

Center for Programs in Education

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Chair, Bachelor of Arts in Liberal Studies with Teacher Preparation
Gerri Douglass

Chair, First Peoples' Education Programs
Wendy Rosen

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Judith Bloom
Jim Borgford-Parnell
Bruce Campbell
Ruth Kelly
Stephen Kornat
Kate Lorenzini
Jan Maher
Maxine Mimms
Sheridan Mosher
Linda Munson
Eleni Oikonomidou

Kevin Plambeck
Ellen Riggs
Jerry Saltzman
Ophelia Taylor-Walker
Jack Yantis



Enroll across programs!

Courses marked with this logo are open to crss-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 for Experienced Educators (Campus-Based Program)



EDU515B: Issues of Critical Literacy (3)

Anne Maxham
Monday, 7 to 9:30 p.m.; Room 102

The study of literacy today is a vast and often complicated enterprise and while most would agree that reading, writing, listening and speaking are essential to critical understanding of and active engagement in the world, educators are often faced with compelling dilemmas in the classroom. The primary purpose of this course is to help educators better understand the field of literacy education and its role in all levels of education in order to identify significant issues and trends facing literacy educators today as well as explore the foundations of critical literacy education – its purposes, concepts and methods. Topics to be explored include literacy intervention, content literacy, critical self-reflection, and family literacy. Investigation of the theoretical underpinnings of critical literacy will include examining the “best practices” and strategies for K-12 and adult educators.



EDU558C: Social Justice & the Artistic Imagination (3)

Jack Yantis
Wednesday, 7 to 9:30 p.m.; Room 102

Although the arts have always had a direct link to the human condition, this connection poses a number of questions: How have artists responded to oppression, racism, sexism and other examples of injustice? Can the arts offer a healing process for the inequalities of the world? What is the role of the arts in political and environmental activism? Have the arts contributed to social inequities? Do the arts have a role in social healing? Are the arts essential to community or to the elite? What have artists done to keep their creative work alive during times of great social change or oppression? And how can the arts be integrated into a curriculum for social justice? These questions will be explored in a learning environment of dialogue, research, readings, fieldwork and other investigative approaches, so

that the learner can construct a meaningful sense of how the arts and one's own creativity can contribute to a more positive and healthy world.

EDU534D: Inquiry & Research (4)

Ed Mikel
Tuesday, 4:30 to 8:30 p.m.; Room 102
(includes a dinner break)

Designed for the educator as researcher, this course explores the multifaceted avenues of inquiry with a primary emphasis on qualitative research. Students in this class have opportunities to 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. A feature of this class is a focus on learning how to develop a research proposal to help prepare students for their future inquiry. *Students who are not in the M.A.Ed. program may register for this course if they have received approval from the instructor.*

EDU-527I: Curriculum Studies and Reflective Practice (4)

Pamela Joseph
Thursday, 5:00 to 9:00 p.m.; Room 102
(includes a dinner break)

This course explores the interdisciplinary field of curriculum studies in which attention is paid to the underlying sociocultural values as well as the epistemological and pedagogical beliefs that influence the selection and organization of curricular content. Students will study major curricular orientations in education (dominant ideas and practices, as well as those that confront mainstream orientations and beliefs), critiques of these orientations, the pedagogical, social and political origins of contemporary curriculum within American culture, and the importance of curriculum transformation to educational reform. A major focus of this course is students' investigations and reflections on their own practice or the practices of other educators through both a philosophical and anthropological lens within early childhood, K-12, or adult education settings. *Students who are not in the M.A.Ed. program may register for this course if they have received approval from the instructor.*

EDU525F: Introductory Seminar (2)

Kate Lorenzini
Monday, 4 to 6:30 p.m.; Room 102

This course 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 to support graduate students in education. Students will have opportunities to learn how to develop learning contracts, to find academic journal articles and review pertinent literature, to write critical analyses of academic writing, and to use

citations and references required for writing in the field of education. There will be seven class sessions starting with the first class on January 2. *Eligibility: Campus-based M.A.Ed. students.*

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. Students should not register until they have developed a title for their learning contract and have received approval from the evaluator for the learning contract in consultation with their advisor. The name of the evaluator must be written on the registration card. *Eligibility: Campus-Based M.A.Ed. students.*

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

Jim Borgford-Parnell

Independent studies in adult education include such topics as adult education methods, the history and philosophy of adult education, adult development and life-long learning, and program planning. Students should not register until they have developed a title for their learning contract and have received approval from the evaluator for the learning contract in consultation with their advisor. The name of the evaluator must be written on the registration card. *Eligibility: Campus-Based M.A.Ed. students.*

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

Lila Henderson-Leonard

Independent studies in special education will be arranged to further students' needs and interests in special education topics in such areas as exceptionalism, language acquisition, developmental reading, and curriculum modification. Students should not register until they have developed a title for their learning contract and have received approval from the evaluator for the learning contract in consultation with their advisor. The name of the evaluator must be written on the registration card. *Eligibility: Campus-Based M.A.Ed. students.*

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 of the field related to the inquiry, data collection, and interpretation of data in view of the related literature

and the question of inquiry. A support seminar for students in all stages of the inquiry sequence is required: Monday, 4:30 – 6:30, January 9, February 13, and March 6. *Eligibility M.A.Ed. Campus-Based students.*

EDU601A: Inquiry Proposal (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 students' inquiry, and the methodology that will be used for investigation and interpretation. The name of the evaluator must be written on the registration card. *Eligibility: Campus-Based M.A.Ed. students.*

EDU601B: Inquiry Development (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. The name of the evaluator must be written on the registration card. *Eligibility: Campus-Based M.A.Ed. students.*

EDU601C: Inquiry Report (4)

Inquiry Report is the culmination of the inquiry project. The report consists of an introduction that articulates and updates the elements of the proposal, the literature review, the findings, and the discussion or interpretation of the findings. The name of the evaluator must be written on the registration card. *Eligibility: Campus-Based M.A.Ed. students.*

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

MARYSVILLE

EDU540E: Leadership Seminar I (4)

Bruce Campbell

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.

EDU541E: Research Project (4)

Eleni Oikonomidou

Each student carries out a research project of

strong personal interest involving 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.

EDU599: Independent Study/Elective (2-4)

Bruce Campbell

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 that lie at the heart of a curriculum area they teach or supervise, or in relation to which they are creating policy or program initiatives.

TACOMA

EDU542F: Intro to Research (3)

Maxine Mimms

This course explores the multifaceted avenues of inquiry available to reflective practitioners. Students examine assumptions of various research paradigms and critically assess qualitative and quantitative research methods. They also understand research design with particular attention to teacher-conducted, action and participatory approaches, and consider which research orientations will help them to pose and answer questions important to their work.

EDU542H: Research Seminar (2)

Ruth Kelly

Students participate in a research seminar that combines individual work and group study. The seminar provides support for students in defining a research area of interest, conducting a literature review and preparing a research project proposal.

EDU597: Subject Area Concentration (3)

Ophelia Taylor-Walker

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 that lie at the heart of a curriculum area they teach or supervise, or in relation to which they are creating policy or program initiatives.

EDU599: Independent Study/Elective (2-4)

Ruth Kelly

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 that

lie at the heart of a curriculum area they teach or supervise, or in relation to which they are creating policy or program initiatives.

STANWOOD

EDU540E: Leadership Seminar I (4)

Kevin Plambeck

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.

EDU541E: Research Project (4)

Judith Bloom

Each student carries out a research project of strong personal interest involving 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.

First Peoples Education Program at Muckleshoot

In partnership with the Muckleshoot Tribe, Antioch University Seattle offers education strands on the Muckleshoot Reservation. Students may work toward a Bachelor of Arts in Liberal Studies with Teacher Certification, Teacher Certification with or without a Master of Arts in Education, or a Masters of Arts in Education. To promote a cohesive community and cohort experience, some undergraduates and graduate courses are combined. In such cases, graduate students complete additional readings and course work and attend graduate seminars. All courses emphasize the world views, values and traditions of Northwest Native peoples.

Tuesday & Thursday, 4 to 9:00 p.m., Saturday 8:30 a.m. to 5:30 p.m.

BATC470/EDU510: Student Teaching (9)

Various Faculty

During student teaching, students are responsible for:

- Assuming 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; and
- Participating in both formal and informal evaluations.

BATC461/EDU503D: Classroom Management (3)

Wendy Rosen

In this course, students explore 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.

M.A.Ed.

EDU599: Independent Study / Elective (1-4)

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

Undergraduate Teacher Preparation

All Seattle cohorts will be held on Monday, Wednesday 4 to 8:30 p.m. and Saturday 8:30 a.m. to 5:30 p.m.

BATP 9

Mon-200B; Wed-205; Sat-202

BATC354: Arts & the Imagination (3)

Jack Yantis

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

BATC451B: Earth & Space Science with Lab (3)

Rob Wang

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

BATC460: Special Needs (3)

Lila Henderson

This course addresses several special needs areas, including gifted education, special education and diverse ethnic and cultural issues. Curricular designs for meeting diverse students' needs are considered.

BATC410: Literacy I (3)

Anne Maxham

This course provides 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 is placed on beginning reading development and reading as the construction of meaning.

BATP 10

BATC320: Reflective Practice (3)

Pam Joseph

In this seminar 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?

BATC455: Technology (3)

Instructor TBD

Students are introduced to technology curricular concepts as well as to effective strategies for science and technology instruction. Course participants model innovative practices, review resources and explore authentic assessment tools. Multicultural issues in technology education are highlighted.

BATC340: Joy of Writing (3)

Instructor TBD

This course is designed to give the future teacher ample experience in written composition. The class approaches writing as a "way of knowing and understanding the world" through composing in multiple genres.

BATC370: Child Development (3)

Instructor TBD

Psychological, social, physical, moral and ethnic identity development has a profound impact on the educational process. This course equips students with an understanding of the various stages and types of development of young children and early adolescents.

TACOMA **BATP/GTPMA Blended Model**

BATC470/EDU510: Student Teaching (11)

Various Faculty

During student teaching, students are responsible for:

- Assuming 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/EDU510C: Integration Seminar (1)

Gerri Douglass

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

Graduate Teacher Preparation with Master's Option

ELEMENTARY EVENING 2005 **COHORT**

EDU510 Student Teaching (9)

Various Faculty

During student teaching, students are responsible for:

- Assuming 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

EDU503D: Classroom Management (3)

Linda Munson

Students thrive in classrooms in which the rhythm of the work complements and enhances the energies of the students. Time management, task management and pacing of instruction are important components of the "rhythms" of a classroom. Classrooms are also small communities, and through democratic design they can support and develop the skills the students need to be productive members of democratic society. This course provides students with the opportunity to explore effective management designs for secondary classrooms.

SECONDARY EVENING 2005 **COHORT**

Tuesday, Wednesday, Thursday, 4:00 to 9:30 p.m.

EDU559B: Changing High Schools (3)

Judith Gray

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

EDU555: Teacher as Professional (3)

Linda Munson

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

EDU521G: English Language Learners (3)

Ellen Riggs

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

EDU571A: Inquiry I-B (2)

Judith Gray

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

K-12 DAY 2005 COHORT

Monday, Tuesday, Wednesday, Thursday, 8:30 a.m. to 3:30 p.m.; Room 200 A & B

EDU507A: Human Development (2)

Jan Maher

Effective instruction is dependent upon the teachers' knowledge of the students they teach. This course explores: (1) specific theorists and themes in human development, (2) the possibilities for individual change, (3) the complexities of an individual's life at any given time, and (4) the influences of environment, culture and schooling. Students explore development from diverse schools of thought — behavioral, psychoanalytic, social, contextual and cognitive theories — and from several dimensions of experience — physical, emotional, social and moral, cognitive, aesthetic and spiritual. Students acknowledge the theories of human development they will use in their classroom practice.

EDU503: Classroom Culture and Management (2)

Sheridan Mosher

In this course, students explore 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 those which pertain to populations that traditionally fare poorly in public schools.

EDU512A: Instructional Methods: Literacy II-A (2-4)

Instructor TBD

This course provides 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 is placed on beginning reading development and reading as the construction of meaning.

EDU512B: Instructional Methods: Math II-A (2-4)

Jacque Ensigen

This course is the second part of a sequence on mathematics teaching. Continuing the study of how children learn mathematics concepts and skills, this course focuses on concepts of measurement, geometry, probability and statistics. A wide variety of instructional and assessment techniques are modeled. The integration of multicultural ideas, literature and technology is stressed. Students develop their abilities to design mathematics lessons that are

mathematically worthwhile and incorporate Washington's Essential Academic Learning Requirements.

**EDU512C: Instructional Methods:
Science II-A (2-4)**

Rob Wang

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

**EDU512D: Instructional Methods:
Social Studies II (2-4)**

Doug Selwyn

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

**ELEMENTARY EVENING 2006
COHORT**

**Tuesday, Wednesday, Thursday,
4:00 to 9:30 p.m.; Room 200 A & B**

EDU527D: Curriculum & Instruction (3)

Instructor TBD

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

EDU521F: Multicultural Education (3)

Kamuella Ka'Ahanui

This course is developed to acquaint pre-service teachers with the theories, domains and possibilities of multicultural education in the public 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.

EDU556D: Educational Foundations (3)

Jacque Ensign

This course surveys the social, philosophic and historical 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.

**EDU507A: Human Development & Learning
Theory (3)**

Instructor TBD

Effective instruction is dependent upon the teachers' knowledge of the students they teach. This course explores: (1) specific theorists and themes in human development, (2) the possibilities for individual change, (3) the complexities of an individual's life at any given time, and (4) the influences of environment, culture and schooling. Students explore development from diverse schools of thought — behavioral, psychoanalytic, social, contextual and cognitive theories — and from several dimensions of experience — physical, emotional, social and moral, cognitive, aesthetic and spiritual. Students acknowledge the theories of human development they will use in their classroom practice.

EDU510C: Integration Seminar (1)

Instructor TBD

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

**SECONDARY EVENING 2006
COHORT**

**Tuesday, Wednesday, Thursday 4:00 to 9:30
p.m.; Room 201 A**

EDU527D: Curriculum & Instruction (3)

Instructor TBA

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

also explore a variety of instructional methods that they apply directly to their instructional units.

EDU521F: Multicultural Education (3)

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**EDU507A: Human Development & Learning
Theory (3)**

Jerry Saltzman

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Judith Gray

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