

**SCHOOL OF EDUCATION
SPRING 2008**

EDUC 115 54936	1	<i>EMBRACING DIVERSITY</i>	W 3:35-6:00	TBA	3
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This course is about cultural diversity in the University community and how we can better understand ourselves and others through an appreciation of college education as a cultural experience, with its own unique set of rules, biases, and expectations. The course is designed for first year students. The objectives are to help students become aware of the ways differences of race, class, religion, ethnicity, gender, sexual identity, and physical disabilities have divided people in American society and particularly in higher education; to provide ways of thinking about and analyzing differences in order to develop a critically examined position; and to consider ways that knowledge of differences may be used to build a more pluralistic University and a more equitable society.

EDUC 125 81579	1	<i>OASIS 1ST YR SEMINAR</i> GOODELL 604	M 2:30-3:20	STREHORN,K. WEILERSTEIN,K.	1
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The OASIS First-Year Seminar is a one-credit Pass/Fail course, specifically designed to help undeclared students make a smooth transition to UMass. It will provide opportunities for students to develop skills, behaviors, and attitudes necessary for success at the University. Instructors will also serve as the student's advisor. Students will complete in-class and out-of-class assignments and will have two individual meetings with the instructor/advisor. Designed for students who have not yet declared a major.

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

EDUC 125 81581	2	<i>OASIS 1ST YR SEMINAR</i> GOODELL 604	TU 1:00-2:15	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 81582	3	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	W 11:15-12:05	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 125 81583	4	<i>OASIS 1ST-YR SEMINAR</i> GOODELL 604	TH 11:15-12:30	STREHORN,K. WEILERSTEIN,K.	1
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See Section 1 description.

EDUC 192A 55086	1	<i>S-ED AT THE MOVIES</i>	TU 4:00-5:15	STEPHEN,N.	3
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The objective of this course is to introduce students to selected essential topics in modern educational theory and practice using depictions of teachers, students and schools in movies as springboards for inquiry. Topics covered include: teachers and teaching, learning theory, school leadership, school reform, curriculum, difference and disability, equity and diversity, the classroom as a social system/mini-society and student motivation. Discussion section required.

EDUC 192A 55088	1D	<i>S-ED AT THE MOVIES</i>	TH 1:00-2:15	STEPHEN,N.	
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EDUC 192A 55090	2D	<i>S-ED AT THE MOVIES</i>	TH 2:30-3:45	STEPHEN,N.	
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EDUC 192A	3D	<i>S-ED AT THE MOVIES</i>	TU 6:00-7:15	STEPHEN,N.	
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55092

EDUC 192A 4D *S-ED AT THE MOVIES* W 1:00-2:15 STEPHEN,N.
55094

EDUC 192A 5D *S-ED AT THE MOVIES* W 2:30-3:45 STEPHEN,N.
55096

EDUC 192A 6D *S-ED AT THE MOVIES* TU 7:30-8:45 STEPHEN,N.
55098

EDUC 192G 1 *S-OASIS MOVING FRWRD* TU 11:15-12:30 STREHORN,K. 1
55414 *GOODELL 604* WEILERSTEIN,K.

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 2 *S-OASIS MOVING FRWRD* TU 2:30-3:45 STREHORN,K. 1
55416 *GOODELL 604* WEILERSTEIN,K.

See Section 1 description.

EDUC 192G 3 *S-OASIS MOVING FRWRD* W 2:30-3:45 STREHORN,K. 1
55418 *GOODELL 604* WEILERSTEIN,K.

See Section 1 description.

EDUC 192G 4 *S-OASIS MOVING FRWRD* TH 1:00-2:15 STREHORN,K. 1
55420 *GOODELL 604* WEILERSTEIN,K.

See Section 1 description.

EDUC 210 1 *SOCIAL DIVRSTY IN ED* TUTH 11:15-12:30 ADAMS,M. 3
54938 *VAN METER 115*

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 2 *SOCIAL DIVRSTY IN ED* TUTH 11:15-12:30 ADAMS,M. 3
55122 *HAMPDEN 200* BRIGHAM,E.

See Section 1 description.

EDUC 210 3 *SOCIAL DIVRSTY IN ED* TUTH 11:15-12:30 ADAMS,M. 3
55124 *COOLIDGE 508* HOPKINS,L.

See Section 1 description.

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EDUC 229 54940	1	<i>INTERNATIONAL EDUC</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 55130	1	<i>ED SJ DIV PEER THEAT</i> JOHN ADAMS 508	TU 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 55074	1	<i>S-THEATRE SOC CHANGE</i> JOHN ADAMS 508	TU 7:00-9:30	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.

EDUC 292A 55158	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 55160	1	<i>S-LOVE AND WORK</i>	TUTH 9:30-10:45	DIMMITT,C.	3
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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 55100	1	<i>INTRO TO SPECIAL EDU</i>	TU 4:00-6:30	TBA	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 55164	2	<i>INTRO TO SPECIAL EDU</i>	TH 4:00-6:30	TBA	3
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See Section 1 description.

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EDUC 351 55020	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 55022	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 55084	1	<i>INTRO MULTICULT ED FURCOLO 228</i>	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.

EDUC 377 55132	2	<i>INTRO MULTICULT ED FURCOLO 21A</i>	TU 1:00-3:30	RUDMAN,M.	3
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See Section 1 description.

EDUC 377 81585	3	<i>INTRO MULTICULT ED FURCOLO 21B</i>	TU 1:00-3:30	RUDMAN,M.	3
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See Section 1 description.

EDUC 378 55044	1	<i>SURVEY OF CHILDS LIT FURCOLO 228</i>	M 9:30-12:00	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 55376	2	<i>SURVEY OF CHILDS LIT FURCOLO 21A</i>	M 9:30-12:00	RUDMAN,M.	3
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See Section 1 description.

EDUC 378 55450	3	<i>SURVEY OF CHILDS LIT FURCOLO 21B</i>	M 9:30-12:00	RUDMAN,M.	3
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See Section 1 description.

EDUC 392D 55378	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 14th, 6-10pm, location: tba. WEEKEND DATES: March 29-30, 2008, 9am-5pm, location: tba.

EDUC 392E 55340	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 14th, 6-10pm, location: tba. WEEKEND DATES: April 12-13, 2008, 9am-5pm, location: tba.

EDUC 392L	1	S-SOC ISS:HETSEXISM	BY ARRGT	LOVE,B.	1
81589		SEE INSTRUCTOR			

Workshop addresses the dynamics of heterosexism on personal and institutional levels.

MANDATORY MEETING: Thursday, February 14, 2008, 6-10:00pm, location tba. WEEKEND DATES: April 26-27, 2008, 9am-5pm.

EDUC 393A	1	S-STDNT LDRSHP DEVL	TH 2:30-3:45	GIDDENS,L.	1
55034				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 393M	1	S-INTRO EARLY CHILD	TUTH 1:00-2:15	GALLAGHER,M.	3
54942					

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 394F	1	S-PEER LEADERSHIP ED	TH 5:30-8:00	CLEMMONS,D.	3
55306		NAH 203			

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	1	S-ISS INTERGROUP REL	TH 4:00-6:30	ZUNIGA,X.	3
55024					

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 February 7th, 9am-5pm, location tba.

EDUC 395Z	2	S-ISS INTERGROUP REL	TH 4:00-6:30	ZUNIGA,X.	3
55026					

See Section 1 description. TOPIC: RACE AND ETHNICITY. Class meets on February 7th, 9am-5pm, location tba.

EDUC 395Z	3	S-ISS INTERGROUP REL	TH 4:00-6:30	ZUNIGA,X.	3
55046					

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See Section 1 description. TOPIC: SEXUALITY. Class meets on February 7th, 9am-5pm, location tba.

EDUC 395Z 81590	4	<i>S-ISS INTERGROUP REL</i>	TH 4:00-6:30	ZUNIGA,X.	3
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See Section 1 description. TOPIC: SEXUALITY. Class meets on February 7th, 9am-5pm, location tba.

EDUC 461 55048	1	<i>P/M READ/LA/ELEM SCH FURCOLO 20</i>	W 1:00-3:30	ROSENBERGER,C.	3
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Approaches to the teaching of reading and language arts in the elementary schools; innovations in methods and materials demonstrated and discussed.

EDUC 461 50642	2	<i>P/M READ/LA/ELEM SCH</i>	TH 4:00-6:30	ROSENBERGER,C.	3
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See Section 1 description.

EDUC 463 55050	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 55052	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 55344	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 55054	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 55204	1	<i>S-CONTROV ISSUES ED FURCOLO 20</i>	W 9:30-12:00	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 55036	1	<i>ST-CREATV ART YN CHD FURCOLO 21B</i>	TH 4:00-6:30	KARLSON,A.	3
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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 54944	1	<i>ST-TUTORING IN SCHLS</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 54946	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.

EDUC 500L 54950	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 55106	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 55108	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 55110	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 55112	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 University supervisor in an approved school system.

EDUC 500S 55114	1	<i>STU TCH-SEC 8-12 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 500S 55116	2	<i>STU TCH-SEC 8-12 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 500S 55118	3	<i>STU TCH-SEC 8-12 SEE INSTRUCTOR</i>	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 55120	4	<i>STU TCH-SEC 8-12 SEE INSTRUCTOR</i>	BY ARRGT	MADELONI,B.	3-12
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PERMISSION OF INSTRUCTOR. ENGLISH. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 510 54952	1	<i>TEACHER MID/HS CLS</i>	TH 5:00-7:00	MADELONI,B.	2
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PERMISSION OF INSTRUCTOR. Must concurrently register for 500M/500S. Lecture, discussion, and field experience. Purpose, problems, issues, strategies, and materials in the teaching of history and political science, mathematics, science, or English at the middle and high school level; a critical examination as an aid to the development of a defensible rationale for teaching.

EDUC 510 54954	2	<i>TEACHER MID/HS CLS</i>	TH 5:00-7:00	MADELONI,B.	2
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See Section 1 description.

EDUC 510 54956	3	<i>TEACHER MID/HS CLS</i>	TH 5:00-7:00	MADELONI,B.	2
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See Section 1 description.

EDUC 510 54958	4	<i>TEACHER MID/HS CLS</i>	TH 5:00-7:00	MADELONI,B.	2
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See Section 1 description.

EDUC 515 50659	1	<i>TCHNG ENGL IN MID&HS</i>	M 4:00-6:30	ORTMEIER,C.	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 522 55434	1	<i>ED SJE SELF AWRNESS</i>	W 10:10-12:40	LOVE,B.	3
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Educational strategies for increasing SJE educators' self-knowledge. Focus on self-awareness of social group memberships and the impact of those identities upon social justice education leadership skills. Experiential approach to processes, concepts, and skills leading toward self-observation and development of effective responses to social justice education classrooms and teacher training, such as management conflict, recognizing and working effectively with resistance, and group-leader dynamics.

EDUC 524	1	<i>WORK MID/HS TEACHERS</i>	W 4:00-4:45	MADELONI,B.	3
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54960

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

EDUC 524 1D *WORK MID/HS TEACHERS* W 4:46-6:30 MADELONI,B.
54962

EDUC 524 2D *WORK MID/HS TEACHERS* W 4:46-6:30 MADELONI,B.
54964

EDUC 524 3D *WORK MID/HS TEACHERS* W 4:46-6:30 MADELONI,B.
54966

EDUC 555 1 *INTRO STAT/COMP AN I* TH 1:00-3:30 RANDALL,J. 3
55030

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

EDUC 555 2 *INTRO STAT/COMP AN I* W 4:00-6:30 KELLER,L. 3
50667

See Section 1 description.

EDUC 591A 1 *S-SECNDARY INCLUSION* M 1:15-3:45 STEPHEN,N. 1
55104 *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: February 11th and 25th; March 10th and 31st; and April 28th.

EDUC 592S 1 *S-MICROTEACHING LAB* BY ARRGT ORTMEIER,C. 2
55136 *SEE INSTRUCTOR* *TELECKI,T.*

School-Based Prepracticum. This course features pre-student teaching experiences in a middle or high school classroom under the supervision of experienced public school teachers. Candidates observe teachers, work with large and small groups of students, and develop lessons that incorporate NCATE and Massachusetts learning standards.

EDUC 594A 1 *S-MANAG CUL RESP CLS* M 7:00-9:30 WILLETT,J. 3
55076

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.

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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 595A 81591	1	<i>S-ED VIDEO PRODUCTN LGRC A127</i>	W 7:00-9:30	SULLIVAN,F.	3
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This course focuses on the planning, production, and analysis of educational videos. Students will engage in all video production processes with a special focus on online video editing production.

EDUC 597R 54972	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 55154	1	<i>CLIN TCH-MID SCH 5-8 SEE INSTRUCTOR</i>	BY ARRGT	MADELONI,B.	3-6
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See instructor for syllabus.

EDUC 600S 55156	1	<i>CLIN TCH-SEC 8-12 SEE INSTRUCTOR</i>	BY ARRGT	MADELONI,B.	3-6
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See instructor for syllabus.

EDUC 602 81673	1	<i>CURR MDL ERL CHLD ED</i>	M 4:00-6:30	CRAIG,G.	3
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Purposes, structure, methods and assumptions of current ECE models.

EDUC 606 54974	1	<i>COUNSELING PSYCH II</i>	M 12:20-2:50	CAREY,J.	3
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Issues in counseling psychology and human service delivery, counseling skills, techniques, and ethics.

EDUC 611 55102	1	<i>TSTG,ASSMNT&EVLBILIN FURCOLO 20</i>	W 4:00-6:30	AUSTIN,T.	3
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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 613 54976	1	<i>NEW DEV SEC SHL HIS FURCOLO 20A</i>	F 9:00-11:30	MALOY,R.	3
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Comparative study and evaluation of recent programs and practices in secondary school history and political science.

EDUC 615C 55042	1	<i>W/E:LDRSHP COMM SR SEE INSTRUCTOR</i>	BY ARRGT	MALOY,R.	3
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TEAMS Tutoring Leadership Seminar.

EDUC 615F 55436	1	<i>W/E:SCHOOL DATA SEE INSTRUCTOR</i>	BY ARRGT	MILITELLO,M.	3
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This course aims to assist school personnel develop a framework of the collection, analysis, and use of school data to improve instruction. It begins with understanding the policy dynamics and mandates as well as the current research landscape in regard to the utility of assessment accountability to improve schooling. The second phase will help students develop practical data collection and analysis skills. Students will engage in the process of collecting, analyzing, and presenting findings of school data. Students will develop plans for use in professional development and school improvement.

EDUC 615J 50669	1	<i>W/E:EDUC & LAW</i>	TH 3:30-6:00	SCHIMMEL,D.	1
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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 3rd, 10th, 24th, May 1st, and 5th.

EDUC 615K 55312	1	<i>W/E:COM COL LDERSHP SEE INSTRUCTOR</i>	BY ARRGT	BARNES,B.	3
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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 615T 55300	1	<i>W/E:COL IMPCT ON STU</i>	W 7:00-9:30	MCCLENDON,S.	3
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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 55206	1	<i>PRIN 2ND LNG LRN TCH FURCOLO 20</i>	TH 4:00-6:30	BAILEY,F.	3
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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 618 81594	1	<i>LAW FOR SCH LEADERS SEE INSTRUCTOR</i>	BY ARRGT	SCHIMMEL,D.	3
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To prepare educational leaders to be informed law teachers in their schools. The focus is on how courts resolve conflicts in areas such as due process, discipline, search and seizure, liability for student injury, student and teacher freedom of expression and religion, dress codes, teachers' personal lives, discrimination and affirmative action, academic freedom, and school rules.

EDUC 619 79937	1	<i>QUALT RES METHDS ED HILLS 273</i>	TU 1:00-3:45	ROSSMAN,G.	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 619 79938	2	<i>QUALT RES METHDS ED FURCOLO 20</i>	M 7:00-9:30	GALMAN,S.	3
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See Section 1 description.

EDUC 627 55078	1	<i>CUR DESIGN & INS SJE</i>	TU 1:00-3:30	JACKSON,B.	4
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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 628 81896	1	<i>PREV & SCHOOL PSYCH</i>	TU 9:05-12:05	MARCOTTE,A.	3
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This course explores the multidisciplinary field of prevention science, examining its concepts, methods, research base, and applications, particularly as they apply to education, school psychology, and children's development. Examines principles and core elements of evidence-based interventions used to prevent or address problems in children and adolescents.

EDUC 629 80582	1	<i>POLCY ISS INTRNTL ED HILLS 273</i>	W 1:00-4:00	EVANS,D.	3
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This course is designed to provide an introduction to critical issues in education in the Third World. Content includes systems, problems and innovations in formal and nonformal education in selected countries, roles of education in development and international aid. Course uses readings that reflect different cultural perspectives, guest speakers from African, Latin and Asian countries, films, simulations, and discussion. Participants are to deal with issues as seen from inside and outside vantage points, and examine one topic in depth through a term paper.

EDUC 634 55302	1	<i>STRAT INSTITU CHG I</i>	W 7:00-9:30	RALLIS,S.	3
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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 638	1	<i>COLLAB STUD ACHVMNT</i>	W 4:00-6:30	GAJDA,R.	3
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80435

"Collaboration" is widely championed educational imperative, yet the concept is largely misunderstood. Course participants will learn to capitalize on the power of inter-organizational and interpersonal collaboration so as to increase student achievement, empowerment and performance.

EDUC 639	1	<i>SCH COUNS CUR DEV</i>	W 9:05-12:05	DIMMITT,C.	3
81676					

This course is about the development and implementation of school counseling curriculum in the broadest sense, from classroom guidance materials to system-wide proactive interventions. Students in this course will learn how to develop, implement, manage and evaluate school counseling programs that include a developmental guidance curriculum.

EDUC 646	1	<i>LDRSHP CURRIC INSTR</i>	TU 7:00-9:30	GAJDA,R.	3
80433					

This course will immerse upcoming educational leaders in the philosophy, principles and practical application of learning theory, differentiated instruction, and performance assessment.

EDUC 647	1	<i>METH MAT IN SPEC ED</i>	W 4:00-6:30	SCARPATI,S.	3
54978					

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	<i>OPRESSION&EDUCATION</i>	W 4:00-6:30	ADAMS,M.	3
55056					

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

EDUC 649	1	<i>TRAIN FOR NON-FML ED</i>	TH 1:00-4:00	SMITH,C.	3
80583		HILLS 273			

Development of knowledge and skills needed for successful design and implementation of training programs for personnel in nonformal education, human services, or community development.

EDUC 651	1	<i>TEACH MATH PROB SOLV</i>	W 4:00-6:30	PEELLE,H.	3
55424					

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

EDUC 653	1	<i>COLLAB INT TCH SP ED</i>	TU 4:00-6:30	BOSCARDIN,M.L.	3
55058					

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 656	1	<i>INTR STAT COMP AN II</i>	TU 4:00-6:30	WELLS,C.	3
79939					

This course is designed to provide beginning graduate students in education and related fields with an understanding

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55208

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	<i>S-ADV CONS SCH PSYCH</i>	BY ARRGT	MATTHEWS,WM.	3
55460		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 692B	1	<i>S-INTRGRP DIALOGUES</i>	M 3:00-6:30	ZUNIGA,X.	3
55210					

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	1	<i>S-PROSEM IN HIGHR ED</i>	W 4:00-6:30	MALANEY,G.	3
54986					

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

EDUC 692D	2	<i>S-PROSEM IN HIGHR ED</i>	W 4:00-6:30	MCCLENDON,S.	3
54988					

See Section 1 description.

EDUC 692I	1	<i>S-METH&TECH ADLT LIT</i>	W 4:00-7:00	SMITH,C.	3
80587		HILLS 275			

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 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 692L	1	<i>S-WKSHIP IN LLC</i>	TH 7:00-9:30	BAILEY,F.	3
55452		FURCOLO 20			

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Designed to provide support for developing an original curricular or research leadership project integrating principles derived from theoretical premises central to the BEM, Reading and Writing, and LLC concentrations.

EDUC 692Q 55318	1	S-SPRTUAL BASIS SJE 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 historical and living social justice change agents. This class meets on a weekend, date: April 26th-27th, location: tba.

EDUC 693I 55352	1	S-PSYCH IN THE CLSRM SEE INSTRUCTOR	BY ARRGT	JENNINGS,M.	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 55038	1	S-INTEGRATIVE SEM	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 81596	2	S-INTEGRATIVE SEM	W 7:00-9:30	BARNES,B.	3
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See Section 1 description.

EDUC 693K 55372	1	S-INSTRUC DES ED TEC FURCOLO 22	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 54990	1	S-FAM&SPEC NDS CHILD	TH 4:00-6:30	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 694A 55464	1	S-PRAC SCH PSYCH SEE INSTRUCTOR	BY ARRGT	HINTZE,J.	1
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The purpose of this practicum is to provide students with practicing and supervised training in administering assessments common to the practice of school psychology. Such assessments include cognitive and intellectual assessment, educational and academic assessments, curriculum based assessments and measurement, and social/emotional and behavioral assessments.

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EDUC 694G 55448	1	<i>S-INTEREST&MOTIVATN FURCOLO 21A</i>	W 4:00-6:30	AZEVEDO,F.	3
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In-depth treatment of theories of motivation and interest in- and out-of-classrooms. Historical treatments of the subject, psychological models of motivation and interest, and contemporary socio-cultural theories of engaged participation in cultural practices.

EDUC 697I 81606	1	<i>ST-KNOWLEDGE LAB II SEE INSTRUCTOR</i>	BY ARRGT	EISEMAN,J. MILITELLO,M.	2
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Students will encounter well- and loosely-structured tasks requiring the application and integration of knowledge and skills gained from principal preparation program courses, and receive individualized, growth-oriented feedback.

EDUC 697I 81607	2	<i>ST-KNOWLEDGE LAB II SEE INSTRUCTOR</i>	BY ARRGT	EISEMAN,J.	1
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See Section 1 description.

EDUC 697J 54992	1	<i>ST-ORCH ED REFORM</i>	TU 7:00-9:30	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 54994	1	<i>ST-RES IN SCH PSYCH</i>	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 81608	2	<i>ST-RES IN SCH PSYCH SEE INSTRUCTOR</i>	BY ARRGT	MATTHEWS,WM.	1-6
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See Section 1 description.

EDUC 697R 81609	1	<i>ST-CONTEMP ISS ECE FURCOLO 20</i>	TU 4:00-6:30	ROSENBERGER,C.	3
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The course explores the complex web of issues that children, families, and early childhood educators face in our diverse society. Issues and ideologies of race, ethnicity, class, language, literacies, and special needs emerge in pre-school and school settings that challenge our educational vision of providing equal life chances to all children. By offering the opportunity to examine issues through socio-cultural and critical lenses, the course seeks to foster construction of knowledge that will enable students to be advocates for children and families in a range of educational settings.

EDUC 697S 80591	1	<i>ST-THEORIES REASON FURCOLO 21C</i>	TUTH 2:30-3:45	PEELLE,H.	3
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This course will review literature on theories and reasoning and problem solving and will discuss applications and

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related issues in mathematics and science education.

EDUC 698W 55462	1	<i>PRAC-PRE-PRAC SCE HILLS 355</i>	W 4:00-6:30	LAPAN,R.	3
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Pre-practicum in School Counseling is designed to support the student in her/his first school placement, and to facilitate professional growth as a school counselor.

EDUC 701 54998	1	<i>PRAC-SCHOOL GUIDANCE HILLS 355</i>	M 4:00-6:30	COSTIN,A.	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 55032	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 702 50679	1	<i>SCH-BASED CONSLTN</i>	TU 8:00-10:45	MARCOTTE,A.	3
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The purpose of this course is to focus on the application of current theories and research related to the practice of the school psychologist as a consultant in the school setting.

EDUC 703 55456	1	<i>ADM GUID&PSY/SCH&COM</i>	TH 4:00-6:30	CAREY,J.	3
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Administration of counseling psychology and pupil, personnel, and community programs in terms of personnel, functions, facilities, institutional integration, and data processing.

EDUC 705 55308	1	<i>SCH PSYCH ED ASSMNT</i>	M 12:20-3:20	MARCOTTE,A.	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 55388	1	<i>SEMINAR IN MATH EDUC</i>	W 4:00-6:30	FRANCISCO,J.	3
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Survey of recent developments in elementary mathematics education and their implications for exploring mathematics in elementary and middle schools. Emphasis will be placed on the NCTM Standards and the impact of technology--including calculators, computers, computer software, the World Wide Web, and videotape--on the learning and teaching of mathematics.

EDUC 719 80593	1	<i>THRY&PRC NON-FRML ED HILLS 273</i>	M 1:00-4:00	EVANS,D.	3
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Nonconventional approaches to development of human resources in Third World. Includes conceptual issues in nonformal education, program training, materials development, management.

EDUC 721 80594	1	<i>RES METH IN INT EDUC HILLS 273</i>	M 9:00-12:00	ROSSMAN,G.	3
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Introduction to research methods; students enabled to design and carry out field studies in international education. Techniques used in various social sciences; examples of their application to problems in international education. Survey methods, attitude and value analysis, interviewing and participant-observation techniques and research design. Models of design and techniques presented for critique. Each student sets up a research design and method outline for a specific project.

EDUC 731 1 *STRCTRL EQUATN MODEL* TH 1:00-3:30 WELLS,C. 3
80595

The course provides a unified treatment of linear factor model and related models from the perspective of structural equations models. Prerequisites: EDUC 772 or the consent of the instructor.

EDUC 732 1 *BEH ANAL APPLD SETNG* M 4:00-6:30 SCARPATI,S. 3
55272

Introduction to the field of applied behavior analysis applied to education (conceptual foundations, methodology, applications). Topics include: foundational perspectives of a science of human behavior, behavioral assessment methods, time-series research designs, principles of human behavior, stimulus/contextual control of human behavior and implications for teaching/learning, functional assessment and special education students, maintenance and generalization of learned behavior, and applications in education.

EDUC 738 1 *SUR MATH SCI ED RES* TU 4:00-6:30 CLEMENT,J. 3
80597

Nature of understanding and sense making in science and mathematics, various theories of learning, process vs. content goals, social vs. cognitive views of learning, and inquiry vs. directed teaching methods.

EDUC 742 1 *PROBL SOLVNG METHODS* TU 4:00-6:30 EISEMAN,J. 3
80598

Examines assumptions regarding human nature and development, school reform, and problem solving. Builds collaborative problem solving and conflict resolution skills, comparing expert approaches with those used by average educational leaders

EDUC 746 1 *SJE IN SCHOOLS* M 12:20-2:50 JACKSON,B. 3
55390

Course focuses on the integration of SJE as a pedagogical approach to teaching, SJE as content, and teacher competencies most appropriate for the SJE learning environment. Course asks students to integrate their knowledge of social justice and social justice education with classroom pedagogy, curriculum content and teacher style/competence with the practice of social justice education in the classroom.

EDUC 760 1 *SP ED ORG & MGMTNT* M 4:00-6:30 BOSCARDIN,M.L. 3
50681

Organization and management dimensions of special education administration internal to the school system are presented along with concepts and theories for analyzing and understanding the principles and criteria that govern these programs.

EDUC 765 1 *PRE-PROF INT SCH PSY* BY ARRGT HINTZE,J. 3-6
55000 SEE INSTRUCTOR

Delivery of psychological services under the supervision of faculty member.

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EDUC 772 1 *APP MULTIVAR STAT II* W 9:05-11:35 KELLER,L. 3
55062

Matrix algebra, linear models, profile analysis, analysis of multivariate experimental designs, discriminant, canonical, and components analysis. Prerequisite: EDUC 656 or consent of instructor.

EDUC 775 1 *HSTL FOUND PSYCH ED* W 9:05-12:05 MATTHEWS,WM. 3
55162

This course will explore the historical development of psychology as a field of study and its relationship to educational practice in the school setting. The course will cover the development of psychology from the ancient Greeks to Wilhelm Wundt, to the implications of the work of John Dewey and William James in relationship to educational practice.

EDUC 778 1 *HIGH ED MGT SYST* TU 4:00-6:30 BERGER,J. 3
55152

Course examines management issues in higher education. It explores the general field of organization and management theory; situates management theory within higher education institutions; and examines the distinct, overlapping, and sometimes conflicting roles and responsibilities of particular administrative positions within a college or university. Students also undertake the independent exploration of the management literature pertinent to their own area of work within higher education.

EDUC 784 1 *ISSUES IN CHLDRN LIT* M 4:00-6:30 RUDMAN,M. 3
80599 FURCOLO 228

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

EDUC 791D 1 *S-TESI SEMINAR* W 7:00-9:30 ORTMEIER,C. 3
55432

This course is designed to provide a forum for TESI students and faculty to explore major issues in teacher education and school improvement. During the spring semester, the TESI seminar will focus on the connections and disconnections between literacy and identity that emerge in the lives of students and teachers within the context of their schools. The course will include: in-depth study of scholarly literature; presentations and analysis of TESI faculty's current scholarly work; and presentations and analysis of the scholarly work of TESI students. In addition, there will be on occasion presentations and analysis of the work of visiting scholars.

EDUC 791F 1 *S-SCH AS WORKPLACE* TH 7:00-9:30 GALMAN,S. 3
81610

This seminar is for masters and doctoral students interested in examining schools as teachers' worksites. Topics include conditions that relate to teachers' job satisfaction and teaching effectiveness, how to develop support networks for teachers' work, the nature of teachers' work, the roles of administrators' and colleagues' influences on teachers' work, and other related topics based on students' interests. The seminar is grounded in the research literature but includes attention to applications of the research as well. The seminar is particularly appropriate for doctoral students preparing for comprehensive exams and dissertations.

EDUC 791M 1 *S-PRAC COL DIV TCHG* TU 11:15-1:45 ADAMS,M. 3
55274

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

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EDUC 871 81716	1	<i>DESGN&EVAL ED PROG</i>	W 4:00-6:30	FELDMAN,A.	3
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Students in this course will examine theories for program design, rationale, and evaluation. The course will take a problem-based approach in which instruction is structured around the design and evaluation of model programs.

EDUC 880 55398	1	<i>CUR ISS SPED ADMIN</i> 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 55006	1	<i>GROUP COUNSELING</i>	TU 1:00-3:30	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 891N 81717	1	<i>S-ADV PSYCHOMETRIC I</i>	M 9:05-11:35	HAMBLETON,R.	3
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This course deals with advanced topics in psychometric methods and educational statistics. Topics include: differential item functioning, univariate and multivariate selection theory, equating, score scales and norming, generalizability theory, and Bayesian inference.

EDUC 892P 80604	1	<i>S-MULTICULTURAL EDUC</i> FURCOLO 21A	M 4:00-6:30	VALDIVIEZO,L.	3
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This course provides a forum for the discussion and analysis of conceptual, theoretical, and practical links between multicultural education and students' primary research interests in other fields of study (language policy, bilingualism, teacher education, the education of bicultural students, curriculum, and pedagogy, among others).

EDUC 897A 55082	1	<i>ST-PROF JORNL WRITG</i> 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 55008	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 completed their Comprehensive Examination to register. Registration is offline, contact Graduate Program Office (545-0236) to register.

EDUC 899 55146	2	<i>ED.D. DISSERTATION</i>	N/A	LAPAN,R.	1-9
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SDPPS Doctoral Candidates: See Section 1 description.

EDUC 899 55148	3	<i>ED.D. DISSERTATION</i>	N/A	WILLETT,J.	1-9
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TECS Doctoral Candidates: See Section 1 description.

EDUC H04	1	<i>HNRS COL EDUC 491A</i>	BY ARRGT	STEPHEN,N.	1
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**SCHOOL OF EDUCATION
SPRING 2008**

55294

Students must be enrolled in EDUC 491A. For Honors students only.

HUMDEV 270	1	<i>CHILD DEVELOPMENT</i>	TUTH 9:30-10:45	HAMILTON,C.	3
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55320

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	<i>CHILD DEVELOPMENT</i>	TUTH 11:15-12:30	KARLSON,A.	3
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55322

See Section 1 description.

HUMDEV 270	3	<i>CHILD DEVELOPMENT</i>	MW 2:30-3:45	KARLSON,A.	3
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55324

See Section 1 description.

SCHPSY 899	1	<i>PH.D. DISSERTATION</i>	N/A	LAPAN,R.	1-9
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55338

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.