

Center for Programs in Education

The Center for Programs in Education (CPE) provides collaborative and challenging learning environments that continue Antioch's long tradition of progressive education and respond to contemporary challenges and opportunities for children, youth and adults. Antioch Seattle education programs draw on current research and study the implications of that research for learning. All offerings in the Center promote constructivist pedagogy, critical reflection about practice in the increasingly multicultural world, critical reflection about the social and political beliefs that influence institutions and commitment to justice through transformative education. They emphasize close integration of theory and practice, and reflect Antioch's commitment to social justice, whole-person learning and leadership for responsible educational change.

All education candidates are expected to develop as competent practitioners who use teaching and learning opportunities to promote the principles and values of diversity and equity for all people.

Teacher Preparation Cohorts (Residency Certification)

Meeting a Range of Needs

Antioch Seattle offers degrees and certification preparation options both on and off campus:

- Bachelor of Arts in Liberal Studies completion with recommendation for a Washington state residency teaching certificate
- Graduate Teacher Preparation leading to recommendation for a Washington state residency teaching certificate with

the option to complete a Master of Arts in education

- Master of Arts in Education

Bachelor of Arts 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 others interested in working in school settings.

An Integrated Approach

The design of this program incorporates the values and core competencies of the Antioch Seattle B.A. in Liberal Studies program (a bachelor's completion program) and teacher preparation. Core competencies in Antioch's B.A. program require demonstrated success in:

- Demonstrate critical interdisciplinary inquiry
- Convey an understanding of the depth and diversity of human experience
- Communicate effectively through dialogue, writing and creative expression
- Convey an understanding of science and the natural world
- Demonstrate self-awareness, reflective practice and social responsibility

Admission Criteria

In addition to fulfilling Antioch's general admission requirements, applicants must have:

- 85 to 90 quarter credit hours from regionally accredited institutions
- Minimum of 40 hours of working with groups of students in elementary or middle school classrooms
- High degree of literacy in all basic skill areas
- Two letters of recommendation
- Current resume
- Passing score on the Washington Skills Test – Basic (WEST–B)
- Evidence of strong, positive moral character

Degree Completion Requirements

- Completion of 180 credits, including at least 96 credits at Antioch Seattle
- Successful completion of field experiences, including student teaching
- Completion of degree work in a timely fashion
- Passing score on the Praxis II (West-E) followed by student teaching

Upon successful completion of student teaching and all requirements, students are awarded a Bachelor of Arts in Liberal Studies degree and qualify for recommendation for a Washington state residency teaching certificate.

Graduate Teacher Preparation (GTP)

Graduate Teacher Preparation emphasizes social change and innovative program design. Options include specializations within elementary education with the opportunity to complete the Master of Arts in Education degree. Students arrive with a Bachelor of Arts, Bachelor of Science or advanced degrees with an

interest in changing careers and teaching in schools with diverse student populations. Candidates learn to:

- Plan and implement curriculum that meets the needs of diverse students
- Teach in diverse classroom settings
- Manage the material and human dynamics of the classroom
- Nurture the holistic development of all students
- Develop computer literacy and use educational technology in the classroom
- Perceive and reflect on one's role as a teacher
- Communicate effectively with students, colleagues, parents and community members
- Assume leadership roles to advocate for children

Credit loads vary depending upon the location and expectations for endorsement work completed outside of this program. On campus, students are expected to complete many of the endorsement requirements on their own. Therefore, Antioch offers 62 credits for teacher preparation only and 74 total credits for master's degree completion.

The Master of Arts in Education is available to students in the Graduate Teacher Preparation program. Students focus on action research models, social change and curriculum design and analysis. The master's program culminates in completed inquiry projects.

Admission Criteria

In addition to fulfilling the general admission requirements of Antioch Seattle, applicants must have:

- B.A. or B.S. degree

- Undergraduate cumulative GPA of 2.5 out of 4.0.
- Minimum of 40 hours of work in schools
- High degree of literacy in all basic skills areas
- Evidence of strong, positive moral character
- Two letters of recommendation
- A current resume
- Approved plan for completion of endorsement requirements
- Passing score on Washington Educators Skills Test – Basic (WEST–B)

Degree Completion Requirements

- Completion of endorsement requirements
- Successful completion of field experiences
- Passing score on the Praxis (West-E) followed by student teaching. Upon successful completion of student teaching and all requirements, students qualify for recommendation for a Washington state residency teaching certificate. Upon successful completion of a research or inquiry project, students receive a Masters of Arts in Education.

Master of Arts in Education (M.A.Ed.)

This flexible, 48-credit program serves educators who teach 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. Core courses explore broad issues of interest to educators in their everyday work. Most courses are offered in the late afternoon and occasionally on weekends. All courses are designed to meld the best of contemporary theory and research with focused attention to applications in the students' own work settings. The M.A.Ed. curriculum embodies the value the faculty places on the skills, knowledge and talents students bring to their graduate work. Students have worked in a variety of settings with people of all ages. Fields include early childhood and K–12 education, adult education, community college instruction, English as a second language instruction, public service education and community education in ecology, health and the arts. Graduates typically use their expanded knowledge base and professional experience to promote and lead efforts for change in their schools, districts, colleges, businesses and communities. Many have received local, statewide and national recognition for designing new educational models and approaches for creating programs dedicated to addressing social equity and justice.

An Emphasis on Student Choice and Self-direction

Each student pursues areas of professional interest in the program through student-selected studies. These studies may take many forms, including participation in self-directed independent study, collaborative projects, special topic courses offered in the education programs, related courses from other centers at Antioch Seattle or internships and field experiences. The course offerings in selected areas change yearly to reflect interest areas of students and faculty. Sample selected area classes include:

- Library Media
- Special Education

- Reading
- Early Childhood Education
- Adult Education
- Arts, Media and Culture
- Native Education
- Theater Arts
- Global Education
- Environmental Education
- Education for Sustainability

In addition to the selected studies, research projects enable students to examine in detail an area of professional interest. Students design their projects to pose and answer questions important to their work as educators.

A Collaborative Learning Environment

Faculty and peer support are important components of learning. The faculty encourages cooperative models of learning in an environment of critical intellectual inquiry. All students participate in introductory and concluding seminars. These seminars provide students with support from faculty and peers for program planning, independent study development and research. Students find opportunities for both independent and collaborative work in classes, projects and research.

Education Courses

BATC308A: Child Abuse Prevention (1)

Not offered 2007-08

Offered as a combination of an on-campus and independent study class, this introduces pre-service educators to numerous child abuse and neglect issues.

Students learn how to identify abused children, how to report child abuse to authorities, how abuse affects students' development and strategies for child abuse prevention education.

BATC310: Schooling in America (3)

Not offered 2007-08

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.

BATC311: Children in America (3)

Not offered 2007-08

This course examines the economic, political and sociological conditions of children in the 21st century in the United States. Students examine factors that most impact children's lives and the roles children and adults may play in constructing a socially just future.

BATC320: Reflective Practice (3)

Not offered 2007-08

Students begin an exploration of themselves as future educators through a cognitive process of reflective practice. Students explore topics such as: What is education? What concerns and questions define the field of teaching and education? How do paraprofessionals and prospective teachers define their relationship to the field of teaching and education?

BATC321: Curriculum and Instruction (3)

Instructor: Norton; FA

Curriculum development, instructional theory and assessment techniques are

the focus. Students look at a spectrum of educational issues, from 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 they apply directly to their instructional units.

BATC330: Child and Adolescent Literature (3)

Instructor: Kaaland; SU

Pre-service teachers are introduced 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)

Instructor: Maxham; FA

Students become engaged 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 an understanding of "Americans." Readings have been selected to broaden student understanding of how personal narrative shapes and stimulates the American collective consciousness. As students find themselves captivated by the story, it is hoped they are 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.

BATC341: School and Community Relations (3)

Not offered 2007-08

Topics that are addressed include: the influences of families' and teachers' attitudes; school leadership; school climate; and district, state and federal policies on the lives of schools. Special attention is given to the ways in which selected policies and mandates aid or obstruct efforts to reach out to families and the community. Students investigate the effect of the school's family and community involvement on student learning.

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

Instructor: Sheppard; FA

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.

BATC351: Teaching Life Science w/Lab (3)

Instructor: Phillips; SP

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

BATC352: Math Content I (3)

Instructor: Gardner; WI

Focus is 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 mathematics is an integral part of life and is accessible to all learners.

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

Not offered 2007-08

Students learn theories and a variety of approaches to teaching math. The coursework emphasizes number sense, patterns and algebraic sense, geometry and measurement, and probability and statistics. Using manipulatives, students explore problem solving, reasoning, communication and connections.

BATC353: Teaching Social Studies (3)

Instructor: Sheppard; WI

Students learn to view social studies as a central interdisciplinary aspect of the curriculum that addresses the student as a present and future world citizen in a multicultural world. Attention is given to teaching methods that foster conceptual learning, inquiry and creativity.

BATC353A: Social Studies Concepts (3)

Not offered 2007-08

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 in

the context of the National Standards for Social Studies and the state's Essential Learnings. Participants use a variety of approaches to explore a critical and integrated approach to teaching social studies.

BATC354: Arts and the Imagination (3)

Instructor: Yantis; SU

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

BATC354A: Teaching the Arts (3)

Instructor: Yantis; SP

Integrate the creative arts (music, visual arts, drama and creative movement/dance) into planning academic, technological and multicultural curricula for K-8 classrooms. Students are introduced to 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. The course expands exposure to and appreciation of creative arts methods that can be applied to specific classroom instruction.

BATC354C: Arts, Culture and Learning (3)

Instructor: Yantis; FA

Why the arts? How are they manifested in diverse cultures? Why do psychological, philosophical, spiritual and artistic views of the arts collide, harmonize or collude? What are these world views? These are essential questions that drive this course. Participants deepen their understanding, appreciation and confi-

dence in guiding their potential students and themselves into the core of being human – generating beauty, communion and zest for life. Students work in an environment where they can explore with joy, humor, good times and purpose the diverse ways the arts can articulate soul and bring forth community, self-expression and celebration.

BATC355: Teacher as Professional (2-3)

Not offered 2007-08

Teaching candidates reflect upon the goals they have for themselves as professionals. They prepare their portfolios and draft their professional development growth plan.

BATC360: Multicultural Education (3)

Instructor: Ka'ahanui; FA

Pre-service teachers become acquainted 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.

BATC361: Critical Issues in Native American Education (3)

Not offered 2007-08

Educational issues in Native American communities – from birth through adulthood – are addressed, with particular attention to the Pacific Northwest

region. Emphasis is on solutions for current educational issues and how to involve families and communities with schools and other education institutions.

BATC361A: School Law (1)

Not offered 2007-08

This is an overview of the law and legal issues facing all educators today, with special emphasis on tribal issues. These include discipline, liability, certification, touching, code of professional conduct, special education, constitutional issues and other topics.

BATC361B: Tribal Law (1)

Not offered 2007-08

Explores the legal history and present context for tribal sovereignty and its ramifications, including those concerning schools.

BATC370: Child Development and Educational Psychology (3)

Instructor: Taylor-Walker; SP

Students increase their understanding of the various stages and types of development of young children and early adolescents. They are equipped to deal with the profound impact of students' psychological, social, physical, moral and ethnic identity development on the educational process.

BATC399: Independent Study (2-4)

Instructor: Various; SU, FA, WI, SP

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study in an academic discipline or professional field. They become familiar with the current theory, bodies of knowledge and lines of

inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create.

BATC400: Field Experience (1-3)

Students explore the diversity of teaching and schooling with visits to various 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.

BATC410: Literacy Issues and Methods I (3)

Instructor: Maxham; FA

In this 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 is given to beginning reading development and reading as the construction of meaning.

BATC410A: Literacy Issues and Methods II (3)

Instructor: Maxham; WI

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

BATC451: Teaching Physical Science with Lab (3)

Instructor: Phillips; WI

Prospective teachers actively engage in hands-on physical science investigations

that focus on chemistry, physics and matter. Students examine the WASL assessment tools, instructional strategies and the use of technology in science classrooms.

BATC451B: Teaching Earth and Space Science with Lab (3)

Instructor: Phillips; SP

Participants actively engage in examining hands-on Earth and space science investigations, create and design lesson plans, perform investigations, critique articles and examine the role and the use of technology in science classrooms.

BATC452: Math Content II (3)

Instructor: Gardner; FA

Math concepts, skills and processes of geometric sense, measurement, probability and statistics are the focus, 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 is how mathematics is an integral part of life and accessible to all learners.

BATC452A: Instructional Methods: Mathematics I (3)

Not offered 2007-08

The 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 with the integration of multicultural ideas and literature.

BATC453: English as a Second Language (3)

Instructor: Robinson; WI

The focus is 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.

BATC454: Health, Fitness and Safety Education (3)

Instructor: Kaaland; WI

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

BATC455: Schools, Society and Technology (3)

Instructor: Forman; FA

Students are introduced 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. Multicultural issues in technology education are highlighted.

BATC456: Current Assessment Practices (3)

Instructor: Hopley-West; SP

Development and use of effective classroom assessment practices, both formal and informal, guide instruction and ensure the continuous intellectual, social and physical development of learners.

BATC460: Children with Special Gifts and Needs (3)

Instructor: Taylor-Walker; SU

Several special needs areas are addressed, including gifted education, special education and diverse ethnic and cultural issues. Curricular designs for meeting diverse students' needs are considered.

BATC461: Classroom Management and Discipline (3)

Instructor: Sadhu; FA

Students explore a 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: Educational Law and the School (3)

Instructor: Sadhu; FA

An overview of the law and legal issues facing all 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 to authorities, how abuse affects students' development and strategies for child abuse preventative education.

BATC470: Student Teaching (9-12)

Instructor: Various; FA, WI, SP

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)

Instructor: Douglass; SP

Teacher preparation interns continue their dialogues about the nature of schooling and their roles in the profession. Emphasis is 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.

Graduate Courses

EDU500: Affirming Our Diversity (3)

Instructor: Ka'ahanui; FA

Students construct a critical and historical context for today's issues of race, class, and gender, then examine culture and how it affects education and learning. The perspective of equity with all social groups 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. Students consider how those from diverse backgrounds can deal with cultural differences in the classroom by examining their own challenges and limitations.

EDU501: Current Assessment Practices (3)

Instructor: Munson/Bravmann; FA, SP

Development and use of effective classroom assessment practices, both formal and informal, guide instruction and ensure the continuous intellectual, social and physical development of learners.

EDU502B: Instructional Methods: Mathematics I (3)

Instructor: Gardner; SU, FA, WI

The 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 with the integration of multicultural ideas and literature.

EDU502C: Instructional Methods: Science (3)

Instructor TBA; SU, WI

Introduction of science curricular concepts and effective strategies for science instruction. Multicultural issues in science education are highlighted.

EDU502D: Instructional Methods: Social Studies (3)

Instructor: Katz; SU, SP

Examination of complex issues involved in social studies education. Application of best practices in planning, instruction and assessment.

EDU502S: Literacy Issues and Methods I (3)

Instructor: Delisle; FA

In this 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 is given to beginning reading development and reading as the construction of meaning.

EDU502Y: Instructional Methods: Health Education & Physical Education (3)

Instructor: Yantis; FA, SP

A survey of 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)

Instructor: Yantis; FA, SP

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? Students explore these questions through various methods that are a lively fusion of practice, theory and possibility, all grounded in an experiential context.

EDU503D: Classroom Management and Discipline (3)

Instructor: Munson; WI

Students explore a 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.

EDU505C: Field Studies (3)

Not offered 2007-08

Students explore the diversity of teaching and schooling with visits to various 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.

EDU507A: Child Development and Learning (3)

Instructor: Delisle; SU, WI

This course explores specific theorists and themes in child development and learning and the implications for classroom instruction and learning.

EDU508A: Child Abuse and Neglect Issues (1)

Instructor: TBA; WI

Offered as a combination of an on-campus and independent study class, this introduces pre-service educators to numerous child abuse and neglect issues. Students learn how to identify abused children, how to report child abuse to authorities, how abuse affects students' development and strategies for child abuse prevention education.

EDU510: Student Teaching (9-12)

Instructor: TBA; FA, WI, SP

During student teaching, students are responsible for:

- Presenting a positive, professional and leadership role in the classroom and school
- Writing, teaching, assessing and reflecting on 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

EDU510A: Support Seminar (1)

Instructor: Henderson; FA, WI, SP

EDU510C: Integration Seminar (1)

Instructor: Core Faculty; SU, FA, WI, SP

Teacher preparation interns continue their dialogues about the nature of schooling and their roles in the profession. Emphasis is 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.

EDU512B: Instructional Methods: Mathematics and Educational Technology II (3)

Not offered 2007-08

A study of how children learn mathematics concepts and skills, with focus on concepts of measurement, geometry, probability and statistics. Development

and use of instructional technology and assessment techniques in multicultural settings are covered.

EDU514B: Technology in the Classroom (3)

Instructor: Sahl; SU, WI

Students use their own experiences with computers to address the interaction between computers and learning theory. They have opportunities to improve their personal computer skills. Emphasis is on designing, building and using cognitive tools that can assist diverse learners in their understanding of curricular content. Of particular importance is the use of computers to enhance higher order thinking skills in a way that demonstrates congruence between Washington's Essential Academic Learning Requirements and appropriate assessment strategies.

EDU516H/G: Instructional Methods: Mathematics and Science or Language Arts and Social Studies (3)

Not offered 2007-08

Students are asked to deepen and expand their methods of teaching in their subject matter. They study effective instructional strategies in their fields and plan lessons that make their content knowledge relevant to the lives of their students.

EDU516I/J: Instructional Methods II: Science and Mathematics or Language Arts and Social Studies (3)

Not offered 2007-08

Students integrate and apply their knowledge of the nature of adolescents (including those with special needs), classroom management considerations

and the issues and teaching strategies in their subject areas. They also address curricular and outcome expectations related to national, state and local standards by completing and exhibiting yearlong curriculum plans.

EDU517A: Seminar I (1)

Not offered 2007-08

Students begin to create a community of learners through a process that examines their personal histories and beliefs and develops each student's voice and authority as a teacher.

EDU517B: Seminar II (2)

Not offered 2007-08

Teaching as a profession involves much more than the skills necessary to conduct a productive classroom setting. Teaching as a political activity to promote equity and justice through education involves a high degree of confidence and flexibility in your own position within the profession as well as exceptional communication skills.

EDU521G: English as a Second Language (3)

Instructor: TBA; FA, SP

The focus is 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.

EDU525: Introductory Seminar (2)

Not offered 2007-08

This is required of all students new to the campus-based 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.

EDU526J: Arts, Culture and Learning (3)

Instructor: Yantis; SU

Why the arts? How are they manifested in diverse cultures? Why do psychological, philosophical, spiritual and artistic views of the arts collide, harmonize or collude? What are these world views? These are essential questions that drive this course. Participants deepen their understanding, appreciation and confidence in guiding their potential students and themselves into the core of being human – generating beauty, communion and zest for life. Students work in an environment where they can explore with joy, humor, good times and purpose the diverse ways the arts can articulate soul and bring forth community, self-expression and celebration.

EDU526M: Integrated Arts Instruction (3)

Instructor: Yantis; FA

Integrate the creative arts (music, visual arts, drama and creative movement/dance) into planning academic, technological and multicultural curricula for K–8 classrooms. Students are introduced to 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. The course expands exposure to and appreciation of creative arts methods that can be applied to specific classroom instruction.

EDU527D: Curriculum and Instruction (3)

Instructor: Floyd/Bravmann; SU, WI

Curriculum development, instructional theory and assessment techniques are the focus. Students look at a spectrum of educational issues, from 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 they apply directly to their instructional units.

EDU527I: Curriculum Studies and Reflective Practice (4)

Not offered 2007-08

This 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.

EDU534D: Inquiry and Research (2-4)

Not offered 2007-08

Designed for the educator as researcher, this 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.

EDU535C: Leadership and Reform (4)

Instructor: TBA; TBA

This is an overview of the wide landscape of educational change in society, present and past. Students gain a broad perspective on the critical issues of reform and innovation in order 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.

EDU537A: Diversity and Equity (3)

Not offered 2007-08

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 is an exploration of these issues as they are associated with all social groups, especially those holding lesser power, privilege, status and wealth. How students and teachers from diverse backgrounds can deal with cultural differences in the classroom is addressed.

EDU538: The Moral Classroom (2)

Not offered 2007-08

Theories of moral development and moral education practices are the focus. Among the questions considered are: What is meant by moral? What is a moral person? How can educators create moral environments? How can educators facilitate students' moral development? How can they integrate moral education into curriculum? To accompany this

class, students may arrange with the instructor to develop a learning contract for an additional one-credit independent study to explore in greater depth an area of theory and practice in moral development, education and curriculum.

EDU540E/F: Leadership Seminars I, II (4 each)

Not offered 2007-08

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.

EDU541A/B: Clinical Action Component I, II (2 each)

Not offered 2007-08

Clinical action independent studies permit students to look closely at aspects of what they are doing or of something of special interest that is close at hand. This may take the form of investigating and reflecting on new ways to carry out professional responsibilities.

EDU541E/F: Research Project I, II (4 each)

Not offered 2007-08

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

EDU542A: Leadership and Change (3)

Instructor: Alcorn; FA

This is an overview of the wide landscape of educational change in American schools and society, past and present. Students gain a broad perspective on the critical issues of reform and innovation so they are able to evaluate the merit and effects of change projects.

EDU542F: Introduction to Research (3)

Not offered 2007-08

An exploration of the multifaceted avenues of inquiry available to reflective practitioners. Students examine assumptions of various research paradigms and try out and critique qualitative and quantitative research methods. They learn research design with particular attention to teacher-conducted, action and participatory approaches, and consider which research orientations can help them pose and answer questions important to their work.

EDU542H: Research Seminar (4)

Not offered 2007-08

Students participate in a research seminar that combines individual work and group study. The seminar provides support for students to define a research area of interest, conduct a literature review and prepare a research project proposal.

EDU545: Oral History (3-4)

Not offered 2007-08

As part of the qualitative research series, this 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 researchable question and practices the technique by gathering one brief oral history of someone in the community. Ethical and legal issues are discussed at length.

EDU551B: Teaching Earth and Space Science with Lab (3)

Not offered 2007-08

Participants are actively engaged in examining hands-on earth and space science investigations and create and design lesson plans, perform investigations, critique articles and examine the role and the use of technology in science classrooms.

EDU553C: Research and Grant Writing (4)

Not offered 2007-08

This combines research, methodology and application process. Students have the opportunity to locate funding sources and then write a grant for a project of their choice.

EDU555: Teacher as Professional (2-3)

Not offered 2007-08

Teaching candidates reflect upon the goals they have for themselves as professionals. They prepare their portfolios and draft their professional development growth plan.

EDU556D: Educational Foundations (3)

Instructor: Oliver/Delisle; SU, WI

A survey of the social, philosophic and historic traditions that have shaped American education. Issues of diversity and inequality are explored, as are the social, political and moral dimensions of classrooms, teaching and schools.

EDU558: Social Studies Concepts (3)

Not offered 2007-08

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 in the context of the National Standards for Social Studies and the state's Essential Learnings. Participants use a variety of approaches to explore a critical and integrated approach to teaching social studies.

EDU559: Changing Schools (3)

Not offered 2007-08

Students explore the knowledge and tools needed to bring about change within educational settings. They 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.

EDU561A: School Law (1)

Not offered 2007-08

This is an overview of the law and legal issues facing all educators today, with special emphasis on tribal issues. These include discipline, liability, certification, touching, code of professional conduct, special education, constitutional issues and other topics.

EDU562: Educational Law and the School (3)

Instructor: Ka'ahanui/Oliver/Harjeet; FA, SP

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 to authorities, how abuse affects students' development and strategies for child abuse preventive education

EDU571: Teacher as Researcher (3)

Not offered 2007-08

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

EDU572A/EDU572B: Project Planning and Project Completion (3)

Instructor: Alcorn; FA

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.

EDU591: Teaching Physical Science with Lab (3)

Not offered 2007-08

Prospective teachers are actively engaged in hands-on physical science investigations that focus on chemistry, physics and matter. Students examine the WASL assessment tools, instructional strategies and the use of technology in science classrooms.

EDU592: Teaching Life Science With Lab (3)

Not offered 2007-08

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

EDU597: Subject Area Concentration Independent Study/Elective (1-4)

Not offered 2007-08

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study of an academic discipline or professional field. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create.

EDU598: Politics of Education (4)

Not offered 2007-08

Students become engaged in a critical thinking process and enhance their practical and analytical abilities in the area of popular education. This also serves as a practical way to introduce learners to the effect and understanding of methods of politics in the educational arena, on both local and state political issues. Students develop an understanding of the theory and practice of popular struggles in historical and contemporary contexts.

EDU599: Independent Study (1-4)

Instructor: Various; SU, FA, WI, SP

Through a specially tailored learning contract, students engage in focused

study in an academic discipline or the professional field of education. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create.

EDU601A: Inquiry Proposal (4)

Instructor: Mikel/Rosen/Bravmann; SU, FA, WI, SP

This study begins the “inquiry project” work. 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 students’ inquiry and a description of the methodology to be used for investigation and interpretation.

EDU601B: Inquiry Development (4)

Instructor: Mikel/Rosen/Bravmann; SU, FA, WI, SP

Students who have had their inquiry proposal approved by their advisers may register for this course. 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 curriculum development work, interview transcripts, observation notes and the researcher’s journals.

EDU601C: Inquiry Report (4)

Instructor: Mikel/Rosen/Bravmann; SU, FA, WI, SP

A culmination of the inquiry project, the inquiry report consists of an introduction that articulates and updates the elements

of the proposal, literature review, findings and a discussion or interpretation of the findings.

EDU701: Leadership for Affirming Diversity & Equity (4)

Not offered 2007-08

Students explore the benefits of multicultural perspectives for emerging leaders and look at how personal, social, political, cultural and educational factors affect the success or failure of all students in today’s classrooms. Social justice is firmly embedded in this view of multicultural education. Drawing on the experiences each student brings to the course, students develop as educators and leaders who work for social change in their schools and communities.

EDU767: Instructional Leadership and Supervision (4)

Not offered 2007-08

Students learn about the leadership role of the supervisor in the teaching and learning process. Curriculum development, instructional improvement and developing the capacity of others to become curricular and instructional leaders are key elements.

EDU768: Shaping Organizations: Management and Leadership in Education (3)

Not offered 2007-08

Students examine qualities of effective leadership and management, organizational skill development, organizational behavior and change in organizations.

Environmental Education

EDU506A: Foundations of Environmental Education (3)

Not offered 2007-08

Introduction to the conceptual and philosophical basis for environmental education. Development of an understanding of the history, definitions, rationale and principles of environmental education and the exploration of different approaches to environmental education.

EDU506B: Methods of Environmental Education (3)

Not offered 2007-08

An introduction to environmental education teaching methods for formal, informal and non-formal settings. Through readings, discussion, written assignments, participation and observation, students gain an understanding of the philosophy, history, content and current practices of environmental education.

EDU506C: Environmental Interpretation (3)

Not offered 2007-08

Examine the history, philosophy and current trends of environmental interpretation and use them as a theoretical framework for creating effective environmental interpretation programs. Students examine and critique several environmental communication programs and develop an environmental communication plan as a final class project.

Library/Media

EDU547: Library Collection Management and Development (3)

Instructor: Kilcup; SU

Students examine various procedures for developing a comprehensive collection for the K-12 school library. Existing electronic and in-house management tools and processes are used for analyzing existing collections. Emphasis on the practical application of these tools provides important day-to-day collection decision-making skills for the promotion of a dynamic, multicultural school library collection.

EDU547B: Technology-based Instructional Resources (3)

Instructor: Whiteman; SU

Students are introduced to the technology appropriate for a school library program and examine, evaluate and utilize a variety of technology-based instructional resources for use in the classroom and school library setting. The emphasis is on the role of the librarian in connecting students and teachers to information media, regardless of its format. This lab-centered course assists librarians in creating a technology-friendly media center in which technology/instructional tools are an integral part of the library program.

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

Instructor: Burmark; SU

Participants focus on teacher-librarian productivity, instructional presentation and student productivity to support student-centered learning in the classroom. Librarians and future librarians learn how to transform the

learning experience by designing lessons based on Grade Level Equivalents, ISTE technology standards and a scope and sequence of technology skills designed to meet the technology standards for No Child Left Behind legislation.

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

Instructor: Kaaland; SU

The focus is the evaluation and selection of books, magazines and other resources for the K-12 school library. Examination of all library material includes discussion of a multicultural focus in collection consideration. In order to develop critical standards for literature and other library resources, students examine online and print review sources and apply these to the selection of library material.

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

Instructor: Applegate; SP

Students develop a school research program that includes understanding and instructing student research skills, evaluating and using various resources, and collaborating with teachers. Through hands-on practice and action research, students gain an understanding of student research practices, develop a research project and plan, and collaborate with a classroom teacher to implement a research project. Students also develop strategies for becoming the research and curriculum hub of the school.

First Peoples' Program

EDU521H: Critical Issues in Native American Education (3)

Not offered 2007-08

Educational issues in Native American communities, from birth through adulthood, are addressed, with particular attention to the Pacific Northwest region. Emphasis is on solutions for current educational issues and how to involve families and communities with schools and other educational institutions.

EDU561B: Tribal Law (1)

Not offered 2007-08

Explores the legal history and current context for tribal sovereignty and its ramifications, including those concerning schools.

Literacy

EDU502S: Literacy Issues and Methods I (3)

Instructor: Neumann/Delisle; FA, SP

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

EDU502T: Literacy Issues and Methods II (3)

Instructor: Neumann/Delisle; SU, WI

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.

EDU515: Literacy Issues: Reading and Writing in the Content Areas (3)

Not offered 2007-08

This covers strategies for developing writing ability and reasoning skills of students in the content areas of course participants. Students also discover multiple ways to assess and improve reading skills of students in these content areas.

EDU530: Child and Adolescent Literature (3)

Instructor: Delisle; WI

An introduction 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.

EDU610: Language and Literacy Development (3)

Not offered 2007-08

Theories and models used in the study of language and literacy development.

EDU612: Literacy Assessment (3)

Not offered 2007-08

Overview of literacy assessment practices. Case studies conducted under supervision.

EDR614: Literacy Practicum (3)

Not offered 2007-08

Observation, assessment and instruction conducted under supervision.

Special Education

EDU508E: Children with Special Gifts and Needs (3)

Not offered 2007-08

Several special needs areas are addressed, including gifted education, special education and diverse ethnic and cultural issues. Curricular designs for meeting diverse students' needs are considered.

EDU539A: Special Education in Inclusive Settings (2)

Instructor: Henderson/Jimenez; FA, SP

Students develop systematic strategies and techniques to support the behavioral and emotional needs of individuals with mild learning and behavior problems in inclusive classrooms. This addresses instructional strategies that are proactive and serve as a preventive approach to behavioral support. Students learn how their classroom management techniques fit into a more comprehensive, school-wide behavior support system.

EDU583: A Spectrum of Learners: Exceptionality (4)

Instructor: Raman; WI

Students examine concepts of exceptionality, identification and its definition/nature, extent and impact on the classroom environment and teaching. Identification and management of specific handicapping conditions such as visual and hearing impairment, autism, Asperger syndrome, Tourette syndrome and other neuroleptic conditions are discussed. The range of exceptionality includes giftedness, artistic ability, creativity and cultural uniqueness.

EDU584: IEP & Accommodations for EALRs/WASL for Diverse Student Populations (4)

Instructor: Raman; FA

An overview of core principles for 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.

EDU586: Special Education Student Assessment & Evaluation (4)

Instructor: Raman; FA

The evaluation on present levels of educational performance (PLOEP) of special education students as it relates to their eligibility criteria for IDEA. Students acquire information and master skills through a variety of learning modes, styles and instructional methods. Alternate strategies of assessment of academic performance for EALRs in the WASL and accommodating special populations are addressed.

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

Instructor: Raman; WI

Philosophy of special education curricula and its integration of developmentally appropriate concepts. Principles of IEP development, goals and objectives geared to the at-risk learner, material selection, adaptation and modification of instructional strategies for inclusion.

EDU593: Functional Behavior Analysis and Strategies for Teaching Pre-Social Skills in the Least Restrictive Environment (4)

Instructor: Raman; SP

Students learn philosophies and common approaches to functional behavior analysis. Students find effective strategies for behavior management from a non-behaviorist approach and discuss conceptual frameworks for teaching pre-social skills that enhance emotional intelligence (EQ) for special and at-risk populations. Students assess, write and implement behavior goals and objectives in relationship to IEPs and objectives of communication under EALRs.

EDU594: Special Education and the Law (1-5)

Instructor: Raman; SP

Principles of organization and management in special education – from congressional to state to district mandates – are the focus. Factors for compliance with procedural and legal issues for delivering services in special education include federal and state laws, referral processes, assessment, FAPE, least restrictive environments, accommodations, labeling guidelines, funding options, the rights and privileges of parents, and confidentiality under Public Law 94-142, Public Law 99-457 (IDEA) and Section 504. The purpose is to conceive a predict-and-prevent plan as a proactive way of avoiding legal problems by mediation rather than litigation.