

# School of Education

## Program Faculty and Staff

[www.antiochseattle.edu/about/OurFaculty\\_list.html](http://www.antiochseattle.edu/about/OurFaculty_list.html)

### Interim Dean

Ed Mikel, Ph.D.

### Core Faculty

Christie Kaaland, Ed.D.

Rachel Oppenheim, Ed.D.

Wendy Rosen, Ph.D.

Kelly Vancil, Ed.D.

Darlene York, Ed.D.

### Visiting Faculty

Robert Delisle, Ed.D.

Sara Hagenah, M.A.Ed.

### Director of Field Experience

Virginia Low

### Associate Faculty

Judith Bloom, M.A.

Kevin Plambeck, M.A.

Carolanne Watness, M.A.Ed.

### Adjunct Faculty

Shimon Alkon

Peter Donaldson

Dominic Jimenez

Richard Katz

Phoenix Raine

Carolanne Watness

### Certification Officer

Rita Hunter

### Office Manager

Aimee Bullock



## Seattle Campus

### M.A. Education Programs

#### (Seattle Campus)

EDUC546-CAMP: Leadership & Reform (4)

EDUC610-CAMP: Inquiry Proposal (2-4)

EDUC620-CAMP: Inquiry Development (2-4)

EDUC650-CAMP: Inquiry Report (2-4)

EDUC571-CAMP: Tribal Law (1)

EDUC600-CAMP: Special Topics (1-4)

EDUC600-CAMP: Special Topics (1-4)

EDUC600-CAMP: Special Topics (1-4)

#### (Stanwood Campus)

EDUC511-STAN: Curriculum Studies & Reflective Practices (4)

EDUC546-STAN: Leadership & Reform (4)

## 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 advisers. 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. The required support seminar for students in all stages of the inquiry sequence will be held on dates selected by the adviser.

EDUC610: Inquiry Proposal (2-4)

EDUC620: Inquiry Development (2-4)

EDUC650: Inquiry Report (2-4)

### M.A. Education Programs (Environmental and Sustainability Education)

EDUC635-ESE: Policy, Engagement & Action (4)

### Special Education Endorsement

SPED625-1: Curriculum Planning in Special Education (4)

SPED626-1: Managing Student Behaviors (4)

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

### **Winter 2010 K-8 Cohort**

EDUC590-WS10: Student Teaching (11)

EDUC591-WS10: Support Seminar (1)

### **Spring 2010 K-8 Cohort**

EDUC590-WS10: Student Teaching (11)

EDUC591-WS10: Support Seminar (1)

### **Summer 2010 K-8 Cohort**

EDUC540-SU10: Social Studies  
Methods (4)

EDUC534-SU10: Integrating the Arts  
(4)

EDUC608-SU10: Research Project (1-4)

### **GTP K-8 Fall 2010**

EDUC550-FA10: Math Methods (4)

EDUC552-FA10: Science Methods (4)

EDUC577-FA10: English Language  
Learners (4)

### **GTP K-8 Winter 2011**

EDUC502-SP11: Education & Society  
(4)

EDUC509-SP11: Child Development &  
Learning (4)

EDUC561-SP11: Lit Issues & Methods  
I-Writing (4)

# Schedule of Classes Spring 2011

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Course/Section	Title	Cross Prgm	Day	Time
EDUC 502-SP11 Instructor (s) <i>Specific Dates</i> <i>Credit Min/Max: /</i>	Education and Society	C/P	TBA; -	
<i>Pre-Req:</i> <i>Specific Information:</i> <i>Course Description:</i> An examination of the foundations of American education – philosophies and orientations that inform it; historic, economic, political, and social realities that impact it; philosophical and psychological sources that influenced it. Explorations highlight how schools have dealt with increasingly diverse student populations and societal needs over time. Classroom simulations address ethical and practical aspects of change and specific needs manifest by diverse communities.	<i>Lab Fee</i> _____	<i>Liaison</i> <i>Class Limit</i> 20		
EDUC 509-SP11 Instructor (s) Christie E. Kaaland <i>Specific Dates</i> <i>Credit Min/Max: 4/4</i>	Child Dev & Learning Theory	C/P	Thursday; 4:00pm-6:30pm	
<i>Pre-Req:</i> <i>Specific Information:</i> <i>Course Description:</i> Candidates explore specific development theories and themes in child development and learning and their implications for classroom instruction and learning. Teacher candidates apply, with practical applicability, the child development theories and current research to teaching in today's world.	<i>Lab Fee</i> _____	<i>Liaison</i> <i>Class Limit</i> 20		
EDUC 510-WI11 Instructor (s) <i>Specific Dates</i> <i>Credit Min/Max: 4/4</i>	Strat of Instruction & Assess	C/P	TBA; -	
<i>Pre-Req:</i> <i>Specific Information:</i> <i>Course Description:</i> Teacher candidates explore behaviors, instructional patterns, classroom conditions, and school characteristics associated with student learning. Understanding research bases underlying ethical and just practice of instruction and assessment enable teacher candidates to develop skills using models of teaching and assessment, to understand and practice varied components of effective instruction, and to work in multicultural settings.	<i>Lab Fee</i> _____	<i>Liaison</i> <i>Class Limit</i> 20		
EDUC 540-SU10 Instructor (s) Richard E. Katz <i>Specific Dates</i> <i>Credit Min/Max: 4/4</i>	Instrect Mthds: Soc Studies I	C/P	Thursday; 4:00pm-6:30pm	
<i>Pre-Req:</i> <i>Specific Information:</i> <i>Course Description:</i> Teacher candidates learn to integrate the content of history, civic ideals, people and places, economics, and issues of power and authority in society by applying best practices in planning instruction and assessment in the context of state and national social studies standards. Participants use a variety of approaches to explore a critical and integrated approach to teaching social studies including Northwest history and the application of Initiative 1492.	<i>Lab Fee</i> _____	<i>Liaison</i> <i>Class Limit</i> 20		

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Course/Section	Title	Cross Prgm	Day	Time
EDUC 546-CAMP Instructor (s) <i>Specific Dates</i> Credit Min/Max: 4/4	Leadership and Reform	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i> <i>Class Limit</i> 20	
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> 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.				
EDUC 561-SP11 Instructor (s) Robert G. Delisle <i>Specific Dates</i> Credit Min/Max: 4/4	Literacy Issues & Methods I	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i> <i>Class Limit</i>	
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Teacher candidates will explore the ways in which children acquire and develop their writing abilities. In the process prospective teacher candidates will examine their own writing abilities and seek to further develop them.				
EDUC 563-WI11 Instructor (s) Robert G. Delisle <i>Specific Dates</i> Credit Min/Max: 4/4	Literacy Issues & Methods II	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i> <i>Class Limit</i>	
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> In this overview of critical issues in reading and writing, students learn theories and practices of teaching reading, writing and communication skills. The course considers the full spectrum in the field of literacy with particular emphasis on beginning reading development and reading as the constructing of meaning.				
EDUC 571-CAMP Instructor (s) <i>Specific Dates</i> Credit Min/Max: 1	Tribal Law	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i> <i>Class Limit</i>	
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Students explore the legal history and current context for tribal sovereignty and its ramifications, including those that concern schools.				

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Course/Section	Title	Cross Prgm	Day	Time
EDUC 590-WS10 Instructor (s) <i>Specific Dates</i> Credit Min/Max: 11/11	Student Teaching	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i> <i>Class Limit</i>	
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> During student teaching, candidates must: present a positive, professional and leadership role in the classroom and school; write, teach, assess and reflect on lesson plans, curriculum units and an instructional sample; videotape and critique two lessons; secure feedback from the host teacher and faculty supervisor and refine one's performance accordingly; and participate in both formal and informal evaluations. Teacher candidate receive classroom management training and support throughout the student teaching experience. Prerequisite: Successful passage of the WEST-E test(s) by the end of the 4th Quarter of enrollment.				
EDUC 591-WS10 Instructor (s) Carolanne C. Watness <i>Specific Dates</i> Specific Dates TBA Credit Min/Max: /	Support Seminar	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i> <i>Class Limit</i>	
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Students focus on preparation of the endorsement portfolio.				
EDUC 600-CAMP Instructor (s) <i>Specific Dates</i> Credit Min/Max: 1/4	Subject Area Concentration	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i> <i>Class Limit</i>	
<i>Pre-Req:</i>				
<i>Specific Information:</i> Special Topics				
<i>Course Description:</i> Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on 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. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.				
EDUC 608-SU10 Instructor (s) Sara L. Hagenah <i>Specific Dates</i> Specific Dates TBD Credit Min/Max: 4/4	Research Project I	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i> <i>Class Limit</i>	
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Each candidate selects a project of strong personal interest that involves an issue or problem central to contemporary education. The projects range widely; all address practical questions and most employ a variety of methodological research orientations.				

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Course/Section	Title	Cross Prgm	Day	Time
EDUC 610-CAMP Instructor (s) <i>Specific Dates</i> April 4, May 2 and June 6 <i>Credit Min/Max:</i> 2/2	Inquiry Proposal	C/P	Monday;	4:00pm-6:30pm
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 20
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> 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.				
EDUC 620-CAMP Instructor (s) <i>Specific Dates</i> April 4, May 2 and June 6 <i>Credit Min/Max:</i> 2/4	Inquiry Development	C/P	Monday;	4:00pm-6:30pm
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 20
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> 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.				
EDUC 635-ESE Instructor (s) Peter Donaldson, B.F.A. Edward Mikel <i>Specific Dates</i> <i>Credit Min/Max:</i> 4/4	Policy & Action in Env&Sus Ed	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i>
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Explores how a variety of social, economic and environmental theories, perspectives, insights and innovations can be implemented and practiced with special attention on regional, national, and international sustainability innovations. Examines social, political and scientific considerations inherent in environmental policy and regulation. Prepares for effectively teaching and assessing curriculum and programs at the elementary and secondary level.				
EDUC 650-CAMP Instructor (s) <i>Specific Dates</i> April 4, May 2 and June 6 <i>Credit Min/Max:</i> 2/4	Inquiry Report	C/P	Monday;	4:00pm-6:30pm
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 20
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> 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.				

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Course/Section	Title	Cross Prgm	Day	Time
SPED 601-W111	Special Education	C/P		TBA; 4:00pm-6:30pm
Instructor (s) Dominic Jimenez, M.Ed.				
<i>Specific Dates</i>				
Credit Min/Max: 4/4		Lab Fee _____	Liaison Class Limit 20	
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Teacher candidates explore special needs areas, including gifted education, special education and diverse ethnic and cultural issues. They consider curricular designs for meeting diverse students' needs.				

SPED 625-1	Curriculum Planning;Spec. Ed	C/P	Thursday; -	
Instructor (s)				
<i>Specific Dates</i>				
Credit Min/Max: 4/4		Lab Fee _____	Liaison Class Limit 20	
<i>Pre-Req:</i> SPED623, 624, co req SPED626				
<i>Specific Information:</i>				
<i>Course Description:</i> Students examine curriculum and instructional practices appropriate for special needs students including: national and state standards, designing learning environments, developing effective strategies for teaching contents areas, developing social skills, collaborative teaching and problem solving. Students will focus on the implication of diverse population needs in relation to curriculum planning, and emphasize integration and use of technology.				
<i>Pre-requisites:</i> SPED623 & SPED624, Co-requisite: SPED626				

SPED 626-1	Mng Stu. Behavior& Soc. Skill	C/P	Thursday; -	
Instructor (s) Dominic Jimenez, M.Ed.				
<i>Specific Dates</i>				
Credit Min/Max: 4/4		Lab Fee _____	Liaison Class Limit 20	
<i>Pre-Req:</i> SPED 625				
<i>Specific Information:</i>				
<i>Course Description:</i> Students focus on the use of formal and informal behavior assessment practices with culturally and linguistically diverse students with special needs in both inclusive and special classrooms, the development and use of I. F. S. P. and I. E. P. goals in relation to behavioral assessments, the application of behavioral principles of classroom management to inclusive and special classrooms, and the specific data collection procedure to implement behavioral change process with students. (40 hours Supervised Field Experiences) Co-requisite: SPED625				