

# 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

Tonni Best, MA.Ed.

Anita DeMonbrun, M.A.

Peter Donaldson

Joanne Dufour, M.S.

Jayasri Ghosh, Ph.D.

Dominic Jimenez, MA.Ed.

Richard Katz, MA.Ed.

Linda Munson, M.S.

Patricia Oweilia, MLA

Phoenix Raine, Ph.D

### Certification Officer

Rita Hunter

### Office Manager

Aimee Bullock



# Schedule of Classes Summer 2011

Effective As Of; Apr 29, 2011 10:45 AM

Course/Section	Title	Cross Prgm	Day	Time
EDUC 502-SU11 Instructor (s) Jayasri Ghosh, Ph.D. <i>Specific Dates</i> Credit Min/Max: 4/4	Education and Society	C/P	Wednesday	7:00pm-9:30pm
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<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.				
EDUC 509-SU11 Instructor (s) Christie E. Kaaland <i>Specific Dates</i> Credit Min/Max: 4/4	Child Dev & Learning Theory	C/P	Wednesday	4:00pm-6:30pm
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<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.				
EDUC 510-SP11 Instructor (s) Patricia E. Owliaei, MLA <i>Specific Dates</i> Credit Min/Max: 4/4	Strat of Instruction & Assess	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<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.				
EDUC 511-STAN Instructor (s) Judith A. Bloom <i>Specific Dates</i> Credit Min/Max: 4/4	Curric Studies & Reflct Pract	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Consideration of 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.				

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Course/Section	Title	Cross Prgm	Day	Time
EDUC 534-FA10 Instructor (s) Anita C. DeMonbrun, M.A. <i>Specific Dates</i> Credit Min/Max: 4/4	Integrating the Arts	C/P	Wednesday	7:00pm-9:30pm
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Discipline Based Art Education creates a deep understanding of the interlinking concepts, skills and knowledge of academic subjects and the arts that empower the learner. Teaching Candidates will experience the multiple arts through methods that are a fusion of practice and theory grounded in an experiential context.				
EDUC 540-FA10 Instructor (s) Richard E. Katz <i>Specific Dates</i> Credit Min/Max: 4/4	Instrct Mthds: Soc Studies I	C/P	Wednesday	4:00pm-6:30pm
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<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.				
EDUC 546-STAN Instructor (s) Judith A. Bloom <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> 25
<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 550-WI11 Instructor (s) Tonni Best <i>Specific Dates</i> Credit Min/Max: 4/4	Methods: Mathematics I	C/P	Wednesday	4:00pm-6:30pm
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Teacher candidates develop an understanding of mathematics concepts and processes through a variety of teaching methods. They explore the concepts of number sense, algebraic sense and the meaning behind the algorithms of arithmetic. Faculty model a variety of instructional techniques with the integration of multicultural ideas and literature.				

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Course/Section	Title	Cross Prgm	Day	Time
EDUC 552-WI11 Instructor (s) Sara L. Hagenah <i>Specific Dates</i> Credit Min/Max: 4/4	Instructional Mthds: Sci I	C/P	Wednesday;	7:00pm-9:30pm
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Teacher candidates experience inquiry-based learning and teaching. Learning experiences integrate the appropriate use of technology, highlight multicultural and sustainability issues present in science education, and apply current science assessment practices. Students develop inquiry-based, multicultural lessons that are based on the State and National Science Standards, with emphasis placed on assessing student understanding and reflective teaching practices.				
EDUC 558-SU10 Instructor (s) Christie E. Kaaland <i>Specific Dates</i> Credit Min/Max: 4/4	Methods: Health & Physical Ed	C/P	Thursday;	-
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Candidates explore current issues around children's health and safety, including child abuse, from a variety of perspectives. Central foci include integration of health, fitness, and safety curricula into other content areas and integrating healthful practices into students' daily lives. Teacher candidates design units of instruction that assist students in establishing healthful daily practices in and out of school.				
EDUC 561-SU11 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> 25
<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-SP11 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> 25
<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.				

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Course/Section	Title	Cross Prgm	Day	Time
EDUC 577-WI11 Instructor (s) Joanne Dufour, M.S. <i>Specific Dates</i> Credit Min/Max: 4/4	English Language Learners	C/P	Monday;	7:00pm-9:30pm
		Lab Fee _____		Liaison Class Limit 25
<p><i>Pre-Req:</i></p> <p><i>Specific Information:</i></p> <p><i>Course Description:</i> Teacher candidates focus theories of teaching English as a second language as well as strategies that classroom teachers can use to support the learning of multilingual children.</p>				
EDUC 584-SU10 Instructor (s) Linda G. Munson, M.S. <i>Specific Dates</i> Credit Min/Max: 3/3	Classroom Mgmt & Discipline	C/P	Thursday;	-
		Lab Fee _____		Liaison Class Limit 25
<p><i>Pre-Req:</i></p> <p><i>Specific Information:</i> Students Please Be Advised: This course should be taken in lieu of the Elective course indicated on your Quarter x Quarter schedule. In order to stay on track with your degree programs credit requirements you should also register for a 1 credit independent study with this same instructor.</p> <p><i>Course Description:</i> 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.</p>				
EDUC 600-CAMP Instructor (s) <i>Specific Dates</i> Credit Min/Max: 1/4	Subject Area Concentration	C/P	TBA;	-
		Lab Fee _____		Liaison Class Limit 25
<p><i>Pre-Req:</i></p> <p><i>Specific Information:</i></p> <p><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.</p>				
EDUC 607-CAMP Instructor (s) Phoenix Raine, PHD <i>Specific Dates</i> 7/11, 8/8 & 9/12 Credit Min/Max: 4/4	Inquiry and Research	C/P	Monday;	4:00 pm-6:30 pm
		Lab Fee _____		Liaison Class Limit 25
<p><i>Pre-Req:</i></p> <p><i>Specific Information:</i></p> <p><i>Course Description:</i> 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.</p>				

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Course/Section	Title	Cross Prgm	Day	Time
EDUC 608-FA10	Research Project I	C/P	Monday;	7:00pm-9:30pm
Instructor (s) Sara L. Hagenah <i>Specific Dates</i> 7/11, 8/8 & 9/12 Credit Min/Max: 4/4				
		Lab Fee _____	Liaison Class Limit 25	
Pre-Req: Specific Information: Course Description: 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.				

EDUC 609-SU10	Research Project II	C/P	Tuesday;	7:00pm-9:30pm
Instructor (s) Sara L. Hagenah <i>Specific Dates</i> 7/5, 8/2 & 9/6 Credit Min/Max: 4/4				
		Lab Fee _____	Liaison Class Limit 25	
Pre-Req: Specific Information: Course Description: Each candidate carries out 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 quantitative and qualitative research methodologies.				

EDUC 610-CAMP	Inquiry Proposal	C/P	TBA; -	
Instructor (s) <i>Specific Dates</i> TBA Credit Min/Max: 2/4				
		Lab Fee _____	Liaison Class Limit 25	
Pre-Req: Specific Information: Course Description: 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 610-SP10	Inquiry Proposal	C/P	Tuesday;	4:00pm-6:30 pm
Instructor (s) Kelly R. Vancil, Ed.D. <i>Specific Dates</i> Credit Min/Max: 3/3				
		Lab Fee _____	Liaison Class Limit 25	
Pre-Req: Specific Information: Course Description: 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.				

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Course/Section	Title	Cross Prgm	Day	Time
EDUC 620-CAMP Instructor (s) <i>Specific Dates</i> TBA <i>Credit Min/Max:</i> 2/4	Inquiry Development	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<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 620-SP10 Instructor (s) Kelly R. Vancil, Ed.D. <i>Specific Dates</i> <i>Credit Min/Max:</i> 3/3	Inquiry Development	C/P	Tuesday; 4:00pm-6:30pm	
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<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 630-ESE Instructor (s) Peter Donaldson, B.F.A. Edward Mikel <i>Specific Dates</i> <i>Credit Min/Max:</i> 2/2	Eco Perspectives: Env&Sus Ed	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Introduction to ecological dimensions of sustainability and its interconnectedness with local and global economic and social dimensions. Explores integrated environmental and sustainability issues and curriculum development using a Pacific Northwest based case-study approach.				
EDUC 631-ESE Instructor (s) Peter Donaldson, B.F.A. Edward Mikel <i>Specific Dates</i> <i>Credit Min/Max:</i> 2/2	Social Prspctves: Env&Sus Ed	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i>	<i>Class Limit</i> 25
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Explores the many dimensions of sustainability—social, economic, cultural, institutional, and personal that bear on the fabric of human society and its relationship to and effect on the natural environment. Promotes related understanding of self and community in the global context.				

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EDUC 636-ESE Instructor (s) Peter Donaldson, B.F.A. Edward Mikel <i>Specific Dates</i> Credit Min/Max: 4/4	Prof Devlpmnt in Env&Sus Ed	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i> Class Limit 25	
<i>Pre-Req:</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Examines the opportunities and benefits to becoming an active member of the environmental and sustainability education professional community through a field experience based capstone project. Experiential project reflects upon cumulative portfolio learning and prepares for life-long personal and professional development as educator and citizen dedicated to the purposes and best practices of environmental stewardship and pursuit of sustainability.				
EDUC 650-CAMP Instructor (s) <i>Specific Dates</i> TBA Credit Min/Max: 2/4	Inquiry Report	C/P	TBA; -	
	<i>Lab Fee</i> _____		<i>Liaison</i> Class Limit 25	
<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.				
EDUC 650-SP10 Instructor (s) Kelly R. Vancil, Ed.D. <i>Specific Dates</i> Credit Min/Max: 3/3	Inquiry Report	C/P	Tuesday; 4:00 pm-6:30 pm	
	<i>Lab Fee</i> _____		<i>Liaison</i> Class Limit 25	
<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.				
SPED 601-SP11 Instructor (s) Dominic Jimenez, M.Ed. <i>Specific Dates</i> Credit Min/Max: 4/4	Special Education	C/P	Thursday; 4:00pm-6:30pm	
	<i>Lab Fee</i> _____		<i>Liaison</i> Class Limit 25	
<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.				

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<i>Course/Section</i>	<i>Title</i>	<i>Cross Prgm</i>	<i>Day</i>	<i>Time</i>
SPED 627-1	Internship; Special Education	C/P	TBA; -	
Instructor (s)				
<i>Specific Dates</i>				
<i>Credit Min/Max: 8/8</i>	<i>Lab Fee</i>		<i>Liaison</i>	<i>Class Limit 25</i>
<i>Pre-Req: 24 Credits of Special Education courses and permission of Chair</i>				
<i>Specific Information:</i>				
<i>Course Description:</i> Students demonstrate knowledge and skills in a classroom setting. The students participate in the processes of collaboration, teaming, partnerships, record keeping and supervision of volunteers and paraprofessionals. (Six week Supervised Internship and completion of the Special Education Endorsement Portfolio) Pre-requisites: 24 credits of special education courses and permission of Chair.				