

**SCHOOL OF EDUCATION
FALL 2007**

EDUC 115 35400	1	<i>EMBRACING DIVERSITY</i>	M 3:35-6:00	STAFF	3
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This course is about cultural diversity in the University community and how we can better understand ourselves and others through an appreciation of college education as a cultural experience, with its own unique set of rules, biases, and expectations. The course is designed for first year students. The objectives are to help students become aware of the ways differences of race, class, religion, ethnicity, gender, sexual identity, and physical disabilities have divided people in American society and particularly in higher education; to provide ways of thinking about and analyzing differences in order to develop a critically examined position; and to consider ways that knowledge of differences may be used to build a more pluralistic University and a more equitable society.

EDUC 125 35364	1	<i>OASIS 1ST YR SEMINAR</i> GOODELL 604	M 1:25-2:15	STREHORN,K. WEILERSTEIN,K.	1
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The OASIS First-Year Seminar is a one-credit Pass/Fail course, specifically designed to help undeclared students make a smooth transition to UMass. It will provide opportunities for students to develop skills, behaviors, and attitudes necessary for success at the University. Instructors will also serve as the student's advisor. Students will complete in-class and out-of-class assignments and will have two individual meetings with the instructor/advisor. Designed for students who have not yet declared a major.

There are many sections available, please refer to SPIRE.umass.edu.

EDUC 125 35366	2	<i>OASIS 1ST YR SEMINAR</i> GOODELL 604	M 3:35-4:25	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35368	3	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	TU 11:15-12:30	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35370	4	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	TU 1:00-2:15	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35372	5	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	TU 4:00-5:15	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35374	6	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	W 1:25-2:15	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35376	7	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	W 2:30-3:20	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35378	8	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	W 3:35-4:25	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35380	9	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	M 2:30-3:20	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35382	10	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	TH 9:30-10:45	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35384	11	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	TH 2:30-3:45	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35386	12	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	TU 9:30-10:45	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35388	13	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	TU 2:30-3:45	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35390	14	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	W 10:10-11:00	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35392	15	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	TH 1:00-2:15	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35394	16	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	W 9:05-9:55	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35396	17	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	W 12:20-1:10	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 35398	18	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	TH 11:15-12:30	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 192A 46537	1	<i>S-ED AT THE MOVIES</i>	TU 4:00-5:15	STEPHEN,N.	3
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The objective of this course is to introduce students to selected essential topics in modern educational theory and practice using depictions of teachers, students and schools in movies as springboards for inquiry. Topics covered include: teachers and teaching, learning theory, school leadership, school reform, curriculum, difference and disability, equity and diversity, the classroom as a social system/mini-society and student motivation. Discussion section required.

EDUC 192A 35504	1D	<i>S-ED AT THE MOVIES</i>	TU 6:00-7:15	STEPHEN,N.	
EDUC 192A 35506	2D	<i>S-ED AT THE MOVIES</i>	TU 7:30-8:45	STEPHEN,N.	
EDUC 192A 35508	3D	<i>S-ED AT THE MOVIES</i>	TH 2:30-3:45	STEPHEN,N.	
EDUC 192A 35510	4D	<i>S-ED AT THE MOVIES</i>	W 1:00-2:15	STEPHEN,N.	
EDUC 192A 35512	5D	<i>S-ED AT THE MOVIES</i>	W 2:30-3:45	STEPHEN,N.	
EDUC 192A 35514	6D	<i>S-ED AT THE MOVIES</i>	TH 1:00-2:15	STEPHEN,N.	
EDUC 192F 46538	1	<i>S-BSC COL SRVIVL SKI</i>	TH 5:30-6:45	CLEMMONS,D.	1

All incoming CCEBMS students will be required to attend a series of ten workshops each fall semester. This course is to be taken for one credit, on a pass/fail grading scale. It is a survey course, intended to acquaint CCEBMS students with the campus and make them aware of all pertinent issues related to their retention and the successful completion of their degrees. Each week, a workshop will be facilitated by a different University agency or organization, with a designated facilitator who will be assisted by the CCEBMS Peer Counseling Coordinator. All sessions are scheduled for two hours, once a week.

EDUC 193A 35668	1	<i>S-LIFE SKLLS ATHLETE</i>	MWF 10:10-11:00	WASHINGTON,E. DRUMMOND,T.	1
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The purpose of this course is to prepare student athletes to be successful at the University. Classes focus on academic skills, career planning, and personal well being. This section meets September 10th-October 19th.

EDUC 193A 35670	2	<i>S-LIFE SKLLS ATHLETE</i>	MWF 12:20-1:10	WASHINGTON,E. DRUMMOND,T.	1
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See Section 1 description. This section meets September 10th-October 19th.

EDUC 193A 35672	3	<i>S-LIFE SKLLS ATHLETE</i>	MWF 11:15-12:05	WASHINGTON,E. DRUMMOND,T.	1
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See Section 1 description. This section meets October 22nd-December 7th.

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EDUC 193A 35864	4	<i>S-LIFE SKLLS ATHLETE</i>	MWF 1:25-2:15	WASHINGTON,E. DRUMMOND,T.	1
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See Section 1 description. This section meets October 22nd-December 7th.

EDUC 193A 47279	5	<i>S-LIFE SKLLS ATHLETE BY ARRGT</i>	BY ARRGT	WASHINGTON,E. DRUMMOND,T.	1
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See section 1 description. This section meets: September 10th-December 7th.

EDUC 210 35444	1	<i>SOCIAL DIVRSTY IN ED MARY LYON 119 (NE)</i>	TUTH 11:15-12:30	ADAMS,M.	3
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Focus on issues of social identity, social and cultural diversity, and societal manifestations of oppression. It draws on interdisciplinary perspectives of social identity development, social learning theory, and sociological analyses of power and privilege within broad social contexts.

EDUC 210 35446	2	<i>SOCIAL DIVRSTY IN ED PATTERSON 231</i>	TUTH 11:15-12:30	ADAMS,M.	3
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See Section 1 description.

EDUC 210 35460	3	<i>SOCIAL DIVRSTY IN ED WASHINGTON 508</i>	TUTH 11:15-12:30	ADAMS,M.	3
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See Section 1 description.

EDUC 210 35462	4	<i>SOCIAL DIVRSTY IN ED HAMPDEN 200</i>	TUTH 11:15-12:30	ADAMS,M.	3
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See Section 1 description.

EDUC 210 35464	5	<i>SOCIAL DIVRSTY IN ED COOLIDGE 1208</i>	TUTH 11:15-12:30	ADAMS,M.	3
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See Section 1 description.

EDUC 229 35402	1	<i>INTERNATIONAL EDUC</i>	W 4:00-6:30	COHEN- MITCHELL,J.	3
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This course is designed to introduce students to the role of culture in education. After exploring the theoretical basis of culture, and its relationship to education, students will be exposed to a range of cultural perspectives from Africa, Asia and Latin America. To integrate the various country presentations, students will engage in study of the following global issues: environmental pollution, population distribution, socio-economic concerns and cultural conflicts.

EDUC 258 46539	1	<i>ED SJ DIV PEER THEAT JOHN ADAMS 508</i>	W 7:00-9:30	SISNEROS,K. ADAMS,M.	3
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Students in this class develop dramatic scenarios to engage their peers with issues of diversity and social justice. This class explores social justice issues on personal, institutional and societal levels, as experienced in schools, families, neighborhoods and on this campus. Students completing this course continue in later semesters with the theatrical troupe "Shaha: the Storytellers."

EDUC 291E	1	<i>S-THEATRE SOC CHANGE</i>	M 7:30-10:00	SISNEROS,K.	3
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35516

JOHN ADAMS 508

ADAMS,M.

"Shaha: The Storytellers", a diversity peer education troupe is a theatre-based program that is educational, entertaining, and thought-provoking. Shaha members perform short scenarios touching on issues of social justice and oppression that many of us are faced with in our day-to-day lives. This seminar is part two of a year long commitment involving two components: a training course in the Fall, and a performance course in the Spring. The Spring course is primarily the performance portion of the Shaha experience.

EDUC 292A	1	<i>S-VOICES AGNST VIOLN</i>	TU 4:00-6:30	SCHIFF,T.	3
47283				ADAMS,M.	

The Voices Against Violence model is focused on a "bystander" model that empowers each participant to take an active role in promoting a positive community. There is a growing body of research that shows that witnesses to violent or potentially violent situations can have a great impact on the outcome of that situation depending on their behavior. At the heart of the Voices Against Violence model is the exploration of real-life scenarios through interactive discussion and role-plays. Participants learn that there is not simply "one way" to confront violence, but that each individual can learn valuable skills to build their personal resolve and to act when faced with difficult or threatening life situations.

EDUC 325	1	<i>INTRO TO SPECIAL EDU</i>	TU 4:00-6:30	SCARPATI,S.	3
35532					

This course is a study of the origin, diagnosis, and treatment of special needs children with an emphasis on learning, goal planning, and understanding their intellectual, social, physical and sensory needs. Course content reviews history, legislation, terminology, handicapping conditions, and services which affect disabled children and adults in educational and community settings.

EDUC 351	1	<i>FOUNDATIONS OF EDUC</i>	TUTH 9:30-10:45	SELDIN,C.	3
46540		FURCOLO 20			

A study of selected problems and issues in modern education through the disciplines of educational sociology, educational history, educational philosophy, comparative education, or social psychology. Possible foci are educational aims, professionalism, academic freedom, urban education, and educational innovation.

EDUC 351	2	<i>FOUNDATIONS OF EDUC</i>	TUTH 1:00-2:15	SELDIN,C.	3
46541		FURCOLO 20			

See Section 1 description.

EDUC 377	1	<i>INTRO MULTICULT ED</i>	TU 1:00-1:30	WILLETT,J.	3
46542					

Introduction to the sociohistorical, philosophical, and pedagogical foundations of cultural pluralism and multicultural education. Topics include experiences of racial minorities, white ethnic groups and women; intergroup relations in American society, sociocultural influences and biases in schools; and philosophies of cultural pluralism.

EDUC 377	1D	<i>INTRO MULTICULT ED</i>	TU 1:31-3:30	WILLETT,J.	
47833					

See Section 1 description.

EDUC 377	2D	<i>INTRO MULTICULT ED</i>	TU 1:31-3:30	WILLETT,J.	
47834					

EDUC 377	3D	<i>INTRO MULTI CULT ED</i>	TU 1:31-3:30	WILLITT,J.	
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47835

EDUC 392D 35448	1	S-SOC ISS:RACISM SEE INSTRUCTOR	BY ARRGT	LOVE,B.	1
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Workshop addresses the dynamics of racism on personal and institutional levels.

MANDATORY MEETING: Thursday, September 20th, 6-9pm, location: tba. WEEKEND DATES: October 13-14, 2007, 9am-5pm, location: tba.

EDUC 392D 48210	2	S-SOC ISS:RACISM SEE INSTRUCTOR	BY ARRGT	LOVE,B.	1
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See Section 1 description.

EDUC 392E 35442	1	S-SOC ISS:SEXISM SEE INSTRUCTOR	BY ARRGT	LOVE,B.	1
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Workshop addresses the dynamics of sexism on personal and institutional levels.

MANDATORY MEETING: Thursday, September 20, 6-9pm, location: tba. WEEKEND DATES: October 20-21, 2007, 9am-5pm, location: tba.

EDUC 392G 35450	1	S:SOC ISS:ABLEISM SEE INSTRUCTOR	BY ARRGT	LOVE,B.	1
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Workshop addresses the dynamics of handicappism on personal and institutional levels.

MANDATORY MEETING: Thursday, September 20, 2007, 6-9pm, location: tba. WEEKEND DATES: November 3-4, 2007, 9am-5pm, location: tba.

EDUC 392K 35518	1	S-SOC ISS:CLASSISM SEE INSTRUCTOR	BY ARRGT	LOVE,B.	1
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Workshop addresses the dynamics of classism on personal and institutional levels.

MANDATORY MEETING: Thursday, September 20, 2007, 6-9pm, location: tba. WEEKEND DATES: November 10-11, 2007, 9am-5pm, location: tba.

EDUC 392K 48334	2	S-SOC ISS:CLASSISM SEE INSTRUCTOR	BY ARRGT	LOVE,B.	1
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See Section 1 description.

EDUC 392L 48332	1	S-SOC ISS:HETSEXISM SEE INSTRUCTOR	BY ARRGT	LOVE,B.	1
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Workshop addresses the dynamics of heterosexism on personal and institutional levels. MANDATORY MEETING: Thursday, September 20, 2007, 6-9:00pm, location tba. WEEKEND DATES: November 3-4, 2007, 9am-5pm.

EDUC 393A 35542	1	S-STDNT LDRSHP DEVL	W 3:35-4:50	GIDDENS,L. ADAMS,M.	1
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This course is designed to enable student leaders to begin developing their leadership skills. The topics covered will

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allow students to: gain skill development on a range of topics; build community connections; explore literature related to leadership theory; increase self awareness and awareness of others as members of social groups; and strengthen residential student leadership programs.

EDUC 393A 35544	2	<i>S-STDNT LDRSHP DEVL</i>	W 3:35-4:50	GIDDENS,L. ADAMS,M.	1
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See Section 1 description.

EDUC 393A 47837	3	<i>S-STDNT LDRSHP DEVL</i>	TU 2:30-3:45	ADAMS,M. GIDDENS,L.	1
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See section 1 description.

EDUC 393B 35550	1	<i>S-EXPLRG DIV SJ COM GORMAN 322</i>	M 3:35-6:35	ROY,P. ADAMS,M.	2
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Course will provide students with a framework for understanding the dynamics of diversity and oppression, an opportunity to expand their knowledge and awareness of a variety of cultural values, and reflective and critical experience. Students will enhance their ability to be active participants in the NUANCE living and learning multicultural community and will teach other Gorman residents about social justice and diversity.

EDUC 393E 35704	1	<i>S-LEG ISS STU GOV HE</i>	TH 4:00-6:30	DIMARE,C.	3
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Course will explore various legal issues as they relate to participation in the governance of public higher education institutions by student government, student organizations, and individual students. The course also will introduce some of the more common principles of constitutional law, statutory law, administrative law, and common law in regards to the legal rights of student governance, student organizations, and individual students in a college or university setting. The civil rights of students and student organizations also will be a primary focus.

EDUC 393M 35432	1	<i>S-INTRO EARLY CHILD</i>	TUTH 1:00-2:15	HAMILTON,C.	3
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This course helps prospective early childhood teachers explore what it means to teach, and examines their assumptions about the teaching-learning process, and helps them formulate their own beliefs about educational practice based on how young children think and learn. It includes discussion of curriculum and pedagogical issues and a group experience of constructing their own knowledge.

EDUC 395F 35454	1	<i>S-PEER LDRSHP & FAC NEW AFRICA HOUSE 311</i>	TUTH 5:30-6:45	CLEMMONS,D.	3
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Second part of a two-semester course designed to help upper-class students focus on developing leadership and outreach skills. Students will serve as Peer Leaders to assist first year students form effective study groups, learn how to study for exams and how to manage their time effectively.

EDUC 396	1	<i>INDEPENDENT STUDY CONTRACT REQUIRED</i>	BY ARRGT	STAFF	1-6
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Independent work with faculty member. For registration, students must submit a completed contract prior to the end of the add/drop period. Contracts are available in either the Academic Affairs Office, 123 Furcolo Hall, or in the Administrative Support Office, 161 Hills South.

EDUC 398	1	<i>INDEPENDNT PRACTICUM CONTRACT REQUIRED</i>	BY ARRGT	STAFF	1-6
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EDUC 497I 46547	2	<i>ST-TUTORING IN SCHLS</i> FURCOLO 21B	TU 4:00-6:30	EDWARDS,S.	3
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See Section 1 description.

EDUC 497I 46548	3	<i>ST-TUTORING IN SCHLS</i>	TU 4:00-6:30	MALOY,R.	3
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See Section 1 description.

EDUC 500L 35404	1	<i>STU TCH-ESL</i> SEE INSTRUCTOR	BY ARRGT	PAUGH,P.	3-6
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PERMISSION OF INSTRUCTOR. ESL. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500M 35466	1	<i>STU TCH-MID SCH 5-8</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	3-12
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PERMISSION OF INSTRUCTOR. MATH. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500M 35468	2	<i>STU TCH-MID SCH 5-8</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	3-12
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PERMISSION OF INSTRUCTOR. SCIENCE. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500M 35470	3	<i>STU TCH-MID SCH 5-8</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	3-12
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PERMISSION OF INSTRUCTOR. HISTORY/POLITICAL SCIENCE. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500M 35472	4	<i>STU TCH-MID SCH 5-8</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	3-12
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PERMISSION OF INSTRUCTOR. ENGLISH. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500S 35474	1	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	3-12
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PERMISSION OF INSTRUCTOR. MATH. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500S 35476	2	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	3-12
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PERMISSION OF INSTRUCTOR. SCIENCE. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500S 35478	3	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MADELONO,B.	3-12
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PERMISSION OF INSTRUCTOR. HISTORY/POLITICAL SCIENCE. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500S 35480	4	<i>STU TCH-SEC 8-12 SEE INSTRUCTOR</i>	BY ARRGT	MADELONI,B.	3-12
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PERMISSION OF INSTRUCTOR. ENGLISH. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 510 46549	1	<i>TEACHER MID/HS CLS</i>	TH 5:00-7:00	MADELONI,B.	2
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PERMISSION OF INSTRUCTOR. Must concurrently register for 500M/500S. Lecture, discussion, and field experience. Purpose, problems, issues, strategies, and materials in the teaching of history and political science, mathematics, science, or English at the middle and high school level; a critical examination as an aid to the development of a defensible rationale for teaching.

EDUC 510 47300	2	<i>TEACHER MID/HS CLS</i>	TH 5:00-7:00	MADELONI,B.	2
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See Section 1 description.

EDUC 510 47303	3	<i>TEACHER MID/HS CLS</i>	TH 5:00-7:00	MADELONI,B.	2
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See Section 1 description.

EDUC 510 47304	4	<i>TEACHER MID/HS CLS</i>	TH 5:00-7:00	MADELONI,B.	2
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See Section 1 description.

EDUC 511 47308	1	<i>TCHG MATH IN MID&HS</i>	M 4:00-6:30	FRANCISCO,J.	3
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Lecture, discussion and field experience. Purpose, problems, issues, strategies, and materials in teaching mathematics at the middle and high school level.

EDUC 512 47310	1	<i>TCHG SCI IN MID & HS FURCOLO 20</i>	M 4:00-6:30	WILLETT,J.	3
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Lecture, discussion, and field experience. Purpose, problems, issues, strategies, and materials in teaching science at the middle and high school level.

EDUC 514 46550	1	<i>TCHNG HST POL SCI FURCOLO 21B</i>	M 4:00-6:30	MALOY,R.	3
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Lecture, discussion and field experience. Purpose, problems, issues, strategies and materials in teaching history and political science at the middle and high school level; a critical examination as an aid to the development of a defensible rationale for teaching. Required for licensure.

EDUC 515 46551	1	<i>TCHNG ENGL IN MID&HS</i>	M 4:00-6:30	WILLETT,J.	3
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Lecture discussion and field experience. Purpose, problems, issues, strategies and materials in teaching English at the middle and high school level.

EDUC 524 1 WORK MID/HS TEACHERS W 4:00-4:45 MADELONI,B. 3
35406

Civility related. The course is the introductory course in the Secondary Teacher Education Program and is required for licensure. It is field based and requires observation in the schools. The course encourages the examination of the actual work of teachers in its social and organizational context and the goals of students preparing to teach.

EDUC 524 1D WORK MID/HS TEACHERS W 4:46-6:30 MADELONI,B.
35408

EDUC 524 2D WORK MID/HS TEACHERS W 4:46-6:30 MADELONI,B.
35410

EDUC 524 3D WORK MID/HS TEACHERS W 4:46-6:30 MADELONI,B.
35412

EDUC 542 1 CONTEMP EDUC PHIL TH 4:00-6:30 EISEMAN,J. 3
47311

Assessment of several currently influential educational philosophies: essentialism, romanticism, behaviorism, experimentation, and perennialism. Special attention is given to their relevance to practice in such areas as teaching methods and curriculum planning.

EDUC 555 1 INTRO STAT/COMP AN I TU 1:00-3:30 WELLS,C. 3
35414

The purpose of this course is to give students in the social sciences and, in particular, education, skills in statistical reasoning so that they will be critical readers of research literature in their fields and in a position to design research studies and analyze data on their own. More specifically, the purpose of this course is to provide students with a conceptual understanding of the basic statistical procedures used in educational and social science research and to provide them with the computational skills necessary to carry out the procedures.

EDUC 555 2 INTRO STAT/COMP AN I W 4:00-6:30 WELLS,C. 3
47314

See Section 1 description.

EDUC 560 1 ISS INSTR METH SP ED TH 4:00-6:30 BOSCARDIN,M.L. 3
47315

This course provides students with theoretical and practical experiences related to the education and training of special needs students. Emphasis is placed on curriculum development, methods and materials, assessment, vocational programming and research. Also included are issues related to interaction w/regular education, community agencies, ancillary and resource personnel. Students will learn to implement effective educational procedures for special needs at the elementary, middle, junior, and senior high school levels.

EDUC 570 1 PRF ORNTATN SCH COUN W 4:00-6:30 CAREY,J. 3
46552 FURCOLO 20

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An orientation to the profession of school counseling. Designed to provide information and experience on how counseling services help people understand themselves and others. Knowledge from education, psychology, philosophy, history, and sociology will be examined and applied to guidance and personnel programs.

EDUC 591A 35458	1	<i>S-SECNDARY INCLUSION FURCOLO 21B</i>	M 1:15-3:45	STEPHEN,N.	1
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This course is designed to support students preparing for the role of teacher at the middle and/or secondary school level who will be required to create a learning environment within general education which will be inclusive of all learners, regardless of their individual learning profiles and/or special needs. The prospective teacher will learn about relevant terminology, legislation, policies, and practices as well as significant developments within the inclusion movement.

Meeting dates: September 10th, 24th; November 5th, 19th; and December 3rd.

EDUC 591J 47321	1	<i>S-FUND TEST CONSTRCT</i>	TU 9:15-11:45	SIRECI,S.	3
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Course designed to enable students to construct a variety of assessment instruments useful for measuring characteristics of individuals and groups. Characteristics specific to educational research (e.g., achievement, proficiencies, and related psychological constructs) will be emphasized. Students learn skills about how to create classroom tests, as well as how to create tests that could be used on a larger scale. A variety of item formats and types of tests will be covered, including multiple-choice and performance-based items. Innovations in educational testing such as authentic assessment and portfolio assessment, also covered. The entire test development process, including item writing, item piloting, item review, and final form construction will be covered. Issues of test fairness emphasized, such as how to develop valid tests that are sensitive to the diversity of the population for which they are designed.

EDUC 592C 35792	1	<i>S-HE STUDNT ACTIVISM</i>	TU 4:00-6:30	MALANEY,G.	3
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Course will provide a historical background, general understanding, and experience in the political and social activism of college students.

EDUC 592S 35482	1	<i>S-MICROTEACHING LAB SEE INSTRUCTOR</i>	BY ARRGT	FRANCISCO,J.	2
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School-Based Prepracticum. This course features pre-student teaching experiences in a middle or high school classroom under the supervision of experienced public school teachers. Candidates observe teachers, work with large and small groups of students, and develop lessons that incorporate NCATE and Massachusetts learning standards.

EDUC 592S 35484	2	<i>S-MICROTEACHING LAB FURCOLO 21A</i>	M 7:00-9:30	WILLETT,J.	2
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See Section 1 description.

EDUC 592S 35486	3	<i>S-MICROTEACHING LAB SEE INSTRUCTOR</i>	BY ARRGT	MALOY,R.	2
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See Section 1 description.

EDUC 592S 35488	4	<i>S-MICROTEACHING LAB SEE INSTRUCTOR</i>	BY ARRGT	TELICKI,T.	2
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See Section 1 description.

EDUC 593A	1	<i>S-TECH IN CURRICULUM</i>	W 7:00-9:30	SULLIVAN,F.	3
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35658

FURCOLO 22

Course examines the potential that computer-based technologies have for making instruction more efficient, effective, and engaging in classrooms at all education levels. Students learn to apply basic instructional design principles to create lesson plans and other instructional materials.

EDUC 594A	1	<i>S-MANAG CUL RESP CLS</i>	M 7:00-9:30	WILLETT,J.	3
35716		FURCOLO 21B			

This seminar is concerned with how learning is organized in culturally responsive bilingual and ESL classrooms in American public school settings. It is designed to include a range of collaborative and self-reflective learning activities about a variety of topics including assessment, classroom management, and planning and implementing the curriculum. The seminar aims to meet the needs of pre-practicum and practicum students from diverse backgrounds and at varying stages of professional development. The underlying assumptions about the seminar's learning community are that each participant is a rich resource who can contribute to the learning process, is an integral partner in the co-construction of a supportive and collaborative atmosphere, and can help us to stretch our ways of thinking about the practice of teaching.

EDUC 595V	1	<i>S-UNDRG MATH ANXIETY</i>	TU 4:00-6:30	PEELLE,H.	3
35420		FURCOLO 21C			

Understanding math anxiety and computer phobia in education; the nature, sources, and causes of such learning dysfunctions. Strategies for managing math anxiety and computer phobia in classrooms. Opportunity for community service learning activities.

EDUC 597R	1	<i>ST-LDRSHP MULTIC TUT</i>	TU 4:00-6:30	MALOY,R.	3
46553					

Seminar develops the interpersonal and organizational leadership skills of experienced undergraduate tutors who are serving as site coordinators, group leaders, researchers, or administrators in the TEAMS Project.

EDUC 601	1	<i>COL STUD DEVL THEORY</i>	W 4:00-6:30	BARNES,B.	3
46554					

Course introduces theories and research on college students' development and their college experience. Theories describing patterns of growth and development and their application in Higher Education are explored.

EDUC 605	1	<i>COUNSELING PSYCH I</i>	M 12:30-3:30	CAREY,J.	3
46555					

Counseling psychology theory, methodology, philosophies, ethics, problems. Issues of school counseling and community psychology.

EDUC 607	1	<i>OCCUPATNL PSY&PLCMNT</i>	TH 12:30-3:00	LAPAN,R.	3
46556		FURCOLO 22			

Psychological factors in career decision-making theory, job classification systems, vocational assessment, career information and placement.

EDUC 609	1	<i>MULTICUL GROUP PROC</i>	M 1:00-3:30	JACKSON,B.	3
46557					

This course is designed to help participants develop a theoretical and skill foundation for working with diverse groups in educational and work settings. Explores theories of intergroup relations, group development and leadership which facilitate understanding of intergroup biases and conflict, multicultural dynamics in diverse groups, and conflict and cooperations in group life.

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WORKSHOP DATES: OCTOBER 21-22, 2006, 9:00-5:00PM, rm. tba.

EDUC 615B **1** **W/E:SJE RES PROSEMIN** **M 4:00-6:30** **ZUNIGA,X.** **3**
46558

The Social Justice Education Proseminar brings together the Social Justice Education faculty and doctoral candidates, both advanced and pre-comprehensive examination students, to survey and discuss recent research trends in the study of Social Justice Education issues and concerns.

EDUC 615E **1** **W/E:RACE,CLASS IN HE** **TU 7:00-9:30** **MCCLENDON,S.** **3**
46559

The course explores theories of racial and gender identity development, achievement and cognitive development, and adaptation strategies (e.g. coping mechanisms, assimilative behavior, etc.) that students of color and women employ in college as a way to negotiate their family, school, and peer environments. Since issues of race, class, and gender transverse every aspect of higher education, we will also look at the structure, practices, content, and outcomes of American colleges and universities, primarily in the light of their relationships to the wider society in which institutions are situated.

EDUC 615J **1** **W/E:EDUC & LAW** **M 1:00-3:30** **SCHIMMEL,D.** **1**
47852

This course introduces teachers to their legal rights and responsibilities and those of their students. It examines issues such as liability for student injury, due process and discipline, search and seizure, freedom of expression and religion, dress and grooming regulations, and racial and sexual discrimination and affirmative action.

CLASS MEETS FIVE TIMES: October 1st, 8th, 15th, 22nd, and 29th, 2007.

EDUC 615O **1** **W/E:PRJ MGT IMPLEM** **TU 4:00-7:00** **SMITH,C.** **3**
47328 **HILLS 273**

Development of knowledge and skills needed in the management of nonformal education projects, including planning, organization and communication techniques for typically unstructured NFE working situations.

EDUC 615P **1** **W/E:STUDENT LIFE RES** **M 7:00-9:30** **WILLIAMS,E.** **3**
47688

The purpose of this course is two-fold: (1) to provide a general understanding of selected past and current research regarding undergraduate students, and (2) to provide knowledge of and practical experience in the assessment of various aspects of undergraduate student life. Survey research methodology will be studied, and the operation of the UMass Student Affairs Research Office will be used for practical applications. One major goal of the course is for students to learn to analyze survey data and write a research paper based on survey data. The following topics will be studied: research, assessment, and evaluation; survey design; data collection and analysis; literature reviews; report writing; and writing for publication.

EDUC 615Z **1** **W/E:INTRO TO INTL ED** **M 9:00-12:00** **EVANS,D.** **1**
47329 **HILLS 287**

Introductory seminar for new degree candidates in CIE. Strongly recommended for new CIE students. Course contains an introduction to the sub-fields which make up international development education and nonformal education. The seminar will also review the structure and procedures for degree programs, resources available for graduate study in the five college area, and planning for personal and professional growth during the degree process.

EDUC 617 **1** **LAW & HIGHER ED** **TH 4:00-6:30** **SCHIMMEL,D.** **3**

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47853

The purpose of this course is to help students: (1) increase their knowledge of the laws that apply to higher education; (2) examine the ways courts resolve conflicts among students, faculty and administrators; (3) develop skills in legal analysis, research, writing and in practicing preventive law; and (4) assess the costs and benefits of resolving controversies through the legal process and alternative approaches to conflict resolution. Students will write a legal memo, position paper and a collaborative research paper. Topics will include freedom of expression, religion and association of students and faculty, liability for student injury, affirmative action in admissions and employment and student discipline.

EDUC 618 1 *LAW FOR SCH LEADERS* TU 4:00-6:30 SCHIMMEL,D. 3
46560

To prepare educational leaders to be informed law teachers in their schools. The focus is on how courts resolve conflicts in areas such as due process, discipline, search and seizure, liability for student injury, student and teacher freedom of expression and religion, dress codes, teachers' personal lives, discrimination and affirmative action, academic freedom, and school rules.

EDUC 619 1 *QUALT RES METHDS ED* TU 4:00-6:30 RALLIS,S. 3
46561

This course provides an introduction to the assumptions, language, logic, and methods of qualitative inquiry in educational settings. Students are required to conduct a small-scale qualitative research project.

EDUC 622 1 *THEORIES ED EQUITY* M 4:00-6:30 MCDERMOTT,K. 3
46562

Theory and history of the idea of educational equity, causes of inequity, and equity as a policy goal. Includes applications to K-12 schooling, higher education, and international contexts.

EDUC 624 1 *CONTEMP&HISTRCL CON* W 10:00-12:30 LOVE,B. 3
46563

Examines theoretical issues related to manifestations of oppression. In partiuclar, with focus on social constructions of race, gender and sexuality, and disability. Explores historical roots and contemporary constructions of social justice issues within educational contexts.

EDUC 626 1 *SOC THEORIES IN ED* W 7:00-9:30 KAMAT,S. 3
47854

Course examines social theories and their contributions to education theory and practice. For doctoral students seeking a comprehensive introductory course in theoretical foundations in education.

EDUC 631 1 *LAB DV COUNS/THERAPY* TU 12:30-3:30 DIMMITT,C. 3
46564

Interviewing and counseling psychology skills using systemic training frameworks with video practice.

EDUC 632 1 *PRIN ED/PSY TEST* M 4:00-6:30 HAMBLETON,R. 3
46565

For education and psychology majors. Major uses and types of educational and psychological tests. Reliability and validity issues and approaches. Use of norms tables and reporting scores. Construction of tests. Selection and evaluation of tests. Introduction to many aptitude, achievement and personality tests. Testing controversies.

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EDUC 635 47331	1	<i>ISS LITERACY PRG DEV HILLS 273</i>	M 1:00-4:00	SMITH,C.	3
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Analysis of basic concepts and issues related to adult literacy efforts in Third World and domestic settings. Identification of approaches and needs for planning, implementation, and research in field of adult literacy.

EDUC 640 47332	1	<i>MAT DEV FML&NFML ED HILLS 273</i>	TH 9:00-12:00	HARTWELL,A.	3
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This course will introduce participants to the design and production of a wide range of nonformal education materials. Emphasis will be on low-cost simple technology for use in NFE field situations. Types of materials that will be discussed include basic graphics, posters, games, simulations, popular theater, puppetry, hectograph, silkscreen, etc. The course will explore these materials within the context of alternative training programs and methodologies. While the focus of this course will be the use of these materials within international settings, it has been found that the use of these materials can also be applied to communities and classrooms in the United States and other Western countries. Participants will select one type of material for expanded development and testing as a one semester project.

EDUC 642 35696	1	<i>PRIN&PRAC STU AFR AD</i>	W 7:00-9:30	BARNES,B.	3
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Overview of the history, philosophy, theory and professional practice of student affairs administration in American higher education. Emphasizes roles and responsibilities of effective administrators, and application of theory to practice.

EDUC 656 46566	1	<i>INTR STAT COMP AN II</i>	W 1:00-3:30	KELLER,L.	3
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This course is designed to provide beginning graduate students in education and related fields with an understanding of the basic statistical techniques necessary for conducting research. Topics covered include: analysis of variance and covariance; multiple comparison procedures; multiple regression analysis; analysis of categorical data. Students will be taught how to analyze data using computer programs such as SPSS.

EDUC 660 47335	1	<i>LANG LIT INS STU DIS</i>	W 4:00-6:30	PIERCE, M.	3
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Identifies the theories of language acquisition, normal language development, and language disorders. Examines language assessment strategies, select assessment and intervention strategies appropriate for integrated settings, and conducts two language samples.

EDUC 663 46567	1	<i>SINGLE SUB RES DSGN</i>	M 9:00-12:00	MATTHEWS,WM.	3
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Course provides advanced knowledge in methods and procedures for evaluating treatment outcomes using single-subject research designs. The methodology encompasses a variety of topics related to assessment, experimental design, and data evaluation. Course details the underlying rationale and logic of single-subject design and presents the major design options.

EDUC 665 46568	1	<i>ORG FOR CURRIC DEVEL</i>	M 4:00-6:30	GAJDA,R.	3
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Procedures and criteria for curriculum development. Determining goals, creating and organizing learning opportunities, and evaluating the effectiveness of curricula. Small group setting.

EDUC 667 46569	1	<i>THRY DSCOV/LRNG SCI FURCOLO 21B</i>	TH 4:00-6:30	CLEMENT,J.	3
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Discovery processes in science and in science students, nature of reasoning, learning, and understanding via mental models. Research studies of factors affecting learning processes. Conceptual change and cooperative learning methods.

EDUC 669 1 *POLCY&LEGAL PER SPED* M 4:00-6:30 BOSCARDIN,M.L. 3
46570

Historical and legal landmarks in special education from a national and international perspective. Sociological, philosophical, and cultural perspectives addressed. A field component, introduction of the IEP, and the community special education approach.

EDUC 670 1 *LANG & LANG LRNG* W 4:00-6:30 WILLETT,J. 3
46571 FURCOLO 21A

Basic concepts from sociolinguistics and psycholinguistics; emphasis on topics having pedagogical implications for teaching reading, writing, and language in elementary and secondary schools.

EDUC 673 1 *ADV CHILD DEVELOPMNT* TU 4:00-6:30 NUGENT,J.K. 3
47339 FURCOLO 225

Theories and findings of modern developmental psychology and their implications for educational practice presented. Child development examined from biological-evolutionary, cognitive, social-emotional, cultural, and ecological perspectives. Course follows the chronological sequence in children's development through childhood and adolescence into adulthood. Empirical data for each epoch analyzed and critiqued from theoretical, methodological, and cultural frames of reference. Implications for educational practice explored.

EDUC 674 1 *LDRSHP IN HIGHER ED* TH 4:00-6:30 BERGER,J. 3
46572

Analysis of major issues central to understanding of the possibilities and problems of leadership in higher education.

EDUC 677 1 *FND BIL ESL MULTI ED* TH 4:00-6:30 WILLETT,J. 3
46573

Introduction to multicultural education, including historical and cultural dimensions of racial and cultural minorities, biases in schooling, philosophies of cultural pluralism and implementation strategies.

EDUC 679 1 *ASSMNT SP NDS CHDRN* M 4:00-6:30 PIERCE,M. 3
46574

In this course, students will identify the issues in early childhood assessment, will identify the types of norm-referenced, and criterion-referenced assessment, developmental scales, formal and informal observation techniques, and team process issues. Students will also select specific assessment strategies relative to core materials presented in case and integrated assessment units. Students are required to assess a young child's special needs using the instruments and strategies presented in class.

EDUC 679 2 *ASSMNT SP NDS CHDRN* M 4:00-6:30 SCARPATI,S. 3
47383

See Section 1 description.

EDUC 684 1 *RDG,WRT,LANG & THINK* TH 7:00-9:30 RANKER,J. 3
46575 FURCOLO 20

Contributions of cognitive, linguistic and sociocultural theories to understanding reading and writing processes.

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Implications for reading, writing, and language instruction.

EDUC 685 1 *DVLP MNT PSYCHPTHLGY* TH 6:30-9:00 METHE,S. 3
47855

Introductory overview of major dysfunctional behavior syndromes commonly encountered in education and mental health settings. Topics include early detection classification, referral, and remediation of behavioral problems. FOCUS: CHILDREN

EDUC 691D 1 *S-WRIT FOR PUBLCATN* W 7:00-9:30 AUSTIN,T. 3
35788

This course is intended for a small group of doctoral students who have course papers that they would like to develop into publishable manuscripts. A requirement for participation is that you have a paper reporting research that has already received substantive feedback from a faculty member. The class will provide support for further substantive development of your work; consideration of appropriate journals for submission and their requirements, expectations, and procedures; and revision of your paper for submission to an appropriate journal.

EDUC 691E 1 *S-SOC ISSUES IN ED* BY ARRGT JACKSON,B. 3
35436 FURCOLO 20

Introductory vocabulary and definitions, descriptions of the dynamics of oppression at the individual, institutional, and cultural levels. Focus on developing personal awareness of social group memberships in relationship to two specific forms of oppression. Introduction to selected literature on two specific forms of oppression. Class meets on September 14th and December 7th, 9am-5pm, in Furcolo 20, and also two weekends TBA.

EDUC 691G 1 *S-PRAC REFLCTVE PRAC* W 4:00-6:30 LOVE,B. 3
35654

The practicum is designed to provide an opportunity for participants in the Social Justice Education Reflective Practitioner Development Program to reflect on their development and increase their levels of self-awareness as Social Justice educators. Participants apply liberation and oppression theory in the design, development and delivery of weekend workshops on the "ISMS." Participants demonstrate knowledge of workshop design, practice facilitation skills, and work with others to demonstrate increased team capacity building.

EDUC 691N 1 *S-ADV CONS SCH PSYCH* BY ARRGT MATTHEWS,WM. 3
35664 SEE INSTRUCTOR

This course will cover theory, practice, and research involving school psychology consultation. The seminar will cover the development and implementation of a problem solving approach to improving academic and behavioral outcomes for children at risk for school failure. Based on the problem solving model, students in the seminar will learn the necessary skills to help school based instructional support teams develop a data based approach to the assessment, intervention, and progress monitoring of children with academic and/or behavioral difficulties. In addition, related to the consultation process, the seminar will also focus on the consultant's role, difficulties, and challenges in the process of promoting change.

EDUC 691U 1 *S-SRV LRNG HIGHER ED* M 4:00-6:30 O'MEARA,K. 3
35750

This course immerses students in the practice and theory of service-learning, the integration of community service and related academic study. A survey of some of the major areas of literature and research on service-learning and engagement is provided in a small seminar setting where students and instructors can draw upon their own educational and professional experiences--as well as texts, as a means of teaching and learning together.

EDUC 692D 1 *S-PROSEM IN HIGHR ED* TU 4:00-6:30 MCCLENDON,S. 3

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This is a two semester course required of all entering students in the masters and doctoral programs in higher education. It provides an overview of higher education in America and investigates the ways higher education is constructed, defined, managed, studied, and thought about. Prerequisites: Limited to matriculating students in the Higher Education program.

EDUC 692D	2	<i>S-PROSEM IN HIGHR ED</i>	M 7:00-9:30	O'MEARA,K.	3
35440					

See Section 1 description.

EDUC 692K	1	<i>S-THEORIES OF LRNG</i>	W 4:00-6:30	AZEVEDO,F.	3
35714		FURCOLO 21B			

The proposed course is an in-depth survey of major psychological and socio-cultural theories of human learning as they have been developed over the last 125 years. It is designed to provide master degree and first year doctoral students with a broad understanding of the various learning theories currently held by professional educators and educational researchers, as well as an understanding of the historical roots of these theories. Participants will engage in readings, discussions, and individual and group projects in both face-to-face and online learning environments as a means of constructing their knowledge of this area. The course is centered on the explication of two major theories regarding human learning; the information processing theory of cognition and the situated learning theory of cognition.

EDUC 692Q	1	<i>S-SPRTUAL BASIS SJE</i>	BY ARRGT	HAHN,K.	1
47384		SEE INSTRUCTOR			

Seminar is designed to consider the values and principles that have animated, nourished and sustained the life work of historical and living social justice change agents. This class meets on a weekend, date: tba.

EDUC 693I	1	<i>S-PSYCH IN THE CLSRM</i>	TH 4:00-6:30	METHE,S.	3
35538					

This course will focus on the application of psychology to the process of educating adolescents in schools. Students will learn: basic concepts of evaluation and their application by designing teacher-made tests to assess the quality of their instruction and development and be able to apply this knowledge by assessing the cognitive level and psychological motivations of students at different levels of development; the characteristics of good mental health in the classroom and demonstrate skills in fostering, maintaining and repairing classroom climate; and basic concepts of learning and motivation and how to use them to design and present curricular materials and improve student motivation and achievement; support professionals in public schools, what they can do, and how teachers can use them to support their teaching and classroom management.

EDUC 694A	1	<i>S-PRAC SCH PSYCH</i>	BY ARRGT	HINTZE,J.	1
35912		SEE INSTRUCTOR			

The purpose of this practicum is to provide students with practicing and supervised training in administering assessments common to the practice of school psychology. Such assessments include cognitive and intellectual assessment, educational and academic assessments, curriculum based assessments and measurement, and social/emotional and behavioral assessments.

EDUC 696	1	<i>INDEPENDENT STUDY</i>	BY ARRGT	STAFF	1-6
		CONTRACT REQUIRED			

Independent work with faculty member. For registration, students must submit a completed contract prior to the end of the add drop period. Contracts are available in the Academic Affairs Office, 123 Furcolo Hall, or in the Administrative Support Office, 161 Hills South.

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EDUC 697I 47385	1	<i>ST-KNOWLEDGE LAB II</i> SEE INSTRUCTOR	BY ARRGT	EISEMAN,J.	1-2
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Students will encounter well- and loosely-structured tasks requiring the application and integration of knowledge and skills gained from principal preparation program courses, and receive individualized, growth-oriented feedback.

EDUC 697O 46576	1	<i>ST-TCHG MATH W/COMP</i> FURCOLO 21C	W 4:00-6:30	PEELLE,H.	3
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Introduction to the uses of programming languages for teaching mathematics. Introduction to microcomputers and software; workshops on selected topics in mathematics; examples of problem-solving by programming; demonstrations of methods for teaching with computers. Discussion on strategies for integrating computers in math curriculum; related issues in mathematics education; future use of computers. Resources for follow-up study.

EDUC 697Q 35784	1	<i>ST-KNWLDG SKILL APPL</i> SEE INSTRUCTOR	BY ARRGT	EISEMAN,J.	1
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Students will (1) encounter well- and loosely-structured tasks requiring the application and integration of knowledge and skills gained from principal preparation program courses, and (2) receive individualized, growth-oriented feedback.

EDUC 698	1	<i>INDEPENDT PRACTICUM</i> CONTRACT REQUIRED	BY ARRGT	STAFF	1-6
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Practicum arrangement with faculty member. For registration, students must submit a completed contract prior to the end of the add drop period. Contracts for licensure are available in the Teacher Education Office, 130 Furcolo Hall, or in either the Academic Affairs Office, 123 Furcolo Hall, or the Administrative Support Office, 161 Hills South, for an independent practicum.

EDUC 701 46516	1	<i>PRAC-SCHOOL GUIDANCE</i> HILLS 355	TH 4:00-6:30	DIMMITT,C.	3-9
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This practicum provides individualized instruction and supervision in individual counseling. Admission to a Counseling Master's program and certification of readiness for the practicum by the student's advisor is required before enrollment. All students counsel clients at an off-campus agency or school.

EDUC 701 46517	2	<i>PRAC-SCHOOL GUIDANCE</i> HILLS 355	TU 4:00-6:30	CAREY,J.	3-9
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See Section 1 description.

EDUC 704 35858	1	<i>ISS OF GENDER IN SCI</i> FURCOLO 20	TH 4:00-6:30	DAVIS,K.	3
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Issues of gender relative to the participation of all individuals in science activity; historical and ongoing structures, policies, and practices that influence legitimacy and participation; and the intersection and relationships between social groups are examined and explored.

EDUC 708 46518	1	<i>SCH PSY COG ASSMNT</i>	M 1:00-3:45	HINTZE,J.	3
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Cognitive assessment course is second in our assessment/ testing sequence. Educ 705 or equivalent introductory course in testing/assessment measurement is a prerequisite for this course.

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EDUC 712 46519	1	<i>ADV METHODS ENGLISH SEE INSTRUCTOR</i>	BY ARRGT	WILLETT,J.	3
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Critical evaluation of current literature, research, and studies in curriculum and teaching of secondary school English.

EDUC 713 35524	1	<i>DEV FOUNDATION SJE</i>	W 4:00-6:30	ADAMS,M.	3
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Focuses upon the factors that contribute to social identity development as distinct from cognitive or psychosocial identity, as derived from social identity groupings (based upon racial identification, ethnicity, gender, sexuality, religion, class, and disability), and played out in unequal social statuses (dominant and subordinate). Prerequisite: EDUC 691E or permission of instructor.

EDUC 722 47387	1	<i>RES INS TCHR DEV</i>	W 4:00-6:30	DAVIS,K.	3
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Research and overviews of professional development for novice and veteran teachers. Typical topics include induction programs, peer coaching, mentoring, programs for experienced teachers, and evaluation of inservice programs. Prerequisites: EDUC 791A, Review and Retrieval of Research, or permission of instructor.

EDUC 726 46520	1	<i>INTRO ED LDRSHP ADM</i>	TU 7:00-9:30	GAJDA,R.	3
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An introduction to basic concepts, skills, strategies, and research related to leading and managing schools. Topics include organizational culture, and models of decision making, leadership, learning, and instruction.

EDUC 734 46521	1	<i>UNDERSTAND RES LLC FURCOLO 225</i>	W 4:00-6:30	WILLETT,J.	3
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The purpose of this course is to apprentice new doctoral students to the ways in which researchers interested in the intersection between the fields of language, literacy, and culture approach the activity of conducting, reading, and writing research.

EDUC 735 47388	1	<i>ADV THRY/PRC TEST I</i>	M 9:15-11:45	HAMBLETON,R.	3
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Theory of mental tests beginning with the classical test theory model and including such topics as reliability, validity, item analysis and test development.

EDUC 738 47390	1	<i>SUR MATH SCI ED RES FURCOLO 230</i>	TU 4:00-6:30	CLEMENT,J.	3
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Nature of understanding and sense making in science and mathematics, various theories of learning, process vs. content goals, social vs. cognitive views of learning, and inquiry vs. directed teaching methods.

EDUC 741 46522	1	<i>PRIN&PRAC SCH PSYCH</i>	TU 9:00-11:50	STONER,G.	3
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Exploration of literature and methods in cross-racial counseling. Attention to specific methods of working in cross-racial situations and the development of inter-racial communication workshops.

EDUC 758 47392	1	<i>SCHOOL PERSONNEL ADM</i>	TU 7:00-9:30	MILITELLO,M.	3
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The leadership role in staff performance and duties, planning and promoting continuous programs of in-service

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training, and personnel recruitment and development.

EDUC 762 1 SCH PSYCH S&B ASSMNT TH 4:00-6:30 HINTZE,J. 3
35710

Analysis of behavioral observation and assessment procedures used to develop recommendations for use by school and community personnel. Overview of research evaluating these techniques.

EDUC 765 1 PRE-PROF INT SCH PSY BY ARRGT HINTZE,J. 3-6
46523 SEE INSTRUCTOR

Delivery of psychological services under the supervision of faculty member.

EDUC 766 1 INTERORGANIZATN DEV TU 1:00-3:30 JACKSON,B. 3
35526

This course is an introduction to the field of interorganizational development which explores the dynamics of partnerships, coalitions, collaboratives, consortiums, associations, etc. The emergence of north-south partnerships and coalition-building in international development indicates that the underlying dynamics beneath this trend need to be explored. Using a number of case studies, analytical frameworks are explored which range from simple to complex and that proceed from several different theoretical bases and cross-disciplinary fields.

EDUC 771 1 APP MULTIVAR STAT I M 9:15-11:45 KELLER,L. 3
35426

Matrix algebra, nature of multivariate distributions, tests of multivariate distributions, tests of hypothesis on mean vectors, regression analysis including multivariate regression models, correlation techniques, applications to issues in educational research. Computers used extensively to analyze data taken from existing research studies. Prerequisite: Educ 656 or equivalent.

EDUC 783 1 DIAG READING DIFF TH 4:00-6:30 PAUGH,P. 3
47394 SEE INSTRUCTOR

Diagnosis and treatment of reading and writing difficulties. Theory and interpretation of diagnostic procedures.

EDUC 784 1 ISSUES IN CHLDRN LIT M 7:00-9:30 PAUGH,P. 3
47395 FURCOLO 20

Participants investigate references and children's books dealing with issues of social significance, including death, old age, sexism, racism, divorce and war.

EDUC 791A 1 S-RETRIEVAL&REVIEW TU 7:00-9:30 GALMAN,S. 3
35428 FURCOLO 20

Introductory course focusing on retrieving and reviewing educational research. Retrieval component introduces sources useful in accessing educational research (e.g., ERIC, journals, handbooks). Reading component introduces quantitative, qualitative, and critical theory modes of inquiry emphasizing how to understand and explain research.

EDUC 791M 1 S-PRAC COL DIV TCHG TU 1:00-2:30 ADAMS,M. 3
35656

College Diversity Teaching is designed for doctoral students in SJE who are currently engaged in teaching EDUC 210. It is to be taken every semester (up to 4 semesters) in which doctoral students teach this course. It provides the structure in which instructors can plan, share, and explore their own and each other's instructional designs; discuss the challenges

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and opportunities that emerge while teaching the course; enlarge their own and each other's understanding of the SJE course content; generate new pedagogical activities; contribute their work to the on-going Instructor's Manual; and engage in classroom research.

EDUC 791P 35786	1	<i>S-PROF SEM ED ADMIN</i> SEE INSTRUCTOR	BY ARRGT	MILITELLO,M.	3
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The purpose of this professional seminar I is twofold. First, this course is designed as an orientation to the UMass graduate school and the Doctoral Program in Policy and Leadership Studies. Second, the course aims to prepare first year Doctoral Cohort members in the development of skills in reading, writing, and presentation/discussion. The triumvirate of skills--reading, writing, and research--will be contextualized in a set of seminal works in the field of educational administration and leadership.

EDUC 792Q 47687	1	<i>S-INRO RES MATH/SCI</i> SEE INSTRUCTOR	BY ARRGT	PEELLE,H.	3
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To introduce topics, methods, and principles of research in the areas of math and science education, as well as particular topics of current interest.

EDUC 794I 35452	1	<i>S-INTRV ACH&BEH PROB</i>	W 1:00-3:50	STONER,G.	3
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This course will focus on the analysis and understanding of the critical features of a range of empirically validated interventions for achievement and behavior problems. The foundational perspectives for understanding the problem-focused interventions in both areas are instructional design, educational psychology, and learning and behavior theory. In addition, the course will include an over-arching theme of service delivery through collaborative instructional and behavioral consultation methods. This course is primarily intended for students in the School Psychology Program. Participants will become familiar with empirically validated strategies and methods for intervening with achievement and behavior problems. Areas of focus for achievement problems will include reading, spelling and writing, math, study and organizational skills, and adapting content area curricula for secondary level students with disabilities. Areas of focus for behavior problems will include attentional problems, conduct disorders, and social skills problems, as well as internalizing problems such as depression.

EDUC 794J 47396	1	<i>S-LRN PST-CNFLCT SET</i> HILLS 273	W 9:00-12:00	MOSSELSO,N,J.	3
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This course takes a multi-dimensional approach to conflict and learning, with a focus on international settings, welcoming participants with both domestic and international interests. Participants examine the current practices and policy issues associated with education in post-conflict situations, including the interface between new external forces and the conventional demand for education, and the relationships among education, human rights, gender, development, cultural change, and peace-building. Participants also integrate insights into the deeper origins of violence, the functioning of complex systems, the personal and social dynamics of healing, and new agendas for innovative approaches to human learning. Such integration is developed through collaborative projects and case studies of conflict situations.

EDUC 795E 35644	1	<i>S-THRY INTERGRP DIAL</i>	TU 4:00-6:30	ZUNIGA,X.	3
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The course extends knowledge, awareness and skills about social diversity and social justice regarding various forms of oppression and dynamics to issues of intergroup relations and conflict within and between social groups. It strives to prepare graduate students to be active change agents as planners and facilitators of intergroup dialogues. Topics include: social psychology of intergroup relations; intercultural and dialogic communication theories; methods for reconciling and bridging differences in schools and communities; research and evaluation of intergroup dialogues and other educational methods for improving intergroup relations, and core competencies for planning, delivering and

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evaluating intergroup dialogues in multicultural settings.

EDUC 797C 46525	1	<i>ST-SCHOOL PSYCH</i>	W 9:00-11:50	MATTHEWS,WM.	3
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This course is designed to explore in depth current topics in the field of school psychology. The nature of the course varies as a function of the topics chosen.

EDUC 797J 35662	1	<i>ST-INTRO TO INQUIRY</i>	M 4:00-6:30	RALLIS,S. ROSSMAN,G.	3
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This seminar forms the base of the research offerings for students in the Ed.D. in Policy & Leadership Studies. In the course, we will explicate knowledge production through systematic inquiry in education, including processes, questions, and strategies used to conduct meaningful research in educational systems including U.S. K-12 public schools, U.S. higher education, and international education. We explore the intersection of theory and practice with emphasis on the epistemological assumptions and design of thoughtful, ethical inquiry about education. We also emphasize sound academic writing principles and provide structured guidance in developing those skills.

EDUC 804 47402	1	<i>CULT PERSPTVS ED MGT</i> HILLS 273	W 1:00-4:00	EVANS,D.	3
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Course explores definitions of culture and how cultural beliefs, values, and practices shape managerial work in education. Theories of culture and education management frame discussions of cross-cultural management practice.

EDUC 808 46526	1	<i>PRG PLNG IMP & EVAL</i>	TU 4:00-6:30	BOSCARDIN,M.L.	3
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Program philosophies, goals, objectives, strategies, activities, and evaluation, as well as personnel administration, staff management, and budget planning within the context of federal special education laws, and Massachusetts Chapter 766 are covered in this course.

EDUC 815 46527	1	<i>RESRCH LANG/LIT/CLTR</i>	TU 4:00-6:30	AUSTIN,T.	3
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Examination of ethnographic theory, methods, and techniques of researching language, literacy, and culture in educational settings. It involves conceptualizing and conducting a full ethnographic study and learning how to use reflection on the fieldwork experiences to construct (or deconstruct) and articulate the theoretical basis, methods, and findings of your research. The course is organized to highlight both knowledge acquisition and reflection. Year-long course. Prerequisite: Doctoral status, 9 credits of study in culture, language, and literacy.

EDUC 830 46528	1	<i>INT SCH PSY PRE DOC</i> SEE INSTRUCTOR	BY ARRGT	HINTZE,J.	3-6
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Supervised on-the-job counseling experience. Work includes direct counseling, individual supervisory conferences, writing of case reports and the analysis of taped counseling sessions.

EDUC 851 47403	1	<i>PRINCIPLES SUPERVISN</i> FURCOLO 20	TU 4:00-6:30	MADELONI,B.	3
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Entry-level course for anyone involved in supervision of students for prepracticum, practicum, microteaching or administrative internships. Emphasis on introduction, examination, and practice of various models of supervision. Topics include building relationships with clients, systematic observation, conferencing, adults as learners, relationship of supervision to school involvement.

EDUC 863	1	<i>ADMIN FIELD EXPERNC</i>	BY ARRGT	EISEMAN,J.	3-6
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46529 **SEE INSTRUCTOR**

Part of a structured sequence of courses and field experiences leading to licensure. Supervised field experience in administrative activities.

EDUC 863 47404	2	ADMIN FIELD EXPERNC SEE INSTRUCTOR	BY ARRGT	DRISCOLL,L.	3-6
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See Section 1 description.

EDUC 880 46530	1	CUR ISS SPED ADMIN SEE INSTRUCTOR	BY ARRGT	BOSCARDIN,M.L.	3
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Contemporary issues facing administrators. Topics include special education finance, law, and policy.

EDUC 881 47405	1	COMPARATIVE EDUC HILLS 273	TH 4:00-6:30	MOSSELSO,J.	3
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This course is designed as a seminar for graduate students interested in educational issues and problems which cross national and cultural boundaries. Students will be introduced to the field of Comparative Education and become familiar with some of its approaches and methodologies. A comparative approach will be used to explore specific case studies and issues identified by students.

EDUC 888 47406	1	PART ACTION RES MTHD HILLS 273	TU 1:00-4:00	ROSSMAN,G.	3
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Participatory Action Research as an approach to research and evaluation: theory and ethical issues; practice using specific methods; learning to choose an appropriate method for particular contexts and goals.

EDUC 899 35430	1	ED.D. DISSERTATION	N/A	BERGER,J.	1-9
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EPRA Doctoral Candidates: Supervised research and dissertation work under the guidance of dissertation committee. Students must have completed their Comprehensive Examination to register. Registration is offline, contact Graduate Program Office (545-0236) to register.

EDUC 899 35528	2	ED.D. DISSERTATION	N/A	LAPAN,R.	1-9
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SDPPS Doctoral Candidates: See Section 1 description.

EDUC 899 35530	3	ED.D. DISSERTATION	N/A	WILLETT,J.	1-9
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TECS Doctoral Candidates: See Section 1 description.

EDUC H02 47274	1	HNRS COL EDUC 325	BY ARRGT	BOSCARDIN,M.L.	1
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Students must be enrolled in EDUC 325. For Honors students only.

EDUC H04 35828	1	HNRS COL EDUC 491A	BY ARRGT	STEPHEN,N.	1
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Students must be enrolled in EDUC 491A. For Honors students only.

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**HUMDEV 270 1 CHILD DEVELOPMENT MW 2:30-3:45 CRAIG,G. 3
46531**

Examines current concepts, themes, and theories in child development. Traces natural course of development from beginning of human life to late adulthood by focusing on major development agenda for each state. Special emphasis is given to understanding interaction of heredity and environment in development of child. Empirical data will be examined, including direct observation of children, and critical thinking on developmental topics will be encouraged.

**HUMDEV 270 2 CHILD DEVELOPMENT TUTH 11:15-12:30 KARLSON,A. 3
46533**

See Section 1 description.

**HUMDEV 270 3 CHILD DEVELOPMENT TUTH 9:30-10:45 WASHINGTON,E. 3
46534**

See Section 1 description.

**HUMDEV 610 1 LANG&COGNITIVE DEV W 4:00-6:30 KARLSON,A. 3
48297**

Language and cognition from the development point of view. Emphasis on relationship between language and thought and changes in that relationship in the course of cognitive growth. Prerequisite: HUMDEV 570 or equivalent.

**HUMDEV 791B 1 S-CFS RESEARCH M 4:00-6:30 HAMILTON,C. 3
47583**

The purpose of this course is to explore how to evaluate literature and research relating to early childhood education and family studies. The overall goal is to develop skills in "intelligent consumerism of research"; in addition to the experience students gain in traditional methodology courses which may emphasize the generation of research, it is important to provide students with the skills and knowledge base needed to review and critique research within their disciplinary framework.

**SCHPSY 899 1 PH.D. DISSERTATION N/A LAPAN,R. 1-9
35676**

Supervised research and dissertation work under the guidance of dissertation committee. Students must have completed their Comprehensive Examination to register. Registration is offline, contact Graduate Program Office (545-0236) to register.