

**SCHOOL OF EDUCATION
FALL 2006**

EDUC 115 75017	1	<i>EMBRACING DIVERSITY</i> HERTER 227	W 3:35-6:00	ROSSMAN,G.	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 192A 75100	1	<i>S-ED AT THE MOVIES</i> BARTLETT 65	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 75135	1D	<i>S-ED AT THE MOVIES</i>	TU 6:00-7:15	STEPHEN,N.	
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EDUC 192A 75136	2D	<i>S-ED AT THE MOVIES</i>	TU 7:30-8:45	STEPHEN,N.	
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EDUC 192A 75137	3D	<i>S-ED AT THE MOVIES</i>	TH 2:30-3:45	STEPHEN,N.	
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EDUC 192A 75138	4D	<i>S-ED AT THE MOVIES</i>	W 1:00-2:15	STEPHEN,N.	
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EDUC 192A 75139	5D	<i>S-ED AT THE MOVIES</i>	W 2:30-3:45	STEPHEN,N.	
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EDUC 192A 75140	6D	<i>S-ED AT THE MOVIES</i>	TH 1:00-2:15	STEPHEN,N.	
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EDUC 192F 75018	1	<i>S-BSC COL SRVIVL SKI</i> HERTER 231	TH 5:30-6:45	CLEMMONS,D.	1
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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	1	<i>S-LIFE SKLLS ATHLETE</i>	TH 11:15-12:30	WASHINGTON,E.	1
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75284

HARRIS,R.

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.

EDUC 193A 75285	2	<i>S-LIFE SKLLS ATHLETE</i>	TU 9:30-10:45	WASHINGTON,E. HARRIS,R.	1
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See section one.

EDUC 193A 75286	3	<i>S-LIFE SKLLS ATHLETE</i>	TU 7:00-8:15	WASHINGTON,E. HARRIS,R.	1
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See section one.

EDUC 210 75084	1	<i>SOCIAL DIVRSTY IN ED</i>	TUTH 11:15-12:30	ADAMS,M. BUGGS,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 75085	2	<i>SOCIAL DIVRSTY IN ED</i>	TUTH 11:15-12:30	ADAMS,M. CATALANO,D.	3
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See Section 1 description.

EDUC 210 75101	3	<i>SOCIAL DIVRSTY IN ED</i>	TUTH 11:15-12:30	ADAMS,M. FUNK,M.	3
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See Section 1 description.

EDUC 210 75102	4	<i>SOCIAL DIVRSTY IN ED</i>	TUTH 11:15-12:30	ADAMS,M. HAMAKO,E.	3
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See Section 1 description.

EDUC 210 75103	5	<i>SOCIAL DIVRSTY IN ED</i>	TUTH 11:15-12:30	ADAMS,M. WILLIAMS,T.	3
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See Section 1 description.

EDUC 229 75019	1	<i>INTERNATIONAL EDUC GOESSMANN 20</i>	TU 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 75171	1	<i>ED SJ DIV PEER THEAT SEE INSTRUCTOR</i>	BY ARRGT	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,

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neighborhoods and on this campus. Students completing this course continue in later semesters with the theatrical troupe "Shaha: the Storytellers."

EDUC 282A 75020	1	<i>PRE-PRACTICUM ECE I</i> SEE INSTRUCTOR	BY ARRGT	ROSENBERGER,C.	1-2
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Pre-practicum experience in an N-3 classroom; primarily observation and assisting; 1/2 day per week. To be taken with Introduction to Early Childhood Education.

EDUC 282E 75068	1	<i>PRE-PRACTICUM CTEP</i> SEE INSTRUCTOR	BY ARRGT	SHARICK,R.	1-2
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Field work in classroom environment (1/2 day per week).

EDUC 291E 75143	1	<i>S-THEATRE SOC CHANGE</i> SEE INSTRUCTOR	BY ARRGT	SISNEROS,K. ADAMS,M.	3
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"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 75169	1	<i>S-VOICES AGNST VIOLN</i>	M 6:30-9:00	SCHIFF,T. ADAMS,M.	3
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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 295A 78029	1	<i>S-TCH PERFORMING ART</i>	F 11:00-3:00	HART,R.	3
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This workshop provides a space for students to explore and develop the performing artistry vital to being an engaging and effective teacher. Specific communication topics include: providing directions and explanations, offering feedback, classroom management, effective classroom demonstrations, managing misbehavior and basic classroom dramatics. Techniques include participation in a series of carefully selected vocal and physical training exercises; acting exercises, structured improvisation, role-playing and scene study to create and rehearse the teacher roles they will embody in their future classrooms.

EDUC 325 75162	1	<i>INTRO TO SPECIAL EDU</i> TOBIN 304	TH 4:00-6:30	BOSCARDIN,M.L.	3
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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 325 75163	2	<i>INTRO TO SPECIAL EDU</i> TOBIN 304	TU 4:00-6:30	BOSCARDIN,M.L.	3
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See Section 1 description.

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EDUC 351 75021	1	<i>FOUNDATIONS OF EDUC FURCOLO 20</i>	TUTH 9:30-10:45	SELDIN,C.	3
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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 75022	2	<i>FOUNDATIONS OF EDUC FURCOLO 20</i>	TUTH 1:00-2:15	SELDIN,C.	3
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See Section 1 description.

EDUC 377 75023	1	<i>INTRO MULTICULT ED</i>	TU 1:00-3:30		3
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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 75024	2	<i>INTRO MULTICULT ED</i>	TU 1:00-3:30		3
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See Section 1 description.

EDUC 382E 75069	1	<i>PRE-PRAC II ETEP FURCOLO 228</i>	W 4:00-5:30	DANGLEIS,M.	5
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Field work in classroom environment. Students spend two full days each week in a public school classroom, plus a weekly seminar for sharing information.

EDUC 392D 75086	1	<i>S-SOC ISS:RACISM SEE INSTRUCTOR</i>	BY ARRGT	LOVE,B.	1
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Workshop addresses the dynamics of racism on personal and institutional levels. MANDATORY MEETING: Thursday, September 14th, 6-8:30pm, location tba. WEEKEND DATES: October 14-15, 2006, 9am-5pm.

EDUC 392E 75083	1	<i>S-SOC ISS:SEXISM SEE INSTRUCTOR</i>	BY ARRGT	LOVE,B.	1
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Workshop addresses the dynamics of sexism on personal and institutional levels.

MANDATORY MEETING: Thursday, September 14, 2006, 6-8:30pm, location tba. WEEKEND DATES: October 14-15, 2005, 9am-5pm.

EDUC 392G 75087	1	<i>S:SOC ISS:ABLEISM SEE INSTRUCTOR</i>	BY ARRGT	LOVE,B.	1
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Workshop addresses the dynamics of handicappism on personal and institutional levels.

MANDATORY MEETING: Thursday, September 14, 2006, 6-8:30pm, location tba. WEEKEND DATES: November 4-5, 2005, 9am-5pm.

EDUC 392K 75144	1	<i>S-SOC ISS:CLASSISM SEE INSTRUCTOR</i>	BY ARRGT	LOVE,B.	1
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Workshop addresses the dynamics of classism on personal and institutional levels. MANDATORY MEETING: Thursday, September 14, 2006, 6-8:30pm, location tba. WEEKEND DATES: November 4-5, 2006, 9am-5pm.

EDUC 393A	1	<i>S-STDNT LDRSHP DEVL</i>	W 3:35-4:50	GIDDENS,L.	1
75172				ADAMS,M.	

This course is designed to enable student leaders to begin developing their leadership skills. The topics covered will 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	2	<i>S-STDNT LDRSHP DEVL</i>	W 3:35-4:50	GIDDENS,L.	1
75173				ADAMS,M.	

See Section 1 description.

EDUC 393A	3	<i>S-STDNT LDRSHP DEVL</i>	TU 2:30-3:45	ADAMS,M.	1
77619		SEE INSTRUCTOR		GIDDENS,L.	

See section 1 description.

EDUC 393B	1	<i>S-EXPLRG DIV SJ COM</i>	BY ARRGT	ROY,P.	1
75176		SEE INSTRUCTOR		ADAMS,M.	

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	1	<i>S-LEG ISS STU GOV HE</i>	TH 4:00-6:30	DIMARE,C.	3
78231					

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	1	<i>S-INTRO EARLY CHILD</i>	TUTH 1:00-2:15	ROSENBERGER,C.	3
75070		FURCOLO 225			

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	1	<i>S-PEER LDRSHP & FAC</i>	TH 5:30-6:45	CLEMMONS,D.	3
75097					

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</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 396A 75180	1	<i>IS-CTEP</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 396C 75182	1	<i>IS-ED TECHNOLOGY</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 396G 75186	1	<i>IS-SCH COUNSELOR ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 396I 75187	1	<i>IS-SCHOOL PSYCHOLOGY</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 396J 75188	1	<i>IS-STEP</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 396K 75189	1	<i>IS-SOCIAL JUSTICE ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 396L 75190	1	<i>IS-SPECIAL EDUCATION</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 396M 75281	1	<i>IS-CHILD ST EARLY ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 396N 78603	1	<i>IS-BEM/ESL/R&W</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 396O 78386	1	<i>IS:SJE</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398	1	<i>INDEPENDNT PRACTICUM</i> SEE INSTRUCTOR	BY ARRGT	STAFF	1-6

Independent practicum arrangement 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 398A 75191	1	<i>PRAC-CTEP</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 398B 75192	1	<i>PRAC-ED TECHNOLOGY</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398C 75193	1	<i>PRAC-SCH COUNS ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398D 75194	1	<i>PRAC-SCHOOL PSYCH</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398E 75195	1	<i>PRAC-STEP</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398F 75196	1	<i>PRAC-SOC JUSTICE ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398G 75197	1	<i>PRAC-SPECIAL EDUC</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398I 77621	1	<i>PRAC-CHILD STUDY</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 461 75092	1	<i>P/M READ/LA/ELEM SCH</i> FURCOLO 20	M 12:30-3:00	SHARICK,R.	3

Approaches to the teaching of reading and language arts in the elementary schools; innovations in methods and materials demonstrated and discussed.

EDUC 463 75025	1	<i>P/M TCH MTH ELEM SCH</i>	W 1:00-3:30	ELLIOTT,P.	3
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An introduction to the structure of mathematics, and to the role, methods, materials, and curricular aspects of mathematics education in schools.

EDUC 491A 75098	1	<i>S-INTRO TO INCLUSION</i> FURCOLO 21B	W 1:15-3:45	STEPHEN,N.	3
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The objective of this course is to familiarize teacher education candidates with relevant terminology, legislation and documentation regarding the type of special needs they will encounter as teachers in general education classrooms. This course is different in its philosophical approach from other courses offered in that the approach is one based on the principle of "normalization," i.e., that difference is "normal" and to be expected within the normative structure, that all students in the classroom have various strengths, interests and needs that must be met and that specific strategies, methodologies and other techniques can be used by the teacher in order to be inclusive of all students in the learning environment. This contrasts with the traditional approach in special education which focuses on a deficit model and treats students with identified learning differences as unique units rather than as integral parts of a unified whole. The inclusive approach will focus on all students rather than on students with identified disabilities and will provide content for teachers-in-training in order to enhance their knowledge and skills in the areas of classroom organization, teaching

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techniques, assessment, language usage in the classroom, discipline, etc. within an inclusive model.

EDUC 497D 75071	1	<i>ST-CREATV ART YN CHD FURCOLO 225</i>	TH 4:00-5:30	KARLSON,A.	2
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Course examines the relationship of art and music to aspects of teaching and learning in other areas. There will be opportunities for students to use basic art media, including paint, clay, collage, and wood. Cultural differences in songs, dances, and the visual arts will be explored.

EDUC 497I 75026	1	<i>ST-TUTORING IN SCHLS FURCOLO 21A</i>	TU 4:00-6:30	MALOY,R.	3
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This course will introduce University undergraduates to pedagogical and methodological issues and strategies for tutoring linguistic minority students. Students who participate in this course provide academic assistance to secondary school students while working with Project Coordinators, the Faculty Director of the TEAMS project, public school teachers and administrators, and members of the community.

EDUC 497I 75027	2	<i>ST-TUTORING IN SCHLS</i>	TU 4:00-6:30	MALOY,R.	3
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See Section 1 description.

EDUC 497I 75028	3	<i>ST-TUTORING IN SCHLS MARK'S MEADOW 148</i>	TU 4:00-6:30	EDWARDS,S.	3
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See Section 1 description.

EDUC 500L 75029	1	<i>STU TCH-ESL SEE INSTRUCTOR</i>	BY ARRGT	WILLETT,J.	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 75104	1	<i>STU TCH-MID SCH 5-8 SEE INSTRUCTOR</i>	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 75105	2	<i>STU TCH-MID SCH 5-8 SEE INSTRUCTOR</i>	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 75106	3	<i>STU TCH-MID SCH 5-8 SEE INSTRUCTOR</i>	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 75107	4	<i>STU TCH-MID SCH 5-8 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

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University supervisor in an approved school system.

EDUC 500S 75108	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 75109	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 75110	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 75111	4	<i>STU TCH-SEC 8-12</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 510 75030	1	<i>TEACHER MID/HS CLS</i> LEDERLE TOW 103	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 75031	2	<i>TEACHER MID/HS CLS</i> LEDERLE TOW 103	TH 5:00-7:00	MADELONI,B.	2
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See Section 1 description.

EDUC 510 75032	3	<i>TEACHER MID/HS CLS</i> LEDERLE TOW 103	TH 5:00-7:00	MADELONI,B.	2
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See Section 1 description.

EDUC 510 75033	4	<i>TEACHER MID/HS CLS</i> LEDERLE TOW 103	TH 5:00-7:00	MADELONI,B.	2
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See Section 1 description.

EDUC 511 75034	1	<i>TCHG MATH IN MID&HS</i> FURCOLO 225	M 4:00-6:30	FELDMAN,A.	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.

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EDUC 512 75035	1	<i>TCHG SCI IN MID & HS FURCOLO 20</i>	M 4:00-6:30	FELDMAN,A.	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 75036	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 75072	1	<i>TCHNG ENGL IN MID&HS</i>	M 3:30-6:30	SEIDMAN,I.	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 75037	1	<i>WORK MID/HS TEACHERS</i>	W 4:00-4:45	SEIDMAN,I.	3
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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 75038	1D	<i>WORK MID/HS TEACHERS</i>	W 4:46-6:30	SEIDMAN,I.	
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EDUC 524 75039	2D	<i>WORK MID/HS TEACHERS</i>	W 4:46-6:30	SEIDMAN,I.	
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EDUC 524 75040	3D	<i>WORK MID/HS TEACHERS</i>	W 4:46-6:30	SEIDMAN,I.	
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EDUC 555 75041	1	<i>INTRO STAT/COMP AN I</i>	W 1:00-3:30	SIRECI,S.	3
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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 570 75042	1	<i>PRF ORNTATN SCH COUN FURCOLO 20</i>	W 4:00-6:30	CAREY,J.	3
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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	1	<i>S-SECNDARY INCLUSION</i>	M 1:15-3:45	STEPHEN,N.	1
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75099 FURCOLO 21B

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 18th; October 2nd; October 23rd; November 13th; and November 27th.

EDUC 591K 1 S-3D ANMTN&DIGTL ED MW 5:30-7:00 WOOLF,B. 3
75044

This seminar is dedicated to the production of high quality 3-dimensional computer models using graphics technology. For example, color 3-D objects are defined and manipulated, digitized images created and altered, and photo-realistic effects and animated sequences produced. Techniques are used to bend and twist shapes around objects or lines, to provide a variety of light and texture, and to trace over images including digitized pictures. Focus on development of humanoid characters. Each student will design his/her own character and lectures and homework will support students to model faces and bodies. Modeling topics include designing, joints, creating chains with constraints and producing realistic facial movement.

EDUC 591O 1 S-CHARACTER ANIMATN MW 7:00-8:30 WOOLF,B. 3
75073

This class focuses exclusively on character animation techniques. Animation topics include action and pose, timing, overlap, pacing, and simulating and exaggerating physical laws. Constraints will be used to create animation and lipsync. Voice tracks will be used to simulate speech. Students will create their own final project or work in a small team.

EDUC 591U 1 S-INTERACTIVE WEB AN TUTH 5:30-7:00 WOOLF,B. 3
75146

This course teaches basic animation for the Web, interactivity, color theory, design, action scripting, and transitions. Students maintain their own web sites and submit projects every two weeks in Flash. Individual, as well as a final project are required. Knowledge of basic Web development, e.g., HTML, Java Script. Prerequisite: CMPSCI 391F or permission of instructor.

EDUC 592S 1 S-MICROTEACHING LAB BY ARRGT SEIDMAN,I. 2
75112 SEE INSTRUCTOR TELICKI,T.

See instructor for syllabus.

EDUC 592S 2 S-MICROTEACHING LAB M 7:00-9:30 FELDMAN,A. 2
75113 FURCOLO 21A

See instructor for syllabus.

EDUC 592S 3 S-MICROTEACHING LAB BY ARRGT MALOY,R. 2
75114 SEE INSTRUCTOR

See instructor for syllabus.

EDUC 592S 4 S-MICROTEACHING LAB BY ARRGT FELDMAN,A. 2
75115 SEE INSTRUCTOR

See instructor for syllabus.

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EDUC 593A 75265	1	<i>S-TECH IN CURRICULUM</i> FURCOLO 22	M 7:00-9:30	MALOY,R.	3
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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 78637	1	<i>S-MANAG CUL RESP CLS</i> FURCOLO 228	TU 4:00-6:30	RUDMAN,M.	3
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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 75046	1	<i>S-UNDRG MATH ANXIETY</i> FURCOLO 21C	M 4:00-6:30	PEELLE,H.	3
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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 75074	1	<i>ST-LDRSHP MULTIC TUT</i>	TU 4:00-6:30	MALOY,R.	3
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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 600M 75198	1	<i>CLIN TCH-MID SCH 5-8</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	3-6
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See instructor for syllabus.

EDUC 600S 75199	1	<i>CLIN TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	3-6
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See instructor for syllabus.

EDUC 601 75147	1	<i>COL STUD DEVL THEORY</i>	W 4:00-6:30	BARNES,B.	3
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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 75047	1	<i>COUNSELING PSYCH I</i>	M 12:30-3:30	CAREY,J.	3
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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	CAREY,J.	3
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75048

FURCOLO 22

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

EDUC 609 **1** ***MULTICUL GROUP PROC*** **M 1:00-3:30** **JACKSON,B.** **3**
75049

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.

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

EDUC 615B **1** ***W/E:SJE RES PROSEMIN*** **TU 9:00-11:30** **ZUNIGA,X.** **3**
75177

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**
75277

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**
75089 **FURCOLO 21B**

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: September 11th; September 25th; October 30; November 6th; and November 20th.

EDUC 615K **1** ***W/E:COM COL LDERSHP*** **BY ARRGT** **BARNES,B.** **4**
75117 **SEE INSTRUCTOR**

This course will explore the context for leadership in community colleges, trying to understand these institutions, how they evolved and where they stand today. The course will address the subject of leadership directly, grappling with theories and concepts and how they apply to community college settings. We will explore a number of other subjects that are important in community colleges (e.g., the dynamics of complex, public organizations; teaching and learning; students; resources; accountability) seeking to understand how each presents management problems for community colleges as well as opportunities for leadership.

EDUC 615P **1** ***W/E:STUDENT LIFE RES*** **M 7:00-9:30** **WILLIAMS,E.** **3**
75178

The purpose of this course is two-fold: (1) to provide a general understanding of selected past and current research

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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 75050	1	<i>W/E:INTRO TO INTL ED HILLS 273</i>	M 9:05-12:05	EVANS,D.	1
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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 618 75148	1	<i>PUBLIC POLICY ED&LAW</i>	TU 4:00-6:30	SCHIMMEL,D.	3
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This course focuses on the law that applies to schools and the way courts resolve conflicts among students, teachers, administrators and parents in areas such as due process, discipline, search and seizure, liability for student injury, student and teacher freedom of expression, religion and association, dress codes, restrictions on teachers' personal lives, racial and sexual discrimination, affirmative action, academic freedom and school rules.

EDUC 619 75118	1	<i>QUALT RES METHDS ED</i>	TU 4:00-6:30	RALLIS,S.	3
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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 75257	1	<i>THEORIES ED EQUITY</i>	M 7:00-9:30	MCDERMOTT,K.	3
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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 75119	1	<i>CONTEMP&HISTRCL CON</i>	W 10:00-12:30	LOVE,B.	3
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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 625 75095	1	<i>STAFF DEV PLNS PROC SEE INSTRUCTOR</i>	W 4:00-6:30	MALOY,R.	3
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Construction and implementation of staff development models for school inservice; human/social services; business; nonprofit organizations; education in developing countries. Includes political, financial, ideational issues.

EDUC 631 75075	1	<i>LAB DV COUNS/THERAPY</i>	TU 12:30-3:30	DIMMITT,C.	3
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Interviewing and counseling psychology skills using systemic training frameworks with video practice.

EDUC 632 75051	1	<i>PRIN ED/PSY TEST</i>	M 4:00-6:30	HAMBLETON,R.	3
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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 **RANKER,J.** **3**
75053**

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

EDUC 674 1 *LDRSHP IN HIGHER ED* **TU 7:00-9:30 **BERGER,J.** **3**
75094**

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* **TU 7:00-9:30 **TATE,S.** **3**
75090 **FURCOLO 225****

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 **SCARPATI,S.** **3**
75096**

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 684 1 *RDG,WRT,LANG & THINK* **M 4:00-6:30 **TATE,S.** **3**
75150 **FURCOLO 21A****

Contributions of cognitive, linguistic and sociocultural theories to understanding reading and writing processes. Implications for reading, writing, and language instruction.

EDUC 685 1 *DVLPMNT PSYCHPTHLY* **TH 6:30-9:00 **TOBIN,K.** **3**
75151**

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 688 1 *MULTCLT COUNSLNG SCH* **W 12:20-3:30 **CAREY,J.** **3**
75159**

Theories about social identity development in a family systems frame are explored for a wide variety of different cultural groups. There is a focus on skills and critical consciousness needed for multicultural counseling in schools, including analysis of one's own ethnic and racial heritage.

EDUC 691E 1 *S-SOC ISSUES IN ED* **BY ARRGT **GRIFFIN,P.** **3**
75077 **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

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forms of oppression. Introduction to selected literature on two specific forms of oppression.

Class meets on September 15th & December 8th, 2006, 9am-5pm, in Furcolo 20, and also two weekends TBA.

EDUC 691G 1 S-PRAC REFLECTVE PRAC W 4:00-6:30 LOVE,B. 3
75262

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
75280 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 691O 1 S-TOOLS-EXPL&TUTR SY TU 2:30-4:00 WOOLF,B. 3
75174

This seminar examines recent work in explanatory and tutoring systems. We will explore research issues in: Collaboratory Environments, Dialogue Systems, Machine Learning, Teaching Strategies Simulators, Authoring Tools and User Models. The objective of the course is to stimulate awareness of research issues and to promote sound analytic and design skills as they pertain to building knowledge representations and control strategies. Relevant topics and applications will be presented through readings in the recent literature. Each student will prepare written critiques of each paper, lead several in-class discussions and prepare appropriate questions about the research. Several working systems will be available for hands-on critique. Readings for the course are contained in several bound volumes of articles and technical reports.

EDUC 692D 1 S-PROSEM IN HIGHR ED TU 4:00-6:30 MCCLENDON,S. 3
75078

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 S-PROSEM IN HIGHR ED M 7:00-9:30 O'MEARA,K. 3
75079

See Section 1 description.

EDUC 692I 1 S-METH&TECH ADLT LIT TU 1:00-4:00 ROSSMAN,G. 3
77690 HILLS 273

This course will examine and assess a variety of approaches, methods and techniques currently used in literacy instruction. The work of Freire, Laubach, Ashton-Warner and others will be explored. Activities will include in-depth examination of particular methods and techniques, presentations of a particular method or technique to the class, and

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development of a program design for a specific setting. The course will make use of guest speakers from both international and local literacy efforts.

EDUC 692K 78635	1	<i>S-THEORIES OF LRNG</i> FURCOLO 21B	W 4:00-6:30	SULLIVAN,F.	3
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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 692V 75125	1	<i>S-HIST ERLY CHILD ED</i> FURCOLO 21B	TU 4:00-6:30	KARLSON,A.	3
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Course will review the history of early childhood methods such as John Dewey's 1920 observations, Maria Montessorri's work in Rome, and early approaches of the Child Study Movement in lab schools in American Land Grant Institutions in the early 30's.

EDUC 693I 75168	1	<i>S-PSYCH IN THE CLSRM</i>	TH 6:00-8:50	OREILLY,MJ	3
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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 696	1	<i>INDEPENDENT STUDY</i> SEE INSTRUCTOR	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 the Academic Affairs Office, 123 Furcolo Hall, or in the Administrative Support Office, 161 Hills South.

EDUC 696A 75200	1	<i>IS-CHILD&FAM STUDIES</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 696B 75201	1	<i>IS-CTEP</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 696C 75202	1	<i>IS-ED ADMINISTRATION</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 696D 75203	1	<i>IS-ED TECHNOLOGY</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 696E 75204	1	<i>IS-ETEP</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696F 75205	1	<i>IS-HIGHER EDUCATION</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696G 75206	1	<i>IS-INTERNATIONAL ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696I 75207	1	<i>IS-LANG,LIT&CULTURE</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696J 75208	1	<i>IS-MATH&SCIENCE ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696K 75209	1	<i>IS-RES&EVAL METHODS</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696L 75210	1	<i>IS-SCH COUNSELOR ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696M 75211	1	<i>IS-SCHOOL PSYCHOLOGY</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696N 75212	1	<i>IS-STEP</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696O 75213	1	<i>IS-SOC JUSTICE EDUC</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696P 75214	1	<i>IS-SPECIAL EDUCATION</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696Q 75215	1	<i>IS-TESI</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 697O 75054	1	<i>ST-TCHG MATH W/COMP</i> FURCOLO 21C	W 4:00-6:30	PEELLE,H.	3

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

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issues in mathematics education; future use of computers. Resources for follow-up study.

EDUC 698	1	<i>INDEPENDT PRACTICUM SEE INSTRUCTOR</i>	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, 125 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 698A 75220	1	<i>PRAC-CHILD & FAMILY CONTRACT REQUIRED</i>		STAFF	1-6
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EDUC 698B 75221	1	<i>PRAC-CTEP CONTRACT REQUIRED</i>		STAFF	1-6
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EDUC 698D 75223	1	<i>PRAC-ED TECHNOLOGY CONTRACT REQUIRED</i>		STAFF	1-6
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EDUC 698E 75224	1	<i>PRAC-ETEP CONTRACT REQUIRED</i>		STAFF	1-6
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EDUC 698F 75154	1	<i>PRAC-TCH CHLD SP ND FOR LICENSURE</i>		BOSCARDIN,M.L.	1-6
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EDUC 698F 75175	2	<i>PRAC-TCH CHLD SP ND FOR LICENSURE</i>		SCARPATIS,	1-6
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EDUC 698G 75225	1	<i>PRAC-HIGHER EDUC CONTRACT REQUIRED</i>		STAFF	1-6
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EDUC 698I 75219	1	<i>PRAC-INTERNATIONL ED CONTRACT REQUIRED</i>		STAFF	1-6
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EDUC 698J 75226	1	<i>PRAC-LLC CONTRACT REQUIRED</i>		STAFF	1-6
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EDUC 698K 75227	1	<i>PRAC-MATH&SCIENCE ED CONTRACT REQUIRED</i>		STAFF	1-6
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EDUC 698L 75228	1	<i>PRAC-RES&EVAL MTHDS CONTRACT REQUIRED</i>		STAFF	1-6
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EDUC 698M	1	<i>PRAC-SCH COUNSLR ED</i>		STAFF	1-6
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75229		CONTRACT REQUIRED			
EDUC 698N 75126	1	<i>PRAC-SPEC ED ADMIN FOR LICENSURE</i>		BOSCARDIN,M.L.	1-6
EDUC 698O 75230	1	<i>PRAC-SCHOOL PSYCH CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698P 75231	1	<i>PRAC-STEP CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698Q 75055	1	<i>PRAC-SCH PSYCHOLOGY FOR LICENSURE</i>		STONER,G.	3
EDUC 698R 75179	1	<i>PRAC-TCHR OF READING FOR LICENSURE</i>		PAUGH,P.	1-6
EDUC 698S 75245	1	<i>PRAC-SOC JUSTICE ED CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698T 75232	1	<i>PRAC-SPECIAL EDUC CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698U 75246	1	<i>PRAC-TESI CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698V 75056	1	<i>PRAC-INTRN ADM SP ED FOR LICENSURE</i>		BOSCARDIN,M.L.	1-6
EDUC 701 75058	1	<i>PRAC-SCH&COMM COUNS HILLS 355</i>	W 4:00-6:30	DIMMITT,C.	3-9

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 75059	2	<i>PRAC SCHOOL GUIDANCE HILLS 355</i>	TU 4:00-6:30	CAREY,J.	3-9
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See Section 1 description.

EDUC 708 75279	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

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in testing/assessment measurement is a prerequisite for this course.

EDUC 709 77650	1	<i>SEMINAR ON READING</i>	TH 4:00-6:30	PAUGH,P.	3
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Course provides opportunities for doctoral students to explore current issues and research on reading in depth.

EDUC 712 75081	1	<i>ADV METHODS ENGLISH</i> SEE INSTRUCTOR	BY ARRGT	SEIDMAN,I.	3
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Critical evaluation of current literature, research, and studies in curriculum and teaching of secondary school English.

EDUC 713 75155	1	<i>DEV FOUNDATION SJE</i>	W 2:00-4:30	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 718 77651	1	<i>ACTION RES IN SCHOOL</i> FURCOLO 21B	TU 7:00-9:30	FELDMAN,A.	3
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Introduction to the theory and practice of action research in schools and other informal and formal educational settings. The major product of the course is a qualitative action research study.

EDUC 720 77652	1	<i>THEOR INTERNL DEV</i> HILLS 273	TH 1:00-4:00	MOSSELSO,J. EVANS,D.	3
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This seminar is designed for educators who will be working in developmental settings and who want to explore theories of economic and social development. Participants will examine capitalist, socialist, and humanist development theories through readings, discussions, lectures, small group presentations, and individual papers. Participants would be able to identify the assumptions, underlying values, and operational principles characteristic of specific theories and will be asked to explore their implications for themselves as international educators. The course is intended to provide a theoretical perspective for analyzing the role played by education in different development perspectives. This is an advanced course with two papers and demanding set of readings.

EDUC 726 75247	1	<i>INTRO ED LDRSHP ADM</i>	TU 7:00-9:30	EISEMAN,J.	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 75165	1	<i>UNDERSTAND RES LLC</i> FURCOLO 225	W 4:00-6:30	AUSTIN,T.	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 736 77658	1	<i>ADV THRY/PRC TEST II</i>	M 9:15-11:45	HAMBLETON,R.	3
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Advanced topics in test theory. Includes problems in measurement of change, item-examinee sampling theory, and tailored testing strategies.

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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
75263

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 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 791N 1 S-MIXED MTHDS EVAL M 1:00-4:00 ROSSMAN,G. 3
77660 HILLS 273

This seminar will address the principles and practices of mixing methods in monitoring and evaluation and other forms of applied educational and social research in international contexts. The overall framework for the course are the requirements of international development agencies for systematically conducted and thoughtful monitoring and evaluation of programs and projects. The course will provide an overview of international agencies and the structure of their goals and strategic objectives. The course will examine how monitoring and evaluation is conducted within these agencies.

EDUC 791Z 1 S-LRNG/TCHG 2ND LANG F 1:00-3:30 GEBHARD,M. 1-3
75268 FURCOLO 20

The Seminar on Learning and Teaching Second Languages and Literacies is one of a series of doctoral level seminars offered by the Language, Literacy & Culture Doctoral Area on contemporary issues in language, literacy and culture in education. The purpose of this course is to support doctoral students interested in exploring theoretical and practical aspects of second language literacy, teachers' professional development, and school change from a sociocultural perspective.

EDUC 792A 1 S-BILINGUALISM&SOC TUTH 7:00-9:30 AUSTIN,T. 3
78329 OFF CAMPUS HOLYOKE

Drawing on sociolinguistic and ethnographic studies, this course will explore how sociocultural dimensions of bilingualism and biculturalism, as well as other linguistic diversity, can be researched by examining their function in various social institutions. This course examines how theories of accommodation, assimilation, and resistance explain motivation for attitudes toward bilingualism and becoming bilingual. Through the lens of socio-political theories, we will examine how responses to bilingualism historically have fluctuated.

EDUC 794D 1 S-DISOURSE ANALYSIS F 3:30-6:00 WILLETT,J. 3
75129 FURCOLO 20

This doctoral seminar is designed to support in-depth exploration of critical approaches to discourse analysis as a basis for research on language and literacy in educational settings. The analysis of language in educational settings, especially in the U.S., has drawn on the dominant scholarly traditions of linguistics, which focuses on the structure of isolated utterances, and sociolinguistics, which focuses on variations of form and function across social and cultural groups. Neither tradition theorizes or gives much attention to sociopolitical aspects in analyzing language. On the other hand, social theorists working in the traditions of critical theory, poststructuralism, and cultural studies have elaborately theorized a central role for language in the ongoing reproduction and transformation of social and political relations, yet they have rarely provided the tools for close analysis of how this is accomplished in everyday language use. Recently a number of efforts have been made to develop such tools for analysis, most notably by Norman Fairclough, James Gee, and Alistair Pennycook. In this seminar students will develop systematic approaches to the close examination of actual oral and written texts that focus on the local and extra-local social and political relations

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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 808 **1** ***PRG PLNG IMP & EVAL*** **TU 4:00-6:30** **BOSCARDIN,M.L.** **3**
75130

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 **1** ***RESRCH LANG/LIT/CLTR*** **TU 4:00-6:30** **GEBHARD,M.** **3**
75064 **FURCOLO 20** **TATE,S.**

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 **1** ***INT SCH PSY PRE DOC*** **BY ARRGT** **HINTZE,J.** **3-6**
75065 **SEE INSTRUCTOR**

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 837 **1** ***INFLNS SOCIAL CONTEX*** **TH 4:00-6:30** **DAVIS,K.** **3**
75260 **FURCOLO 228**

The social context of U.S. schools and the myriad issues that underlie the call to "leave no child behind" are examined. Reform efforts, instructional approaches, curriculum materials, school structures, and educational practices and their influences on students' education and learning are explored.

EDUC 838 **1** ***SEMINAR SCIENCE EDUC*** **TU 4:00-6:30** **CLEMENT,J.** **3**
77662 **FURCOLO 230**

Current literature and research in science education; researchable problems and research strategies which may be applicable.

EDUC 844 **1** ***HIST OF HI ED IN AM*** **TH 4:00-6:30** **BROWN,S.** **3**
75236

This course explores the history of American higher education as a story of growth and change accompanied by a persistent struggle for definition and identity. The course focuses on the struggles of persons, institutional types, or ideas on the "margins" of the society to become part of the central fabric of higher education, despite the continuing dominance of elites. The class reads both primary documents as well as the work of historians. More specifically, this class analyzes the shifting nature of the answers to five fundamental questions which seek to define higher education: who should be taught; what should be taught; how should institutions be governed; who should be served; and what is the role of higher education in the larger society?

EDUC 851 **1** ***PRINCIPLES SUPERVISN*** **W 4:00-6:30** **MAGOUIRK** **3**
75167 **FURCOLO 22** **COLBERT,M.**

Prerequisites - permission of instructor. Open to masters and doctoral students. 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

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relationships with clients, systematic observation, conferencing, adults as learners, relationship of supervision to school involvement.

EDUC 863 77663	1	<i>ADMIN FIELD EXPERNC SEE INSTRUCTOR</i>	BY ARRGT	GOUGEON,F.	3-6
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Part of a structured sequence of courses and field experiences leading to licensure. Supervised field experience in administrative activities.

EDUC 863	2	<i>ADMIN FIELD EXPERNC SEE INSTRUCTOR</i>	BY ARRGT	COURTNEY,K.	3-6
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See Section 1 description.

EDUC 870 77664	1	<i>SPEC PROB IN INTL ED HILLS 273</i>	TH 9:00-12:00	HARTWELL,A.	3
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Topic: The 21st Century Learning Initiative--Learning for the 21st Century

Mounting evidence worldwide suggests that traditional education systems are increasingly becoming dysfunctional in the face of escalating technical, social and economic change. The 21st Century Learning Initiative is a transnational assembly of researchers, policy makers and educational innovators seeking to apply new understandings into the nature of individual and social learning to develop more effective educational policies and practices. This course will be organized on principles of self-directed learning, with students taking responsibility to develop their own learning agendas.

EDUC 880 75278	1	<i>CUR ISS SPED ADMIN SEE INSTRUCTOR</i>	BY ARRGT	BOSCARDIN,M.L.	3
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Contemporary issues facing administrators. Topics include special education finance, law, and policy.

EDUC 892A 75166	1	<i>S-RSCH PE TCH ED SEE INSTRUCTOR</i>	BY ARRGT	PLACEK,J.	3
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Course focuses on current issues in school-based physical education. Topics include curriculum issues; instructional innovations; physical education in American elementary, middle, and high schools; pre-service teacher education program models in physical education; research on teaching and teacher development in physical education.

EDUC 899 75067	1	<i>ED.D. DISSERTATION</i>	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 taken Comprehensive Examination to register. Registration is offline, contact Graduate Program Office (545-0236) to register.

EDUC 899 75160	2	<i>ED.D. DISSERTATION</i>	N/A	CAREY,J.	1-9
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SDPPS Doctoral Candidates: See Section 1 description.

EDUC 899 75161	3	<i>ED.D. DISSERTATION</i>	N/A	FELDMAN,A.	1-9
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TECS Doctoral Candidates: See Section 1 description.

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HUMDEV 252 1 BASIC CONCEPTS IN HD M 1:00-3:30 WASHINGTON,E. 3
73708

Human development from a number of perspectives: historical, philosophical, cross-cultural, biological, political, moral, and intellectual.

HUMDEV 270 1 CHILD DEVELOPMENT MW 2:30-3:45 3
73699

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 9:30-10:45 HAMILTON,C. 3
73700

See Section 1 description.

HUMDEV 270 3 CHILD DEVELOPMENT TUTH 11:15-12:30 KARLSON,A. 3
73701

See Section 1 description.

HUMDEV 270 4 CHILD DEVELOPMENT TUTH 9:30-10:45 WASHINGTON,E. 3
73702

See Section 1 description.

HUMDEV 300 1 HUMAN DEV IN INFANCY TU 9:00-11:30 NUGENT,J.K. 3
73711

Development of the infant from birth to age two.

HUMDEV 570 1 CHILD DEVELOPMENT M 4:00-6:30 CRAIG,G. 3
73710

This course critically examines current concepts, themes and theories in child development. The following theories are emphasized: psychodynamic, cognitive, biological, ethological, and theories of moral development. The course will trace the natural course of development from the beginning of human life to adolescence, by focusing on major developmental agenda for each stage. The thrust of the course is toward the examination of empirical data and the generation of critical thinking on developmental topics.

HUMDEV 773 1 RES & THEORY IN ECE TU 4:00-6:30 NUGENT,J.K. 3
73703 FURCOLO 225

Methods and techniques for studying developmental processes at various stages of life span, from birth to early childhood.

SCHPSY 899 1 PH.D. DISSERTATION N/A CAREY,J. 1-9
77170

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