EDU514E: Schools, Society and Technology (3)**

Instructor TBA

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

### **BATC340-SEA13: The Joy of Writing (3)**

Instructor TBA

Provides 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-SEA13: Child Development and Educational Psychology (3)**

Instructor TBA

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

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

#### **K-12 EVENING SPRING 2006-ELEMENTARY**

**EDU601A-K8E3: Inquiry Proposal (4)**  
**EDU601B-K8E3: Inquiry Development (4)**  
**EDU601C-K8E3: Inquiry Report (4)**

Stephanie Bravmann

See description under "Inquiry Sequence" on page 15.

#### **K-12 EVENING WINTER 2007 - ELEMENTARY**

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

### **EDU502T-K12E4: Literacy II (2)**

Heather Newmann

Students continue the study of literacy teaching and learning with focus on creating classroom

contexts that support all students' reading and writing development, including those with special literacy needs.

### **EDU526-K12E4: Law and Child Abuse (3)**

Kamuella Ka'Ahanui

An overview of the law and legal issues facing educators today including student discipline, professional liability, teacher certification, code of professional conduct, special education and other important constitutional law issues. Students learn how to identify abused children, how to report child abuse, how abuse affects student development and strategies for child abuse preventative education.

### **EDU502C-K12E4: Instructional Methods: Science (2)**

Sara Hagenah

An introduction to science curricular concepts and effective strategies for science instruction. Students experience innovative practices and models, review resources and explore authentic assessment tools throughout the class, highlighting multicultural issues, in particular, in science education within each topic.

### **EDU502D-K12E4: Instructional Methods: Social Studies (3)**

Rik Katz

Students learn to integrate the content of history, civic ideals, people and places and issues of power and authority in society by applying the 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).

### **EDU502B-K12E4: Instructional Methods: Mathematics I (3)**

Darlene York

The first part of a sequence on mathematics teaching. The focus is on creating understanding of mathematics concepts and processes through teaching methods that include problem solving, manipulatives and written explanations. Learners study the concepts of number sense, algebraic sense and the meaning behind the algorithms of arithmetic.

## **Library Courses**

### **EDU547C: Technology in the Library, Production and Presentation (3)**

Greg Whiteman

Tuesday, 5 to 9 p.m.; June 19, 26, July 10, 17, 24, 31, Aug. 7

### **EDU547B: Technology-Based Instructional Resources (3)**

Wes Burmark

Introductory Meeting Date: Tuesday, 4:30 to 6:30 p.m.; April 17

Thursday and Friday, 8:30 a.m. to 4 p.m.; June 28, 29, July 5, 6 and Tuesday, 9 a.m. to noon, August 7

### **EDU547D: Selection of Children's and Adolescent Library Materials (3)**

Christie Kaaland

Monday and Wednesday, 8:30 a.m. to noon; July 9, 11, 16, 18, 23, 25, 30, Aug. 1

### **EDU547E: Library Research Skills: Working in Collaboration (3)**

Sarah Applegate

Introductory Meeting Date: Tuesday, 4:30 to 6:30 p.m.; April 17

Monday and Wednesday, 12:30 to 4 p.m.; July 9, 11, 16, 18, 23, 25, 30, Aug. 1

## **Theatre Arts**



### **EDU504A: Pre-assessment Seminar: Theatre Arts (2)**

Jack Yantis

Introduces students to the Theatre Arts competencies established by the Office of the Superintendent of Public Instruction. Learners assess their knowledge needs and develop a learning plan.



### **EDU548B: Theatre Arts Practicum (3)**

Jack Yantis

Students develop a unit plan that brings theatre into their classrooms and schools. Fieldwork includes preparation and review of the unit plan, implementation and observation by Antioch faculty and documentation of the project – as a major part of the final learning portfolio. See the instructor about the possibility of a \$500 mini-grant to support your work.



### **EDU548C: Final Assessment Seminar: Theatre Arts (2)**

Jack Yantis

Students prepare their portfolios for effective presentations. The Antioch faculty assesses these portfolios to determine if the student meets the basic competencies for a Theatre Arts Endorsement in Washington.

*Pathway 2 endorsement offerings follow the same pattern as shown for Theatre Arts. Endorsements available include: Reading/Literacy, Elementary Education, Middle-Level Humanities and Middle-Level Science & Math.*

*If you wish more information about these endorsements, contact Robert Delisle, Director, Center for Programs in Education.*