

**SCHOOL OF EDUCATION
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EDUC 115 12321	1	<i>EMBRACING DIVERSITY</i> BARTLETT 65	W 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 192A 12417	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 12418	1D	<i>S-ED AT THE MOVIES</i>	TH 1:00-2:15	STEPHEN,N.	
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EDUC 192A 12419	2D	<i>S-ED AT THE MOVIES</i>	TH 2:30-3:45	STEPHEN,N.	
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EDUC 192A 12420	3D	<i>S-ED AT THE MOVIES</i>	TU 6:00-7:15	STEPHEN,N.	
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EDUC 192A 12421	4D	<i>S-ED AT THE MOVIES</i>	W 1:00-2:15	STEPHEN,N.	
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EDUC 192A 12422	5D	<i>S-ED AT THE MOVIES</i>	W 2:30-3:45	STEPHEN,N.	
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EDUC 192A 12423	6D	<i>S-ED AT THE MOVIES</i>	TU 7:30-8:45	STEPHEN,N.	
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EDUC 192G 24665	1	<i>S-OASIS MOVING FRWRD</i> GOODELL 604	TU 11:15-12:30	STREHORN,K. WEILERSTEIN,K.	1
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The OASIS Seminar: Moving Forward is designed to assist undeclared, second semester students who are on probation or third semester students returning to the University after serving an academic suspension. Seminar provides opportunities for students to enhance/improve skills (note-taking, study methods and test-taking strategies), behaviors (class attendance, time management, and meeting with professors) and attitudes necessary for success at the University.

EDUC 192G 24666	2	<i>S-OASIS MOVING FRWRD</i> GOODELL 604	TU 2:30-3:45	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 192G 24667	3	S-OASIS MOVING FRWRD GOODELL 604	W 10:10-11:25	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 192G 24668	4	S-OASIS MOVING FRWRD GOODELL 604	W 2:30-3:45	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 192G 24670	5	S-OASIS MOVING FRWRD GOODELL 604	TH 11:15-12:30	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 193A 12589	1	S-LIFE SKLLS ATHLETE BOYDEN 19	TH 9:30-10:45	WASHINGTON,E. HARRIS,R.	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.

EDUC 193A 12590	2	S-LIFE SKLLS ATHLETE BOYDEN 19	TU 11:15-12:30	WASHINGTON,E. HARRIS,R.	1
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See Section 1 description.

EDUC 210 12322	1	SOCIAL DIVRSTY IN ED BUTTERFIELD A135	TUTH 11:15-12:30	ADAMS,M. BRIGHAM,E.	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 12436	2	SOCIAL DIVRSTY IN ED	TUTH 11:15-12:30	ADAMS,M. CATALANO,C.	3
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See Section 1 description.

EDUC 210 12437	3	SOCIAL DIVRSTY IN ED HAMPDEN 200	TUTH 11:15-12:30	ADAMS,M. FUNK,M.	3
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See Section 1 description.

EDUC 210 12438	4	SOCIAL DIVRSTY IN ED COOLIDGE 508	TUTH 11:15-12:30	ADAMS,M. HAMAKO,E.	3
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See Section 1 description.

EDUC 210 12439	5	SOCIAL DIVRSTY IN ED COOLIDGE 1208	TUTH 11:15-12:30	ADAMS,M. WILLIAMS,T.	3
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See Section 1 description.

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EDUC 210 12557	6	<i>SOCIAL DIVERSTY IN ED BUTTERFIELD A135</i>	TUTH 11:15-12:30	ADAMS,M. BRIGHAM,E.	3
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See Section 1 description.

EDUC 210 12558	7	<i>SOCIAL DIVERSTY IN ED</i>	TUTH 11:15-12:30	ADAMS,M. CATALANO,C.	3
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See Section 1 description.

EDUC 210 12559	8	<i>SOCIAL DIVERSTY IN ED HAMPDEN 200</i>	TUTH 11:15-12:30	ADAMS,M. FUNK,M.	3
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See Section 1 description.

EDUC 210 12560	9	<i>SOCIAL DIVERSTY IN ED COOLIDGE 508</i>	TUTH 11:15-12:30	ADAMS,M. HAMAKO,E.	3
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See Section 1 description.

EDUC 210 12561	10	<i>SOCIAL DIVERSTY IN ED COOLIDGE 1208</i>	TUTH 11:15-12:30	ADAMS,M. WILLIAMS,T.	3
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See Section 1 description.

EDUC 210 24184	11	<i>SOCIAL DIVERSTY IN ED KENNEDY 508</i>	TUTH 11:15-12:30	ADAMS,M. WAGNER,R.	3
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See Section 1 description.

EDUC 229 12323	1	<i>INTERNATIONAL EDUC GOESSSMANN 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 12440	1	<i>ED SJ DIV PEER THEAT JOHN ADAMS 508</i>	M 4:00-7:00	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 12406	1	<i>S-THEATRE SOC CHANGE JOHN ADAMS 508</i>	M 7:30-9:30	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.

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EDUC 292A 12464	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 293A 12466	1	<i>S-LOVE AND WORK</i> SOM 133	TUTH 9:30-10:45	DIMMITT,C.	3
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Arguably, the two most important parts of human experience are love and work. Originally attributed to Freud, this idea is the philosophical basis for this course. Psychological, sociological, historical and literary sources will provide a broad range of information and theories about what factors impact love and work, particularly for young adults. Cultural and family perspectives will be a focus as well. This class will develop the skills needed to begin to understand the complex components of human relationships, career decisions and life values, with an assumption that part of being an effective adult is an ever-increasing self-awareness of one's strengths and deficits. Students will also increase the ability to make self-aware and intentional decisions about work and relationships in order to become more successful and happy adults.

EDUC 325 12425	1	<i>INTRO TO SPECIAL EDU</i> SOM 133	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 12468	2	<i>INTRO TO SPECIAL EDU</i> CHEN LAB AD 277	TU 4:00-6:30	BOSCARDIN,M.L.	3
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See Section 1 description.

EDUC 351 12373	1	<i>FOUNDATIONS OF EDUC</i> FURCOLO 20	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 12374	2	<i>FOUNDATIONS OF EDUC</i> FURCOLO 20	TUTH 1:00-2:15	SELDIN,C.	3
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See Section 1 description.

EDUC 377 12416	1	<i>INTRO MULTICULT ED</i> FURCOLO 228	TU 1:00-3:30	RUDMAN,M.	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.

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EDUC 377 12441	2	<i>INTRO MULTICULT ED FURCOLO 21A</i>	TU 1:00-3:30	RUDMAN,M. FRENCH,K.	3
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See Section 1 description.

EDUC 378 12389	1	<i>SURVEY OF CHILDS LIT FURCOLO 228</i>	M 1:00-3:30	RUDMAN,M.	3
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Survey of traditional and recent examples of children's literature and review of the varieties of books available.

EDUC 378 24186	2	<i>SURVEY OF CHILDS LIT FURCOLO 225</i>	M 1:00-3:30	RUDMAN,M. YOUNG,SARA	3
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See Section 1 description.

EDUC 391G 24422	1	<i>S-CUR ISSUES IN H.E.</i>	M 10:00-12:30	O'MEARA,K.	3
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This course will examine current issues confronting institutions of higher education and their policy implications. Using the tools of social scientists, students and faculty will identify prevailing viewpoints, problems and opportunities associated with issues as well as response strategies and their implications. We will critically examine research on each issue and challenge ourselves to develop and/or refine our positions on them through study, reflection, class discussion, presentation, and writing. We will draw upon our own educational experiences, course texts, independent research, and guest speakers in the course of our studies.

EDUC 392D 24188	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, February 15th, 6-9:30pm, location: tba. WEEKEND DATES: March 3-4, 2007, 9am-5pm.

EDUC 392E 23566	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, February 15th, 6-9:30pm, location tba. WEEKEND DATES: March 31-April 1, 2007, 9am-5pm.

EDUC 392L 24189	1	<i>S-SOC ISS:HETSEXISM SEE INSTRUCTOR</i>	BY ARRGT	LOVE,B.	1
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Workshop addresses the dynamics of heterosexism on personal and institutional levels. MANDATORY MEETING: Thursday, February 15th, 6-9:30pm, location tba. WEEKEND DATES: April 21-22, 2007, 9am-5pm.

EDUC 393A 12573	1	<i>S-STDNT LDRSHP DEVL</i>	TH 2:30-3:45	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 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. Course begins February 15th.

EDUC 393M 12324	1	<i>S-INTRO EARLY CHILD FURCOLO 225</i>	TUTH 1:00-2:15	ROSENBERGER,C.	3
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This course helps prospective early childhood teachers explore what it means to teach, and examines their assumptions

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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 394F 12574	1	<i>S-PEER LEADERSHIP ED</i> NAH 203	TH 5:30-8:00	CLEMMONS,D.	3
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First 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 395Z 12375	1	<i>S-ISS INTERGROUP REL</i>	TH 4:00-6:30	ZUNIGA,X.	3
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In this course, students will participate in a semi-structured face-to-face meeting with students from at least two different social identity groups and explore their own and the other groups' experiences in various social and institutional contexts. Students will learn from each other's experiences, discuss relevant issues, and constructively address intergroup conflicts through small group activities. Students will examine narratives, historical and sociological materials which address each group's experience within a US context, and learn about pertinent issues facing the participating groups on campus and in society. TOPIC: RACE AND ETHNICITY. Class meets on March 3rd, 9am-5pm, location tba.

EDUC 395Z 12376	2	<i>S-ISS INTERGROUP REL</i>	TH 4:00-6:30	ZUNIGA,X.	3
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See Section 1 description. TOPIC: RACE AND ETHNICITY. Class meets on March 3rd, 9am-5pm, location tba.

EDUC 395Z 12390	3	<i>S-ISS INTERGROUP REL</i>	TH 4:00-6:30	ZUNIGA,X.	3
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See Section 1 description. TOPIC: MEN AND WOMEN. Class meets on March 3rd, 9am-5pm, location tba.

EDUC 395Z 12442	4	<i>S-ISS INTERGROUP REL</i>	TH 4:00-6:30	ZUNIGA,X.	3
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See Section 1 description. TOPIC: GENDER AND SEXUALITY. Class meets on March 3rd, 9am-5pm, location tba.

EDUC 396	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 either the Academic Affairs Office, 123 Furcolo Hall, or in the Administrative Support Office, 161 Hills South.

EDUC 398	1	<i>INDEPENDNT PRACTICUM</i> SEE INSTRUCTOR	BY ARRGT	STAFF	1-6
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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 461 12391	1	<i>P/M READ/LA/ELEM SCH</i> FURCOLO 20	TU 4:00-6:30	ROSENBERGER,C.	3
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Approaches to the teaching of reading and language arts in the elementary schools; innovations in methods and

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materials demonstrated and discussed.

EDUC 463 12392	1	<i>P/M TCH MTH ELEM SCH</i>	TH 9:00-11:30	ELLIOTT,P.	3
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An introduction to the structure of mathematics; to the role of mathematics in education in the school and the methods, materials, and curricular aspects of mathematics education in the school.

EDUC 463 12393	2	<i>P/M TCH MTH ELEM SCH</i>	TH 1:00-3:30	ELLIOTT,P.	3
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See Section 1 description.

EDUC 482E 23568	1	<i>PRE-PRAC EDUC SEE INSTRUCTOR</i>	BY ARRGT	ROSENBERGER,C.	1-2
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Pre-practicum experience, one half day or one full day, in a public school classroom.

EDUC 491A 12394	1	<i>S-INTRO TO INCLUSION FURCOLO 21B</i>	W 4:00-6:30	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. 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 techniques, assessment, language usage in the classroom, discipline, etc. within an inclusive model.

EDUC 492A 12493	1	<i>S-CONTROV ISSUES ED FURCOLO 20</i>	W 9:00-11:30	SELDIN,C.	3
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This course investigates major contemporary educational issues that affect the lives of teachers and students in today's classrooms. It explores the complex web of issues that children, families, and educators face in our diverse society. Its purpose is to help students appreciate the complexity of each issue and to illuminate the conclusion that being an absolutist on controversial issues undermines children and education.

EDUC 497D 12385	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 12325	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 12326	2	<i>ST-TUTORING IN SCHLS FURCOLO 21B</i>	TU 4:00-6:30	EDWARDS,S.	3
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See Section 1 description.

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EDUC 497I 12327	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 12328	1	STU TCH-ESL SEE INSTRUCTOR	BY ARRGT	GEBHARD,M.	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 12428	1	STU TCH-MID SCH 5-8 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 12429	2	STU TCH-MID SCH 5-8 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 12430	3	STU TCH-MID SCH 5-8 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 12431	4	STU TCH-MID SCH 5-8 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 12432	1	STU TCH-SEC 8-12 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 12433	2	STU TCH-SEC 8-12 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 12434	3	STU TCH-SEC 8-12 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 12435	4	STU TCH-SEC 8-12 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 12329	1	<i>TEACHER MID/HS CLS LEDERLE TOW 103</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 12330	2	<i>TEACHER MID/HS CLS LEDERLE TOW 103</i>	TH 5:00-7:00	MADELONI,B.	2
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See Section 1 description.

EDUC 510 12331	3	<i>TEACHER MID/HS CLS LEDERLE TOW 103</i>	TH 5:00-7:00	MADELONI,B.	2
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See Section 1 description.

EDUC 510 12332	4	<i>TEACHER MID/HS CLS LEDERLE TOW 103</i>	TH 5:00-7:00	MADELONI,B.	2
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See Section 1 description.

EDUC 524 12334	1	<i>WORK MID/HS TEACHERS</i>	W 4:00-4:45	GRIFFIN,L.	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 12335	1D	<i>WORK MID/HS TEACHERS</i>	W 4:46-6:30	GRIFFIN,L.	
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EDUC 524 12336	2D	<i>WORK MID/HS TEACHERS</i>	W 4:46-6:30	GRIFFIN,L.	
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EDUC 524 12337	3D	<i>WORK MID/HS TEACHERS</i>	W 4:46-6:30	GRIFFIN,L.	
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EDUC 555 12378	1	<i>INTRO STAT/COMP AN I</i>	TH 7:00-9:30	HAMBLETON,R.	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.

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EDUC 560 12338	1	<i>ISS INSTR METH SP ED</i>	M 4:00-6:30	BOSCARDIN,M.L.	3
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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 591A 12427	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 18th; October 2nd; October 23rd; November 13th; and November 27th.

EDUC 592S 12444	1	<i>S-MICROTEACHING LAB SEE INSTRUCTOR</i>	BY ARRGT	SEIDMAN,I. TELICKI,T.	2
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See instructor for syllabus.

EDUC 594A 12412	1	<i>S-MANAG CUL RESP CLS FURCOLO 21A</i>	M 4:00-6:30	WILLETT,J.	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 595K 12339	1	<i>S-INTRO COLLEGE TCHN</i>	M 4:00-6:30	OUELLETT,M.	3
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This is a three credit course designed to give students an introduction to college teaching via exposure to theories of student learning and the opportunity to practice a variety of teaching techniques. The goal of this discussion/seminar is to give students a practical grounding in teaching effectiveness that will enhance both their future academic career and their current teaching assignments at the University of Massachusetts.

EDUC 597R 12340	1	<i>ST-LDRSHP MULTIC TUT FURCOLO 128</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 12462	1	<i>CLIN TCH-MID SCH 5-8 SEE INSTRUCTOR</i>	BY ARRGT	MADOLONI,B.	3-6
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See instructor for syllabus.

EDUC 600S	1	<i>CLIN TCH-SEC 8-12</i>	BY ARRGT	MADOLONI,B.	3-6
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12463 **SEE INSTRUCTOR**

See instructor for syllabus.

EDUC 606 **1** **COUNSELING PSYCH II** **M 12:30-3:00** **CAREY,J.** **3**
12341

Issues in counseling psychology and human service delivery, counseling skills, techniques, and ethics.

EDUC 611 **1** **TSTG,ASSMNT&EVLBILIN** **W 4:00-6:30** **AUSTIN,T.** **3**
12426 **FURCOLO 20**

This course is designed as an introduction to the field of testing, assessment and evaluation in second language education (bilingual, foreign language, and ESL settings). Throughout the semester, readings, activities, and discussions will examine the complexities of monitoring second language and literacy learning development using sociocultural and psycholinguistic theories of learning. Basic technical principles of assessment, and tools to judge and construct tests, assessments, and evaluations will be introduced. Procedures will be established for critically examining assessment tools in light of their stated purpose and use in current practice. Through class activity criteria will be set for quality assessments/testing and program evaluation that are helpful in developing new assessments.

EDUC 612 **1** **ED WEB DESIGN** **TH 4:00-6:30** **SHIH, M.Y.** **3**
12445 **GOODELL 613**

This course will investigate the design of web resources for educational purposes. It will explore the tools and procedures required to design, build, and implement a Web site. Students will study and evaluate the design and content of educational resources currently available on the web. As students learn design principles, the course will concentrate on having students create their own educational web resources. The emphasis will be on creating and using primary information sites rather than sites solely containing links to other sites. Prerequisite: Students entering this course should have experience surfing the web and should be comfortable using email and word processing applications.

EDUC 613 **1** **NEW DEV SEC SHL HIS** **F 9:00-11:30** **MALOY,R.** **3**
12342 **FURCOLO 22**

Comparative study and evaluation of recent programs and practices in secondary school history and political science.

EDUC 615C **1** **W/E:LDRSHP COMM SR** **BY ARRGT** **MALOY,R.** **3**
12388 **SEE INSTRUCTOR**

TEAMS Tutoring Leadership Seminar.

EDUC 615J **1** **W/E:EDUC & LAW** **M 1:00-3:30** **SCHIMMEL,D.** **1**
24201

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: APRIL 16th, 23rd, and 30th; and May 7th and 14th.

EDUC 615K **1** **W/E:COM COL LDRSHP** **BY ARRGT** **BARNES,B.** **4**
12588 **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

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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 615T 1 *W/E:COL IMPCT ON STU* TH 4:00-6:30 MCCLENDON,S. 3
12568

The purpose of this course is to explore the impact that college has on students, both during college and in their lives afterward. We will examine various factors that influence college impact, including student characteristics, college experiences and institutional types. We will also look at questions surrounding college impact: what are the desired consequences of college; who cares about it and why; how do we think about it; and how do we measure it? The primary goal of the course is for students to understand the concepts, research, challenges and debates concerning college impact. Prerequisite: EDUC 692D (master's or doctoral) or consent of the instructor.

EDUC 616 1 *PRIN 2ND LNG LRN TCH* TH 7:00-9:30 GEBHARD,M. 3
12494 LEDERLE A127

Course introduces students to theories of second language acquisition. The objectives of the course are to examine critically language learning and teaching experiences, assumptions, and evolving practices; become familiar with different theories of second language acquisition and the implications of these theories for classroom practice; construct an informed theoretical understanding of classroom SLA; develop the ability to analyze classroom "discourse" and make appropriate changes in evolving teaching practices as a result of this analysis; develop the ability to use multimedia classroom teaching and research tools; and develop the ability to work collaboratively as an expert and leader in the area of classroom second language learning.

EDUC 617 1 *LAW & HIGHER ED* TU 4:00-6:30 SCHIMMEL,D. 3
12447

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 619 1 *QUALT RES METHDS ED* M 7:00-9:30 GALMAN,S. 3
12448

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 619 2 *QUALT RES METHDS ED* M 4:00-6:30 ROSSMAN,G. 3
24203

See Section 1 description.

EDUC 623 1 *PLAN&EVAL NONFRML ED* W 1:00-4:00 SMITH,C. 3
24766 HILLS 273

Seminar intended for those who are or may be program personnel or consultants in nonformal education and human service programs. General goal is to develop the knowledge and skills necessary to make evaluation appropriate for nonformal education settings, and to improve its contribution to program planning or improvement.

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EDUC 626 1 *SOC THEORIES IN ED* TU 7:00-9:30 KAMAT,S. 3
24204

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 627 1 *CUR DESIGN & INS SJE* TU 1:00-3:30 JACKSON,B. 4
12413

Examines and applies theories and methods of instructional design, classroom teaching, and reflective practice in social justice education in K-16 settings. Explores critical issues in teaching and learning about diversity and social justice issues.

EDUC 634 1 *STRAT INSTITU CHG I* TU 7:00-9:30 RALLIS,S. 3
12572

This course begins with a brief survey of basic theories of organizational behavior and change. It then examines such strategies as action research, strategic planning, and negotiation - emphasizing the role of different kinds of leadership in the process of change. The intent is for each participant to develop a repertoire of change strategies, to learn how to diagnose the need and direction for institutional change, to learn what strategies to adopt for different situations, and then to complete a term paper outlining change strategies for a specific institution known to the author. The seminar will make use of case studies, journal articles on school reform, and class exercises to illustrate the human impact of change strategies.

EDUC 647 1 *METH MAT IN SPEC ED* W 4:00-6:30 SCARPATIS,S. 3
12343

Course presents special needs strategies, programs, and materials. Students analyze and develop materials for cognitive language, motor, self-help, socialization, and emotional development, including Individual Education Plans.

EDUC 648 1 *OPRESSION&EDUCATION* W 4:00-6:30 ADAMS,M. 3
12395

Theory, practice, and manifestations of oppression. Various educational methods and techniques of combating oppression.

EDUC 651 1 *TEACH MATH PROB SOLV* W 4:00-6:30 FRANCISCO,J. 3
24765

Course covers modes of mathematical problem-solving from a cognitive science perspective, with the overall goal of improving mathematics education.

EDUC 653 1 *COLLAB INT TCH SP ED* TU 4:00-6:30 BOSCARDIN,M.L. 3
12396

Data-based methods and materials for mainstreaming the mild to moderately handicapped students into multiple learning environments and methods for developing cooperative professional relationships with regular classroom teachers are covered in this course.

EDUC 654 1 *POL STUDIES ED ADM* TU 4:00-6:30 MCDERMOTT,K. 3
12549

Overview of K-12 education policy at the local, state, and national levels in the United States. Additional emphasis on the ethical dimensions of the choices administrators make in implementing policy.

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EDUC 656 1 *INTR STAT COMP AN II* TU 4:00-6:30 WELLS,C. 3
12344

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 1 *LANG LIT INS STU DIS* TU 7:00-9:30 LOUGHLIN,J. 3
12471
PIERCE,M.

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 661 1 *EDUCTNL RSRCH METH I* M 4:00-6:30 HAMBLETON,R. 3
12345

Essential skills for conducting educational research. Stating purposes and hypotheses, instrument development, research design, sampling, data analysis, interpreting results, and preparing research projects.

EDUC 664 1 *RES SCH PSY GRP DES* M 9:00-12:00 MATTHEWS,WM. 3

Single subject group research design. Sampling, interview and questionnaire construction, statistical methods, and development of research proposal.

EDUC 681 1 *TCH READ&WRTNG SEC L* TU 7:00-9:30 TATE,S. 3
12364

Principles, methods and materials for teaching reading and writing to adolescents. For students preparing to teach in middle and high schools.

EDUC 687 1 *LANG DEVELOP & LIT* TU 4:00-6:30 RANKER,J. 3
12347

Current theory and research on children's development of oral and written language and its implications for reading, writing and language instruction.

EDUC 691A 1 *S-ASSMNT PRC HI ED* TH 4:00-6:30 STASSEN,M. 3
23571

This course is designed to provide future administrators with the background and individual understanding necessary to address assessment appropriately in whatever context they find themselves. While exploring and critiquing the various definitions and manifestations of assessment in higher education, students will be asked to identify the strengths and perils of assessment (in its varied forms) and develop their own conceptualization and rationale for (or against) assessment. The purpose is to prepare students for their certain confrontation with assessment and give them the tools necessary to address and respond to "assessment" as they experience it in their professional roles. While this course is focused on assessment in higher education, students interested in K-12 assessment might also find it valuable.

EDUC 691C 1 *S-ADULT LRN THE/PRAC* TH 1:00-4:00 SMITH,C. 3
23572 HILLS 273

The purpose of this course is to enable participants to develop and deepen their understanding of adult learning theories and how they are practiced in social contexts. Each learner in the course is presumed to have extensive

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experience as an adult learner and have either experience or potential as an adult educator or other type of facilitator of adult learning. The course will help us build the conceptual foundations of our practice as adult educators, as well as enhance our personal experiences as learners, by examining and critiquing conventional theory and practice as it relates to the domains of learning and education. It will then present alternative forms of learning that seek to enhance the social, political, environmental, and spiritual domains of the individual and community. Central to the course is the examination of varied cultural perspectives on adult learning theory and practice, through sources brought by the instructor and from cases and trails of inquiry developed by course participants. Participants will explore both the "canon" of adult learning literature as well as divergent thinking about bearing on adult learning. As part of the learning process, all students will have the opportunity to facilitate one of the classes.

EDUC 691E 12348	1	<i>S-SOC ISSUES IN ED</i> FURCOLO 20	BY ARRGT	HAHN,K.	3
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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 February 9th and May 4th, 2007, 9am-5pm, in Furcolo 20, and also two weekends TBA.

EDUC 691G 12495	1	<i>S-PRAC REFLCTVE PRAC</i>	W 1:00-3:30	LOVE,B.	3
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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 692B 12497	1	<i>S-INTRGRP DIALOGUES</i>	TU 4:00-6:30	ZUNIGA,X.	3
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This course is intentionally designed to prepare students to become active change agents as planners and facilitators of intergroup dialogues using a reflective practice training model. We will review current theorizing in critical and social justice education pedagogies, case studies, and various models of intergroup dialogue to situate and examine our practice within a larger conceptual and practical context. We will also review and apply democratic, experiential and dialogic methods of teaching to encourage meaningful interaction and learning across lines of difference. We will rely on reflective practice methods to make meaning, interrogate, reflect upon and continually challenge our theorizing and practice of intergroup dialogue. Class meets February 3-4; February 10; March 31; and May 19, 9am-5pm, location: tba.

EDUC 692D 12349	1	<i>S-PROSEM IN HIGHR ED</i>	W 7:00-9:30	MALANEY,G.	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 12350	2	<i>S-PROSEM IN HIGHR ED</i>	W 4:00-6:30	MCCLENDON,S.	3
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See Section 1 description.

EDUC 692Q 12592	1	<i>S-SPRTUAL BASIS SJE</i> SEE INSTRUCTOR	BY ARRGT	HAHN,K.	1
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Seminar is designed to consider the values and principles that have animated, nourished and sustained the life work of

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historical and living social justice change agents. This class meets on April 14th-15th, 2007, 8am-5pm, location tba.

EDUC 693I 23573	1	<i>S-PSYCH IN THE CLSRM</i>	TH 4:00-6:30	METHE,S.	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 693J 12386	1	<i>S-INTEGRATIVE SEM</i>	W 4:00-6:30	BARNES,B.	3
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This course is designed to provide closure to the Masters or Doctoral concentration in Higher Education. Students will be expected to reflect on their academic development and to write importantly and suggestively during the course of the semester. Intended as a final course for the Higher Education concentration. HIGHER EDUCATION STUDENTS ONLY.

EDUC 693J 12387	2	<i>S-INTEGRATIVE SEM</i>	M 4:00-6:30	BERGER,J.	3
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See Section 1 description.

EDUC 693J 24206	3	<i>S-INTEGRATIVE SEM</i>	TU 4:00-6:30	EISEMAN,J.	3
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See Section 1 description.

EDUC 693K 23623	1	<i>S-INSTRUC DES ED TEC</i>	TU 4:00-6:30	SULLIVAN,F.	3
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This project-based course focuses on the theoretical and practical issues related to designing instruction for digital learning environments. In the course, students will work in collaborative teams to develop educational media.

EDUC 693Q 12351	1	<i>S-FAM&SPEC NDS CHILD</i>	TH 4:00-6:30	CRAIG,G. PIERCE,M.	3
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A structured appraisal culminating in the completion of a formal case study. Activities facilitate the students' awareness of diagnostic procedures and methods. Course work includes exposure to many diagnostic models, instruments and case study formats currently available in the field.

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 697J 12352	1	<i>ST-ORCH ED REFORM</i>	TH 4:00-6:30	EISEMAN,J.	3
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Throughout the work, expectations are that schools will increase (1) the amount and depth of what students learn and (2) the number and populations of students who achieve at acceptable levels. This course examines concepts and research and builds skills related to meeting these enhanced expectations. Topics include: (1) diagnosing institutional strengths and needs, (2) using data to construct visions of an ideal institution, (3) developing reform plans, (4) conceptualizing and reducing resistance to change, (5) implementing reform plans, (6) monitoring the extent of implementation progress, (7) monitoring the results in terms of changes in teachers and changes in students, and (8) making adjustments in plans in the light of progress, obstacles to implementation encountered and changes in context. Students will carry out activities related to each of the above.

EDUC 697M 12353	1	<i>ST-RES IN SCH PSYCH</i> SEE INSTRUCTOR	TH 4:00-6:30	HINTZE,J.	1-6
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Students review classic research manuscripts in counseling/ school psychology, review current manuscripts and identify trends and issues, evaluate quality of research designs, develop research proposals related to areas of special interest, conduct pilot research studies under faculty mentorship related to areas of special interest.

EDUC 697M 12354	2	<i>ST-RES IN SCH PSYCH</i> SEE INSTRUCTOR	BY ARRGT	MATTHEWS,WM.	1-6
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See Section 1 description.

EDUC 697M 12377	3	<i>ST-RES IN SCH PSYCH</i> SEE INSTRUCTOR	BY ARRGT	STONER,G.	1-6
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See Section 1 description.

EDUC 698	1	<i>INDEPENDT PRACTICUM</i> SEE INSTRUCTOR	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 12355	1	<i>PRAC-SCHOOL GUIDANCE</i> HILLS 355	M 4:00-6:30	CAREY,J.	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 12381	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 705 12577	1	<i>SCH PSYCH ED ASSMNT</i>	M 1:00-3:50	HINTZE,J.	3
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Review of personality, visual-motor, achievement and interest tests and their interpretation, selection, and administration. Standardization, reliability, and validity; case-study procedures; ethical considerations; and problems in human assessment. Knowledge of elementary statistics helpful.

EDUC 710 24208	1	<i>SEMINAR IN MATH EDUC</i> FURCOLO 228	W 4:00-6:30	FRANCISCO,J.	3
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EDUC 815 23591	1	RESRCH LANG/LIT/CLTR FURCOLO 225	TU 4:00-6:30	TATE,S.	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 818 23593	1	ALT APPRCHS TO EDUC HILLS 287	TU 1:00-4:00	HARTWELL,A.	3
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This course will examine the processes that affect rural development and analyze a variety of conceptions of rural development. Agrarian reform movements and traditional approaches to rural development will provide the examples and case studies that will be used to analyze the different approaches to development problems in rural areas. Objectives of the course will include developing skills in using different tools of analysis, applying these tools to particular contexts, examining rural development from a multi-disciplinary perspective, developing strategies to address specific rural development problems and addressing gender issues in rural development.

EDUC 821 23594	1	ADV VALIDITY THEORY	TU 9:15-11:45	SIRECI,S.	3
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This course presents and discusses the major theories regarding the concept of "test validity" and the major practices involved in test validation. The skills taught in this course will enable students to be experts in testing tests.

EDUC 830 12382	1	INT SCH PSY PRE DOC SEE INSTRUCTOR	BY ARRGT	HINTZE,J.	1-6
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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 845 12556	1	CUR ISS IN HIGHER ED	M 4:00-6:30	BARNES,B.	3
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Seminar examines current issues confronting institutions of higher education and their policy implications. Prevailing viewpoints, problems, and opportunities associated with these issues will be identified.

EDUC 851 24214	1	PRINCIPLES SUPERVISN FURCOLO 20	W 7:00-9:30	LUNA,C.	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 862 23595	1	ED PLANNING/EVALUATN	W 4:00-6:30	RALLIS,S.	3
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The purpose of this course is to provide general understanding and practical experience in program evaluation as applied to the area of education. Various methods of program evaluation will be studied. One major goal of the course is for students to use at least one of these methods in an actual program evaluation they will conduct in some specific area within the broad scope of education, including higher education and student affairs. The following topics will be studied: research, assessment, and evaluation; evaluation design; data collection and analysis; quantitative vs. qualitative research methods; literature reviews; writing reports and publications.

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EDUC 863 12360	1	ADMIN FIELD EXPERNC SEE INSTRUCTOR	BY ARRGT	EISEMAN,J.	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 865 12414	1	THRY/RSRCH ED LDRSHP	TU 7:00-9:30	MILITELLO,M.	3
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Historical development of administrative theory. Emphasis on its contribution to research and development in educational administration.

EDUC 880 24215	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 886 12361	1	GROUP COUNSELING	TU 12:30-3:30	CAREY,J.	3
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Theory and practice of group counseling with special emphasis on individual needs, group processes and societal/community context.

EDUC 897A 12415	1	ST-PROF JORNL WRITG SEE INSTRUCTOR	BY ARRGT	ADAMS,M.	3
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Students learn education journal editorial procedures such as composite manuscript reviews, book reviews, annotated bibliography of year's writing in Social Justice Education for publication in Equity & Excellent in Education.

EDUC 899 12362	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 12456	2	ED.D. DISSERTATION	N/A	LAPAN,R.	1-9
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SDPPS Doctoral Candidates: See Section 1 description.

EDUC 899 12457	3	ED.D. DISSERTATION	N/A	GRIFFIN,L.	1-9
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TECS Doctoral Candidates: See Section 1 description.

HUMDEV 252 21215	1	BASIC CONCEPTS IN HD FURCOLO 222	TU 1:00-3:30	WASHINGTON,E.	3
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Human development from a number of perspectives: historical, philosophical, cross-cultural, biological, political, moral, and intellectual.

HUMDEV 270 21211	1	CHILD DEVELOPMENT	TU 9:00-11:30	NUGENT,J.K.	3
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**SCHOOL OF EDUCATION
SPRING 2007**

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 GRIFFIN,L. 3
21212

See Section 1 description.

HUMDEV 270 3 CHILD DEVELOPMENT TUTH 11:15-12:30 HAMILTON,C. 3
21213

See Section 1 description.

HUMDEV 270 4 CHILD DEVELOPMENT MW 11:15-12:30 WASHINGTON,E. 3
21214

See Section 1 description.

HUMDEV 370 1 HD ADOLES&YG ADULT MW 11:15-12:30 KARLSON,A. 3
21218

Human development during the second decade of life. Emphasis on biological, psychological, and sociological aspects. Theories of adolescent development.

HUMDEV 600 1 INFNCY:1ST STAGE DEV TU 1:00-3:30 NUGENT,J.K. 3
21217 FURCOLO 21B

This three-credit course examines development in the first three years of life. Research from biological, developmental, cultural, and ecological perspectives will be presented and implications for research and practice will be discussed.

HUMDEV 670 1 HD ADOLES & YG ADULT TU 4:00-6:30 KARLSON,A. 3
24216

Human development during second decade of life. Emphasis on biological, psychological, and sociological aspects. Theories of adolescent development.

HUMDEV 791B 1 S-CFS RESEARCH W 4:00-6:30 HAMILTON,C. 3
21219

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
23419

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.