





## UNIVERSITY CONTINUING EDUCATION (CE) QUARTER CREDIT INFORMATION

### • UNIVERSITY CE QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 1 Antioch University, Seattle, 400 or 500 level CE quarter credits, instead of hours, and will be required to:

1. Attend all six hours of 1-day conference.
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option.
3. Complete an Integration Paper by answering the three questions.

### • REQUIREMENTS FOR UNIVERSITY CE QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

1. Attend and fully participate in the six-hour conference.
2. To successfully complete the 400 and/or 500 level assignments.
3. To successfully complete the Integration Paper assignment.

### • CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

## ADDITIONAL COURSE INFORMATION

### ASSIGNMENT FORMAT & DUE DATE

- Papers should be word-processed, double-spaced, and mailed or emailed to the instructor.
- All assignments are due to the instructor within 2 weeks of the last class session.

### REQUIRED READING:

You may choose selections to read from the following two texts provided at class.

*Educating for Humanity, Rethinking the Purposes of Education*, Mike Seymour  
*The Power and Promise of Humane Education*, Zoe Weil

### MATERIALS FEE:

None. Texts are provided as part of the registration fee.

### HEADING REQUIRED FOR ALL ASSIGNMENTS:

A heading is required; please use the following format.

Your Name:

Course Number:

Date:

Assignment #:

Instructor Name:

Course Name:

Level: Clock/ PDU/ CEU/ Credit (400 or 500)

## ASSIGNMENTS REQUIRED FOR 400 & 500 LEVEL CREDIT

### 400 & 500 LEVEL OUTSIDE ASSIGNMENT:

Complete **one** of the following assignments:

4. Describe in 2-pages your teaching situation. Include the expectations you brought to this conference and 2-3 key things you took away from this day that you think will stay with you.  
**OR**
5. Choose to read several selections useful to you from one of the two texts provided at the conference, and write a 1-2 page reflection on how what you read either supports your existing beliefs and practices in education or challenges and extends them.  
**OR**
6. Describe in 1-2 pages if and how your teaching will change as a result of your taking this course and, if so, what specific changes/plans you will make.

### 500 LEVEL OUTSIDE ASSIGNMENT:

In addition to the 400 level assignment, complete **one** of the following:

5. Prepare an annotated bibliography consisting of at least 7 items made up of journals, web sites, online videos and/or feature length films that you could use with students to promote a greater sense of citizenship as well as social and environmental responsibility.  
**OR**
6. Another assignment of your own choice, with the instructors' prior approval.

### 400 & 500 LEVEL ASSIGNMENT

#### INTEGRATION PAPER

Write a 1-2 page Integration Paper answering these questions:

4. What aspects of the conference and the course were most helpful and why?
5. What further knowledge and skills in this general area do you feel you need?
6. How and with what other school or community members might you share what you learned?

### INSTRUCTOR EVALUATION OF WORK:

Please email your outside assignments to Mike Seymour ([mike@hol.edu](mailto:mike@hol.edu)) and indicate if you would like feedback on your assignments.

### QUALIFICATIONS FOR TEACHING THE COURSE:

**Mike Seymour, M.S.**, is President of The Heritage Institute, author of *Educating for Humanity: Rethinking the Purposes of Education*, and founder of a non-profit organization, *Youth for a New World*. Since 1987 he has led workshops, symposiums and retreats for teachers in the Pacific Northwest and at conferences around the USA and in Africa. Mike received his B.A. from Columbia University, and his M.S. from Seattle Pacific University.

**Zoe Weil, M.A.**, is the cofounder and president of the Institute for Humane Education (IHE), [www.HumaneEducation.org](http://www.HumaneEducation.org). Zoe is considered a pioneer in the humane education movement and speaks regularly in schools, universities, and in communities across the U.S. and Canada. She is the author of six books including *Most Good, Least Harm: A Simple Principle for a Meaningful Life and Better World*, *Above All, Be Kind: Raising a Humane Child in Challenging Times*, and *The Power and Promise of Humane Education*. She holds master's degrees from the University of Pennsylvania and Harvard.

**WORLD BECOMES WHAT YOU TEACH  
BIBLIOGRAPHY**

**BOOKS, PUBLICATIONS & ORGANIZATIONS**

Seymour, Mike. 2004. *Educating for Humanity: Rethinking the Purposes of Education*.  
Paradigm Publishers. Boulder.  
<http://www.educatingforhumanity.org>

Weil, Zoe. 2004. *The Power and Promise of Humane Education*. New Society Publishers.  
Gabriola Island, B.C., Canada.  
<http://zoeweil.com/zoes-books/the-power-and-promise-of-humane-education/>

**Yes! Magazine**, a publication concerned with a more sustainable, just and peaceful world and available to teachers with a one year free subscription.  
<http://www.yesmagazine.org/forms/free-teacher-subscription>

**Rethinking Schools**, a nonprofit, independent publisher of educational materials. Advocates the reform of elementary and secondary education, with a strong emphasis on issues of social justice.  
<http://www.rethinkingschools.org/>

**Facing the Future** is a nonprofit agency dedicated to providing sustainability and global issues curriculum, professional development and service learning.  
<http://www.facingthefuture.org/>

**WORLD BECOMES WHAT YOU TEACH  
CONFERENCE SCHEDULE**  
*Conference Schedule is subject to change.*

**Morning Session**

- 9-9:15 INTRODUCTION
- 9:15-9:50 WORLD SITUATION & EDUCATION ROLE
- 9:50-10am WHAT IS EDUCATION FOR: Zoe & Mike
- 10:10-10:40am EXAMINING OUR EXPERIENCE
- 10:40-11am EDUCATION REFORM CONUNDRUM
- 11-11:15am WHO ARE WE: What's Our Calling
- 11:15-11:30 BREAK
- 11:30-12am BRINGING WHO WE ARE TO WHAT WE DO: Our Ideal School Part A
- 
- 12-12:45pm LUNCH BREAK

**Afternoon Session**

- 12:45-1:50pm BRINGING WHO WE ARE TO WHAT WE DO: Our Ideal School Part B
- 2pm-3:30pm WHAT WE CAN DO IN OUR TEACHING: Imagining different curriculum, activities
- 3:30-3:40pm BREAK:
- 3:40-4pm CONCLUSION: Hope & Inspiring Stories