

**SCHOOL OF EDUCATION
FALL 2008**

EDUC 115 78644	A1	<i>EMBRACING DIVERSITY</i>	W 4:00-5:15	MCCLENDON,S.	3
-------------------	----	----------------------------	-------------	--------------	---

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 115 78647	AD1	<i>EMBRACING DIVERSITY</i>	TU 9:30-10:45	MCCLENDON,S.	
-------------------	-----	----------------------------	---------------	--------------	--

EDUC 115 78648	AD2	<i>EMBRACING DIVERSITY</i>	TU 11:15-12:30	MCCLENDON,S.	
-------------------	-----	----------------------------	----------------	--------------	--

EDUC 115 78649	AD3	<i>EMBRACING DIVERSITY</i>	TH 9:30-10:45	MCCLENDON,S.	
-------------------	-----	----------------------------	---------------	--------------	--

EDUC 115 78651	AD5	<i>EMBRACING DIVERSITY</i>	TU 1:00-2:15	MCCLENDON,S.	
-------------------	-----	----------------------------	--------------	--------------	--

EDUC 115 78687	B2	<i>EMBRACING DIVERSITY</i>	W 4:00-5:15	MCCLENDON,S.	3
-------------------	----	----------------------------	-------------	--------------	---

This section is restricted to Careers in Education RAP students.

EDUC 115 78688	BD1	<i>EMBRACING DIVERSITY</i> JOHN ADAMS TWR 1208	TU 1:00-2:15	MCCLENDON,S.	
-------------------	-----	---	--------------	--------------	--

This section is restricted to Careers in Education RAP students.

EDUC 125 72836	1	<i>OASIS 1ST YR SEMINAR</i> GOODELL 604	M 1:25-2:15	STREHORN,K. WEILERSTEIN,K.	1
-------------------	---	--	-------------	-------------------------------	---

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 78694	19	<i>OASIS 1ST-YR SEMINAR</i> JOHN ADAMS 1208	TH 1:00-2:15	GOODHEART,J. WEILERSTEIN,K.	1
-------------------	----	--	--------------	--------------------------------	---

This section is designated for Careers in Education RAP students.

EDUC 192A 73021	1	<i>S-ED AT THE MOVIES</i> THOMPSON HALL 102	TU 4:00-5:15	STEPHEN,N.	3
--------------------	---	--	--------------	------------	---

**SCHOOL OF EDUCATION
FALL 2008**

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 72901	1D	<i>S-ED AT THE MOVIES</i>	TU 6:00-7:15	STEPHEN,N.	
EDUC 192A 72902	2D	<i>S-ED AT THE MOVIES</i>	TU 7:30-8:45	STEPHEN,N.	
EDUC 192A 72903	3D	<i>S-ED AT THE MOVIES</i>	TH 2:30-3:45	STEPHEN,N.	
EDUC 192A 72904	4D	<i>S-ED AT THE MOVIES</i>	W 1:00-2:15	STEPHEN,N.	
EDUC 192A 72905	5D	<i>S-ED AT THE MOVIES</i>	W 2:30-3:45	STEPHEN,N.	
EDUC 192A 72906	6D	<i>S-ED AT THE MOVIES</i>	TH 1:00-2:15	STEPHEN,N.	
EDUC 192F 73022	1	<i>S-BSC COL SRVIVL SKI HERTER HALL 231</i>	TH 5:30-6:45	CLEMMONS,D.	1

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

EDUC 193A 72972	1	<i>S-YOUR WINNING SEASN</i>	M 10:10-11:00	DRUMMOND,T. HARRIS,R.	1
--------------------	---	-----------------------------	---------------	--------------------------	---

The purpose of this course is to prepare student athletes to be successful at the University. Classes focus on academic skills, career planning, and personal well being. This section meets September 10th-October 19th.

EDUC 193A 72973	2	<i>S-YOUR WINNING SEASN</i>	M 11:15-12:05	DRUMMOND,T. HARRIS,R.	1
--------------------	---	-----------------------------	---------------	--------------------------	---

See Section 1 description. This section meets September 10th-October 19th.

EDUC 193A 72974	3	<i>S-YOUR WINNING SEASN</i>	W 12:20-1:10	DRUMMOND,T. HARRIS,R.	1
--------------------	---	-----------------------------	--------------	--------------------------	---

**SCHOOL OF EDUCATION
FALL 2008**

See Section 1 description. This section meets October 22nd-December 7th.

EDUC 193A	4	S-YOUR WINNING SEASN	W 1:25-2:15	DRUMMOND,T.	1
72999				HARRIS,R.	

See Section 1 description. This section meets October 22nd-December 7th.

EDUC 193A	5	S-YOUR WINNING SEASN	BY ARRGT	DRUMMOND,T.	1
73059		SEE INSTRUCTOR		HARRIS,R.	

See section 1 description. This section meets: September 10th-December 7th.

EDUC 197D	1	ST-INTERCLTRL LIVING	W 7:15-8:45	CHENG,H.	1
73123		LEWIS HOUSE 115		MOSELSON,J.	

Course is designed to promote cultural intelligence through the sharing and appreciation of different cultures, countries, and individuals, among undergraduate students living in Lewis House. Students will develop international understanding for global citizenship.

EDUC 197D	2	ST-INTERCLTRL LIVING	TH 7:15-8:45	CHENG,H.	1
73124		LEWIS HOUSE 115		MOSELSON,J.	

See Section 1 description.

EDUC 210	1	SOCIAL DIVRSTY IN ED	TUTH 11:15-12:30	ADAMS,M.	3
72873		BUTTERFIELD 007			

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
72874		PATTERSON 231			

See Section 1 description.

EDUC 210	3	SOCIAL DIVRSTY IN ED	TUTH 11:15-12:30	ADAMS,M.	3
72881		HAMPDEN 200			

See Section 1 description.

EDUC 210	4	SOCIAL DIVRSTY IN ED	TUTH 11:15-12:30	ADAMS,M.	3
78554		COOLIDGE 508			

See Section 1 description.

EDUC 229	1	INTERNATIONAL EDUC	TU 4:00-6:30	COHEN-	3
72855		HASBROUCK LAB ADD124		MITCHELL,J.	

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	1	ED SJ DIV PEER THEAT	TU 4:00-7:00	SISNEROS,K.	3
-----------------	----------	-----------------------------	---------------------	--------------------	----------

**SCHOOL OF EDUCATION
FALL 2008**

See Section 1 description.

EDUC 377 77969	3	INTRO MULTICULT ED FURCOLO 222	TH 1:00-3:30	VALDIVIEZO,L.	3
---------------------------	----------	---	---------------------	----------------------	----------

See Section 1 description.

EDUC 377 77970	4	INTRO MULTI CULT ED FURCOLO 225	TH 1:00-3:30	VALDIVIEZO,L.	3
---------------------------	----------	--	---------------------	----------------------	----------

See Section 1 description.

EDUC 392D 72875	1	S-SOC ISS:RACISM SEE INSTRUCTOR	BY ARRGT	LOVE,B.	1
----------------------------	----------	--	-----------------	----------------	----------

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

MANDATORY MEETING: Tuesday, September 16th, 6-10pm, location: tba. WEEKEND DATES: October 25th-26th, 2008, 9am-5pm, location: tba.

EDUC 392E 72872	1	S-SOC ISS:SEXISM SEE INSTRUCTOR	BY ARRGT	LOVE,B.	1
----------------------------	----------	--	-----------------	----------------	----------

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

MANDATORY MEETING: Tuesday, September 16th, 6-10pm, location: tba. WEEKEND DATES: November 8th-9th, 2008, 9am-5pm, location: tba.

EDUC 392K 72908	1	S-SOC ISS:CLASSISM SEE INSTRUCTOR	BY ARRGT	LOVE,B.	1
----------------------------	----------	--	-----------------	----------------	----------

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

MANDATORY MEETING: Tuesday, September 16th, 6-10pm, location: tba. WEEKEND DATES: November 1st-2nd, 2008, 9am-5pm, location: tba.

EDUC 393A 72916	1	S-STDNT LDRSHP DEVL	W 3:35-4:50	GIDDENS,L. ADAMS,M.	1
----------------------------	----------	----------------------------	--------------------	--------------------------------	----------

This course is designed to enable student leaders to begin developing their leadership skills. The topics covered will allow students to: gain skill development on a range of topics; build community connections; explore literature related to leadership theory; increase self awareness and awareness of others as members of social groups; and strengthen residential student leadership programs.

EDUC 393A 72917	2	S-STDNT LDRSHP DEVL	W 3:35-4:50	GIDDENS,L. ADAMS,M.	1
----------------------------	----------	----------------------------	--------------------	--------------------------------	----------

See Section 1 description.

EDUC 393A 73101	3	S-STDNT LDRSHP DEVL	TU 2:30-3:45	GIDDENS,L. ADAMS,M.	1
----------------------------	----------	----------------------------	---------------------	--------------------------------	----------

See section 1 description.

**SCHOOL OF EDUCATION
FALL 2008**

EDUC 393B 72919	1	<i>S-EXPLRG DIV SJ COM</i> GORMAN HOUSE 322	M 3:35-6:35	ADAMS,M.	2
----------------------------	----------	--	--------------------	-----------------	----------

Course will provide students with a framework for understanding the dynamics of diversity and oppression, an opportunity to expand their knowledge and awareness of a variety of cultural values, and reflective and critical experience. Students will enhance their ability to be active participants in the NUANCE living and learning multicultural community and will teach other Gorman residents about social justice and diversity.

EDUC 393E 78709	1	<i>S-LEG ISS STU GOV HE</i>	TH 4:00-6:30	DIMARE,C.	3
----------------------------	----------	------------------------------------	---------------------	------------------	----------

Course will explore various legal issues as they relate to participation in the governance of public higher education institutions by student government, student organizations, and individual students. The course also will introduce some of the more common principles of constitutional law, statutory law, administrative law, and common law in regards to the legal rights of student governance, student organizations, and individual students in a college or university setting. The civil rights of students and student organizations also will be a primary focus.

EDUC 393M 72868	1	<i>S-INTRO EARLY CHILD</i>	TUTH 1:00-2:15	HAMILTON,C.	3
----------------------------	----------	-----------------------------------	-----------------------	--------------------	----------

This course helps prospective early childhood teachers explore what it means to teach, and examines their assumptions about the teaching-learning process, and helps them formulate their own beliefs about educational practice based on how young children think and learn. It includes discussion of curriculum and pedagogical issues and a group experience of constructing their own knowledge.

EDUC 395F 72878	1	<i>S-PEER LDRSHP & FAC</i> NEW AFRICA HOUSE 203	TUTH 5:30-6:45	CLEMMONS,D.	3
----------------------------	----------	--	-----------------------	--------------------	----------

Second part of a two-semester course designed to help upper-class students focus on developing leadership and outreach skills. Students will serve as Peer Leaders to assist first year students form effective study groups, learn how to study for exams and how to manage their time effectively.

EDUC 461 73027	1	<i>P/M READ/LA/ELEM SCH</i> FURCOLO 20	W 1:00-3:30	ROSENBERGER,C.	3
---------------------------	----------	---	--------------------	-----------------------	----------

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

EDUC 461 72992	2	<i>P/M READ/LA/ELEM SCH</i> FURCOLO 128	TH 4:00-6:30	STILL,K.	3
---------------------------	----------	--	---------------------	-----------------	----------

See Section 1 description.

EDUC 463 73028	1	<i>P/M TCH MTH ELEM SCH</i> FURCOLO 128	W 1:00-3:30	ELLIOTT,P.	3
---------------------------	----------	--	--------------------	-------------------	----------

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 482E 72990	1	<i>PRE-PRAC EDUC</i> SEE INSTRUCTOR	BY ARRGT	ROSENBERGER,C.	1-2
----------------------------	----------	--	-----------------	-----------------------	------------

Pre-practicum experience, one half day or one full day, in a public school classroom.

EDUC 482E	2	<i>PRE-PRAC EDUC</i>	BY ARRGT	ROSENBERGER,C.	1-2
------------------	----------	-----------------------------	-----------------	-----------------------	------------

**SCHOOL OF EDUCATION
FALL 2008**

72991 **SEE INSTRUCTOR**

See Section 1 description.

EDUC 491A	1	<i>S-INTRO TO INCLUSION</i>	W 1:15-3:45	STEPHEN,N.	3
72879		FURCOLO 21B			

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 497D	1	<i>ST-CREATV ART YN CHD</i>	TH 4:00-6:30	KARLSON,A.	3
73029		FURCOLO 225			

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	1	<i>ST-TUTORING IN SCHLS</i>	TU 4:00-6:30	MALOY,R.	3
73030		FURCOLO 128			

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	2	<i>ST-TUTORING IN SCHLS</i>	TU 4:00-6:30	EDWARDS,S.	3
73031		FURCOLO 21A			

See Section 1 description.

EDUC 500L	1	<i>STU TCH-ESL</i>	BY ARRGT	CORREA,D.	3-6
72856		SEE INSTRUCTOR			

PERMISSION OF INSTRUCTOR. ESL. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500M	1	<i>STU TCH-MID SCH 5-8</i>	BY ARRGT	MADELONI,B.	3-12
72884		SEE INSTRUCTOR			

PERMISSION OF INSTRUCTOR. MATH. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500M	2	<i>STU TCH-MID SCH 5-8</i>	BY ARRGT	MADELONI,B.	3-12
72885		SEE INSTRUCTOR			

PERMISSION OF INSTRUCTOR. SCIENCE. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500M	3	<i>STU TCH-MID SCH 5-8</i>	BY ARRGT	MADELONI,B.	3-12
72886		SEE INSTRUCTOR			

PERMISSION OF INSTRUCTOR. HISTORY/POLITICAL SCIENCE. Field experience under the tutelage of a

**SCHOOL OF EDUCATION
FALL 2008**

cooperating teacher and University supervisor in an approved school system.

EDUC 500M 72887	4	<i>STU TCH-MID SCH 5-8</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	3-12
----------------------------	----------	--	-----------------	--------------------	-------------

PERMISSION OF INSTRUCTOR. ENGLISH. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500S 72888	1	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	3-12
----------------------------	----------	---	-----------------	--------------------	-------------

PERMISSION OF INSTRUCTOR. MATH. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500S 72889	2	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	3-12
----------------------------	----------	---	-----------------	--------------------	-------------

PERMISSION OF INSTRUCTOR. SCIENCE. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500S 72890	3	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MADELONO,B.	3-12
----------------------------	----------	---	-----------------	--------------------	-------------

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 72891	4	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	3-12
----------------------------	----------	---	-----------------	--------------------	-------------

PERMISSION OF INSTRUCTOR. ENGLISH. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 510 73033	1	<i>TEACHER MID/HS CLS</i> LGRT 103	TH 5:00-7:00	MADELONI,B.	2
---------------------------	----------	---	---------------------	--------------------	----------

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 73064	2	<i>TEACHER MID/HS CLS</i> LGRT 103	TH 5:00-7:00	MADELONI,B.	2
---------------------------	----------	---	---------------------	--------------------	----------

See Section 1 description.

EDUC 510 73065	3	<i>TEACHER MID/HS CLS</i> LGRT 103	TH 5:00-7:00	MADELONI,B.	2
---------------------------	----------	---	---------------------	--------------------	----------

See Section 1 description.

EDUC 510 73066	4	<i>TEACHER MID/HS CLS</i> LGRT 103	TH 5:00-7:00	MADELONI,B.	2
---------------------------	----------	---	---------------------	--------------------	----------

See Section 1 description.

**SCHOOL OF EDUCATION
FALL 2008**

EDUC 511 73067	1	<i>TCHG MATH IN MID&HS FURCOLO 225</i>	M 4:00-6:30	FRANCISCO,J.	3
---------------------------	----------	---	--------------------	---------------------	----------

Lecture, discussion and field experience. Purpose, problems, issues, strategies, and materials in teaching mathematics at the middle and high school level.

EDUC 512 73068	1	<i>TCHG SCI IN MID & HS FURCOLO 20</i>	M 4:00-6:30	FELDMAN,A.	3
---------------------------	----------	---	--------------------	-------------------	----------

Lecture, discussion, and field experience. Purpose, problems, issues, strategies, and materials in teaching science at the middle and high school level.

EDUC 514 73034	1	<i>TCHNG HST POL SCI FURCOLO 21A</i>	M 4:00-6:30	MALOY,R.	3
---------------------------	----------	---	--------------------	-----------------	----------

Lecture, discussion and field experience. Purpose, problems, issues, strategies and materials in teaching history and political science at the middle and high school level; a critical examination as an aid to the development of a defensible rationale for teaching. Required for licensure.

EDUC 515 73035	1	<i>TCHNG ENGL IN MID&HS FURCOLO 128</i>	M 4:00-6:30	ORTMEIER,C.	3
---------------------------	----------	--	--------------------	--------------------	----------

Lecture discussion and field experience. Purpose, problems, issues, strategies and materials in teaching English at the middle and high school level.

EDUC 524 72857	1	<i>WORK MID/HS TEACHERS LGRC A301</i>	W 4:00-4:45	MADELONI,B.	3
---------------------------	----------	--	--------------------	--------------------	----------

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 72858	1D	<i>WORK MID/HS TEACHERS LGRD A301</i>	W 4:46-6:30	MADELONI,B.	
---------------------------	-----------	--	--------------------	--------------------	--

EDUC 524 72859	2D	<i>WORK MID/HS TEACHERS</i>	W 4:46-6:30	MADELONI,B.	
---------------------------	-----------	------------------------------------	--------------------	--------------------	--

EDUC 524 72860	3D	<i>WORK MID/HS TEACHERS</i>	W 4:46-6:30	MADELONI,B.	
---------------------------	-----------	------------------------------------	--------------------	--------------------	--

EDUC 533 73120	1	<i>THEOR&METH INST ELL FURCOLO 21B</i>	M 4:00-6:30	WILLETT,J.	3
---------------------------	----------	---	--------------------	-------------------	----------

This course will prepare ELL and mainstream teachers to address the challenge of helping bilingual and emergent bilingual learners succeed in regular academic content classes. We will consider research supporting the view that second language acquisition is enhanced by rigorous academic content instruction. Will also explore instructional practices aligning English Language Proficiency Benchmarks and Outcomes for English Language Learners with those of science, and other content areas.

EDUC 555 72861	1	<i>INTRO STAT/COMP AN I</i>	TU 1:00-3:30	WELLS,C.	3
---------------------------	----------	------------------------------------	---------------------	-----------------	----------

**SCHOOL OF EDUCATION
FALL 2008**

EDUC 592S 72894	3	<i>S-MICROTEACHING LAB</i> SEE INSTRUCTOR	BY ARRGT	MALOY,R.	2
----------------------------	----------	---	-----------------	-----------------	----------

See Section 1 description.

EDUC 592S 72895	4	<i>S-MICROTEACHING LAB</i> SEE INSTRUCTOR	BY ARRGT	ORTMEIER,C. TELICKI,T.	2
----------------------------	----------	---	-----------------	-----------------------------------	----------

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 593A 72968	1	<i>S-TECH IN CURRICULUM</i> FURCOLO 22	W 7:00-9:30	SULLIVAN,F.	3
----------------------------	----------	--	--------------------	--------------------	----------

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

EDUC 595V 72862	1	<i>S-UNDRG MATH ANXIETY</i> FURCOLO 21C	TU 4:00-6:30	PEELLE,H.	3
----------------------------	----------	---	---------------------	------------------	----------

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

EDUC 597R 73037	1	<i>ST-LDRSHP MULTIC TUT</i> FURCOLO 128	TU 4:00-6:30	MALOY,R.	3
----------------------------	----------	---	---------------------	-----------------	----------

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 605 73039	1	<i>COUNSELING PSYCH I</i>	M 1:00-3:30	CAREY,J.	3
---------------------------	----------	----------------------------------	--------------------	-----------------	----------

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

EDUC 607 73040	1	<i>OCCUPATNL PSY&PLCMNT</i> FURCOLO 22	TH 1:00-3:30	LAPAN,R.	3
---------------------------	----------	--	---------------------	-----------------	----------

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

EDUC 609 73041	1	<i>MULTICUL GROUP PROC</i>	M 1:00-3:30	JACKSON,B.	3
---------------------------	----------	-----------------------------------	--------------------	-------------------	----------

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

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

**SCHOOL OF EDUCATION
FALL 2008**

EDUC 609 2 *MULTICUL GROUP PROC* M 4:00-6:30 JACKSON,B. 3
77523

See Section 1 description.

EDUC 615B 1 *W/E:SJE RES PROSEMIN* TBA ZUNIGA,X. 3
73042

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

EDUC 615E 1 *W/E:RACE,CLASS IN HE* TU 7:00-9:30 MCCLENDON,S. 3
76566

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

EDUC 615F 1 *W/E:SCHOOL DATA* BY ARRGT MILITELLO,M. 3
77533 SEE INSTRUCTOR

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 615K 1 *W/E:COM COL LDERSHP* M 4:00-6:30 WILLIAMS,E. 3
73127 SEE INSTRUCTOR

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

EDUC 615TT 1 *S-EDUC IN CONTEXT* BY ARRGT VEROCK 3
76568 SEE INSTRUCTOR OLOUGHLIN,R.

Community service-learning course designed for teacher candidates in the Bridges to the Future program. The course is embedded in the community teacher model of teacher education. Teacher candidates will, through course work, practice and reflection, immerse themselves in the communities within and beyond the classroom. Course serves to connect new teachers with the Human Service agencies already established in the community, simultaneously developing their understandings of the relationship of schools to communities, and understandings of teachers' relationship to the communities of which they are a part. This broader perspective will help new teachers develop the knowledge and skills necessary to provide the best possible contextualized educational experience for their students.

EDUC 615Z 1 *W/E:INTRO TO INTL ED* M 9:00-12:00 EVANS,D. 1
73075 HILLS 287

**SCHOOL OF EDUCATION
FALL 2008**

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

EDUC 617 1 *LAW & HIGHER ED* TH 4:00-6:30 SCHIMMEL,D. 3
73103

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

EDUC 618 1 *LAW FOR SCH LEADERS* TU 4:00-6:30 SCHIMMEL,D. 3
76569

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

EDUC 619 1 *QUALT RES METHDS ED* TU 4:00-6:30 RALLIS,S. 3
73043

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

EDUC 622 1 *THEORIES ED EQUITY* M 7:00-9:30 MCDERMOTT,K. 3
73044

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

EDUC 623 1 *PROJ PLAN&PROP DEV* W 9:00-12:00 SMITH,C. 3
77961 HILLS 273

For those who are or plan to be program personnel or consultants in nonformal education and human service programs. Planning and proposal development and how to improve its contribution to program success.

EDUC 624 1 *CONTEMP&HISTRCL CON* W 10:00-12:30 LOVE,B. 3
73045

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

EDUC 626 1 *SOC THEORIES IN ED* TU 7:00-9:30 KAMAT,S. 3
78092

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.

**SCHOOL OF EDUCATION
FALL 2008**

EDUC 631 73046	1	<i>LAB DV COUNS/THERAPY</i>	TBA	COSTIN,A.	3
---------------------------	----------	------------------------------------	------------	------------------	----------

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

EDUC 632 73047	1	<i>PRIN ED/PSY TEST</i>	M 4:00-6:30	HAMBLETON,R.	3
---------------------------	----------	--------------------------------	--------------------	---------------------	----------

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

EDUC 636 76571	1	<i>PROF SEM ED ADMIN I SEE INSTRUCTOR</i>	BY ARRGT	MILITELLO,M.	3
---------------------------	----------	--	-----------------	---------------------	----------

The purpose of this professional seminar I is twofold. First, this course is designed as an orientation to the UMass graduate school and the Doctoral Program in Policy and Leadership Studies. Second, the course aims to prepare first year Doctoral Cohort members in the development of skills in reading, writing, and presentation/discussion. The triumvirate of skills--reading, writing, and research--will be contextualized in a set of seminal works in the field of educational administration and leadership.

EDUC 642 72980	1	<i>PRIN&PRAC STU AFR AD</i>	W 7:00-9:30	BARNES,B.	3
---------------------------	----------	--	--------------------	------------------	----------

Overview of the history, philosophy, theory and professional practice of student affairs administration in American higher education. Emphasizes roles and responsibilities of effective administrators, and application of theory to practice.

EDUC 656 73048	1	<i>INTR STAT COMP AN II</i>	W 1:00-3:30	KELLER,L.	3
---------------------------	----------	------------------------------------	--------------------	------------------	----------

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 658 72994	1	<i>KNOWLDGE&SKILL APP SEE INSTRUCTOR</i>	BY ARRGT	EISEMAN,J.	1
---------------------------	----------	---	-----------------	-------------------	----------

Students will (1) encounter well- and loosely-structured tasks requiring the application and integration of knowledge and skills gained from principal preparation program courses, and (2) receive individualized, growth-oriented feedback.

EDUC 658 77535	2	<i>KNOWLDGE&SKILL APP SEE INSTRUCTOR</i>	BY ARRGT	EISEMAN,J.	1
---------------------------	----------	---	-----------------	-------------------	----------

See Section 1 description.

EDUC 660 73078	1	<i>LANG LIT INS STU DIS</i>	W 4:00-6:30	PIERCE, M.	3
---------------------------	----------	------------------------------------	--------------------	-------------------	----------

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.

**SCHOOL OF EDUCATION
FALL 2008**

EDUC 660 78093	2	<i>LANG LIT INS STU DIS</i>	W 4:00-6:30	BOSCARDIN,M.L.	3
-------------------	---	-----------------------------	-------------	----------------	---

See Section 1 description.

EDUC 661 73108	1	<i>EDUCTNL RSRCH METH I</i>	TH 4:00-6:30	RANDALL,J.	3
-------------------	---	-----------------------------	--------------	------------	---

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

EDUC 663 73049	1	<i>SINGLE SUB RES DSGN</i>	M 9:00-12:00	MATTHEWS,WM.	3
-------------------	---	----------------------------	--------------	--------------	---

Course provides advanced knowledge in methods and procedures for evaluating treatment outcomes using single-subject research designs. The methodology encompasses a variety of topics related to assessment, experimental design, and data evaluation. Course details the underlying rationale and logic of single-subject design and presents the major design options.

EDUC 665 73050	1	<i>ORG FOR CURRIC DEVEL</i>	TU 4:00-6:30	GAJDA,R.	3
-------------------	---	-----------------------------	--------------	----------	---

Procedures and criteria for curriculum development. Determining goals, creating and organizing learning opportunities, and evaluating the effectiveness of curricula. Small group setting.

EDUC 667 73051	1	<i>THRY DSCOV/LRNG SCI FURCOLO 228</i>	TH 4:00-6:30	CLEMENT,J.	3
-------------------	---	--	--------------	------------	---

Discovery processes in science and in science students, nature of reasoning, learning, and understanding via mental models. Research studies of factors affecting learning processes. Conceptual change and cooperative learning methods.

EDUC 669 73052	1	<i>POLCY&LEGAL PER SPED</i>	M 4:00-6:30	BOSCARDIN,M.L.	3
-------------------	---	---------------------------------	-------------	----------------	---

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

EDUC 670 73053	1	<i>LANG & LANG LRNG FURCOLO 21B</i>	M 7:00-9:30	CORREA,D.	3
-------------------	---	---	-------------	-----------	---

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

EDUC 673 73079	1	<i>ADV CHILD DEVELOPMNT FURCOLO 225</i>	TU 4:00-6:30	NUGENT,J.K.	3
-------------------	---	---	--------------	-------------	---

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

EDUC 674	1	<i>LDRSHP IN HIGHER ED</i>	TH 4:00-6:30	BERGER,J.	3
----------	---	----------------------------	--------------	-----------	---

**SCHOOL OF EDUCATION
FALL 2008**

73054

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

EDUC 679 1 *ASSMNT SP NDS CHDRN* M 4:00-6:30 SCARPATI,S. 3
73056

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

EDUC 684 1 *RDG,WRT,LANG & THINK* TH 7:00-9:30 GEBHARD,M. 3
73057 **FURCOLO 20**

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

EDUC 691C 1 *S-ADULT LRN THE/PRAC* TH 1:00-4:00 SMITH,C. 3
77962 **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 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 691D 1 *S-WRIT FOR PUBLCATN* W 7:00-9:30 LUNA,C. 3
72995 **FURCOLO 219**

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

EDUC 691E 1 *S-SOC ISSUES IN ED* BY ARRGT JACKSON,B. 3
72869 **FURCOLO 20**

Introductory vocabulary and definitions, descriptions of the dynamics of oppression at the individual, institutional, and cultural levels. Focus on developing personal awareness of social group memberships in relationship to two specific forms of oppression. Introduction to selected literature on two specific forms of oppression. Class meets on September 12th and December 5th, 9am-5pm, in Furcolo 20, and also two weekends TBA.

EDUC 691G 1 *S-PRAC REFLECTVE PRAC* W 4:00-6:30 LOVE,B. 3
72966

The practicum is designed to provide an opportunity for participants in the Social Justice Education Reflective

**SCHOOL OF EDUCATION
FALL 2008**

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

EDUC 691N 1 S-ADV CONS SCH PSYCH BY ARRGT MATTHEWS,WM. 3
72970 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 692D 1 S-PROSEM IN HIGHR ED M 7:00-9:30 BERGER,J. 3
72870

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

EDUC 692D 2 S-PROSEM IN HIGHR ED TU 4:00-6:30 MCCLENDON,S. 3
72871

See Section 1 description.

EDUC 692K 1 S-THEORIES OF LRNG W 4:00-6:30 AZEVEDO,F. 3
72987 FURCOLO 21B

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

EDUC 692Q 1 S-SPRTUAL BASIS SJE BY ARRGT HAHN,K. 1
73081 SEE INSTRUCTOR

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

EDUC 692U 1 S-COMP MEDIATED COMM TU 4:00-6:30 SULLIVAN,F. 3
73112 FURCOLO 21B

This course will analyze characteristics of computer mediated communication systems such as networked multimedia, discussion boards, blogs, wikis, chat, instant messenger and 3-D virtual environments. Students will participate in online communication systems.

EDUC 693F 1 S-TCHG SJ W/SCI MATH TH 4:00-6:30 AZEVEDO,F. 3
73113 FURCOLO 21B

**SCHOOL OF EDUCATION
FALL 2008**

Examines the relationships among the body of knowledge and the practices of science, technology and mathematics, and the structures and practices that lead to social, political and economic inequities.

EDUC 693I 72915	1	<i>S-PSYCH IN THE CLSRM</i> ON-LINE	ON-LINE	JENNINGS,M.	3
----------------------------------	----------	--	----------------	--------------------	----------

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

EDUC 694A 73000	1	<i>S-PRAC SCH PSYCH</i> SEE INSTRUCTOR	BY ARRGT	HINTZE,J.	1
----------------------------------	----------	---	-----------------	------------------	----------

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

EDUC 697O 73058	1	<i>ST-TCHG MATH W/COMP</i> FURCOLO 22	W 4:00-6:30	PEELLE,H.	3
----------------------------------	----------	--	--------------------	------------------	----------

Introduction to the uses of programming languages for teaching mathematics. Introduction to microcomputers and software; workshops on selected topics in mathematics; examples of problem-solving by programming; demonstrations of methods for teaching with computers. Discussion on strategies for integrating computers in math curriculum; related issues in mathematics education; future use of computers. Resources for follow-up study.

EDUC 697TT 73118	1	<i>ST-TCHG CON LANG DEV</i> FURCOLO 128	W 4:00-6:30	CORREA,D.	3
-----------------------------------	----------	--	--------------------	------------------	----------

Course presents theory and practice of teaching heterogeneous classes and meeting the needs of diverse learners in monolingual content classrooms. Particular focus on second language learners in content classes with native English speakers. Course will incorporate many of the common teaching standards, especially instructional strategies, communication and classroom management standards for diverse learners. Class will provide opportunities for practice and reflection on collaboration among content teachers, bilingual teachers and content teachers in delivery of instruction to learners from diverse cultures and languages.

EDUC 701 73004	1	<i>PRAC-SCHOOL GUIDANCE</i> HILLS 355	M 3:35-6:05	DIMMITT,C.	3-9
---------------------------------	----------	--	--------------------	-------------------	------------

This practicum provides individualized instruction and supervision in individual counseling. Admission to a Counseling Master's program and certification of readiness for the practicum by the student's advisor is required before enrollment. All students counsel clients at an off-campus agency or school.

EDUC 701 73005	2	<i>PRAC-SCHOOL GUIDANCE</i> HILLS 355	M 7:00-9:30	DIMMITT,C.	3-9
---------------------------------	----------	--	--------------------	-------------------	------------

See Section 1 description.

**SCHOOL OF EDUCATION
FALL 2008**

EDUC 702 73012	1	<i>SCH-BASED CONSLTN</i>	W 9:00-11:50	MATTHEWS,WM.	3
---------------------------	----------	---------------------------------	---------------------	---------------------	----------

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 708 73006	1	<i>SCH PSY COG ASSMNT</i>	M 1:00-3:30	HINTZE,J.	3
---------------------------	----------	----------------------------------	--------------------	------------------	----------

Cognitive assessment course is second in our assessment/ testing sequence. Educ 705 or equivalent introductory course in testing/assessment measurement is a prerequisite for this course.

EDUC 709 77542	1	<i>SEMINAR IN READING FURCOLO 21A</i>	TH 4:00-6:30	WILLETT,J.	3
---------------------------	----------	--	---------------------	-------------------	----------

Course provides opportunities for doctoral students to explore current issues and research on reading in depth.

EDUC 713 72910	1	<i>DEV FOUNDATION SJE SEE INSTRUCTOR</i>	BY ARRGT	JACKSON,B.	3
---------------------------	----------	---	-----------------	-------------------	----------

Focuses upon the factors that contribute to social identity development as distinct from cognitive or psychosocial identity, as derived from social identity groupings (based upon racial identification, ethnicity, gender, sexuality, religion, class, and disability), and played out in unequal social statuses (dominant and subordinate). Prerequisite: EDUC 691E or permission of instructor.

EDUC 718 78094	1	<i>ACTION RES IN SCHOOL FURCOLO 20</i>	W 4:00-6:30	FELDMAN,A.	3
---------------------------	----------	---	--------------------	-------------------	----------

Introduction to the theory and practice of action research in schools and other informal and formal educational settings. The major product of the course is a qualitative action research study.

EDUC 726 73008	1	<i>INTRO ED LDRSHP ADM</i>	TU 7:00-9:30	GAJDA,R.	3
---------------------------	----------	-----------------------------------	---------------------	-----------------	----------

An introduction to basic concepts, skills, strategies, and research related to leading and managing schools. Topics include organizational culture, and models of decision making, leadership, learning, and instruction.

EDUC 734 73009	1	<i>UNDERSTAND RES LLC FURCOLO 225</i>	W 4:00-6:30	WILLETT,J.	3
---------------------------	----------	--	--------------------	-------------------	----------

The purpose of this course is to apprentice new doctoral students to the ways in which researchers interested in the intersection between the fields of language, literacy, and culture approach the activity of conducting, reading, and writing research.

EDUC 736 77543	1	<i>ADV THRY/PRC TEST II</i>	TBA	HAMBLETON,R.	3
---------------------------	----------	------------------------------------	------------	---------------------	----------

Advanced topics in test theory. Includes problems in measurement of change, item-examinee sampling theory, and tailored testing strategies.

EDUC 741 73010	1	<i>PRIN&PRAC SCH PSYCH</i>	TBA	MARCOTTE,A.	3
---------------------------	----------	---------------------------------------	------------	--------------------	----------

Exploration of literature and methods in cross-racial counseling. Attention to specific methods of working in cross-racial situations and the development of inter-racial communication workshops.

**SCHOOL OF EDUCATION
FALL 2008**

EDUC 783 73088	1	<i>DIAG READING DIFF</i> SEE INSTRUCTOR	M 4:00-6:30	GEBHARD,M.	3
---------------------------	----------	--	--------------------	-------------------	----------

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

EDUC 784 73089	1	<i>ISSUES IN CHLDRN LIT</i> FURCOLO 228	TU 4:00-6:30	RUDMAN,M.	3
---------------------------	----------	--	---------------------	------------------	----------

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

EDUC 791A 72866	1	<i>S-RETRIEVAL&REVIEW</i> FURCOLO 20	TU 7:00-9:30	MAGUIRK COLBERT,M.	3
----------------------------	----------	---	---------------------	-------------------------------	----------

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

EDUC 791M 72967	1	<i>S-PRAC COL DIV TCHG</i> OFF CAMPUS	TH 1:00-3:30	ADAMS,M.	3
----------------------------	----------	--	---------------------	-----------------	----------

College Diversity Teaching is designed for doctoral students in SJE who are currently engaged in teaching EDUC 210. It is to be taken every semester (up to 4 semesters) in which doctoral students teach this course. It provides the structure in which instructors can plan, share, and explore their own and each other's instructional designs; discuss the challenges and opportunities that emerge while teaching the course; enlarge their own and each other's understanding of the SJE course content; generate new pedagogical activities; contribute their work to the on-going Instructor's Manual; and engage in classroom research.

EDUC 791N 77546	1	<i>S-MONITORING&EVAL</i> HILLS 273	TU 1:00-4:00	ROSSMAN,G.	3
----------------------------	----------	---	---------------------	-------------------	----------

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

EDUC 791O 77548	1	<i>S-YOUTH&INTERNTL DEV</i> HILLS 273	M 1:00-4:00	MOSSELSO,J.	3
----------------------------	----------	--	--------------------	--------------------	----------

This course examines the role of schooling in the formation of youth identity in international development. We will explore a range of theories regarding the relationship between race, class, school and youth identity development in the international context, including cultural-ecological theory, social reproduction theory, cultural production theory, social constructivism, critical race theory and critical psychology.

EDUC 792K 78503	1	<i>S-WHY POLICIES FAIL</i>	TH 4:00-6:30	EISEMAN,J.	3
----------------------------	----------	-----------------------------------	---------------------	-------------------	----------

Participants will (1) examine views regarding what constitutes policy success and failure and then causes for the latter, and (2) build competencies that can increase the chances of contributing to the former. The objectives are to develop the analysis, planning and evaluation competencies that will, to the extent possible (in the full recognition that formulating, implementing, and adapting policy is never completely under one's sole control), protect against making a dozen different errors, each of which will be explored during the course.

**SCHOOL OF EDUCATION
FALL 2008**

EDUC 792Q 73089	1	<i>S-INRO RES MATH/SCI FURCOLO 21C</i>	TUTH 2:30-3:45	PEELLE,H.	3
----------------------------	----------	---	-----------------------	------------------	----------

To introduce topics, methods, and principles of research in the areas of math and science education, as well as particular topics of current interest.

EDUC 793D 78095	1	<i>S-GLOBLZTN&EDUC POL</i>	TH 4:00-6:30	KAMAT,S.	3
----------------------------	----------	---------------------------------------	---------------------	-----------------	----------

Globalization is a term that is hotly contested for its actual meaning and implications. The term is used to reflect a sense of worldwide crisis as well as one of newfound opportunities. In this way, globalization has become the *raison d'etre* for new proposals in public policy, of which education is one of the most significant. In this course we will approach the study of this link between education and globalization from two directions: one, from a study of recent policy initiatives in education with a view toward understanding how a particular kind of globalization is being constructed through education policy; and two, from a study of the varied literature on globalization with a view toward assessing the different constructions of globalization that are possible, and the implications of each for education policy.

EDUC 794I 72877	1	<i>S-INTRV ACH&BEH PROB</i>	W 1:00-3:30	MARCOTTE,A.	3
----------------------------	----------	--	--------------------	--------------------	----------

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

EDUC 795A 77552	1	<i>S-REVIEW LITERATURE FURCOLO 228</i>	M 4:00-6:30	RUDMAN,M.	3
----------------------------	----------	---	--------------------	------------------	----------

In this course we will talk about what makes a good review for different purposes, how to conduct a rigorous and systematic review, how to analyze and synthesize research studies and how to write a coherent and compelling review. We will read about and talk through some of the ethical considerations involved in the process of writing and publishing a review. Another objective will be to help students prepare for the literature reviews that are part of their comprehensive exams, research proposals and dissertations.

EDUC 795E 72962	1	<i>S-THRY INTERGRP DIAL</i>	M 4:00-6:30	ZUNIGA,X.	3
----------------------------	----------	------------------------------------	--------------------	------------------	----------

The course extends knowledge, awareness and skills about social diversity and social justice regarding various forms of oppression and dynamics to issues of intergroup relations and conflict within and between social groups. It strives to prepare graduate students to be active change agents as planners and facilitators of intergroup dialogues. Topics include: social psychology of intergroup relations; intercultural and dialogic communication theories; methods for reconciling and bridging differences in schools and communities; research and evaluation of intergroup dialogues and other educational methods for improving intergroup relations, and core competencies for planning, delivering and evaluating intergroup dialogues in multicultural settings.

EDUC 795M 77553	1	<i>S-SCALING MET BEH SC</i>	TBA	SIRECI,S.	3
----------------------------	----------	------------------------------------	------------	------------------	----------

The purpose of this course is to introduce and explore scaling methods essential for research in the social sciences. This

**SCHOOL OF EDUCATION
FALL 2008**

course covers techniques of unidimensional scaling, multidimensional scaling, and classification. Students should have a basic understanding of univariate and multivariate statistics.

EDUC 797J 72969	1	<i>ST-INTRO TO INQUIRY</i>	M 4:00-6:30	RALLIS,S. ROSSMAN,G.	3
----------------------------	----------	-----------------------------------	--------------------	---------------------------------	----------

This seminar forms the base of the research offerings for students in the Ed.D. in Policy & Leadership Studies. In the course, we will explicate knowledge production through systematic inquiry in education, including processes, questions, and strategies used to conduct meaningful research in educational systems including U.S. K-12 public schools, U.S. higher education, and international education. We explore the intersection of theory and practice with emphasis on the epistemological assumptions and design of thoughtful, ethical inquiry about education. We also emphasize sound academic writing principles and provide structured guidance in developing those skills.

EDUC 808 73013	1	<i>PRG PLNG IMP & EVAL</i>	TU 4:00-6:30	BOSCARDIN,M.L.	3
---------------------------	----------	---------------------------------------	---------------------	-----------------------	----------

Program philosophies, goals, objectives, strategies, activities, and evaluation, as well as personnel administration, staff management, and budget planning within the context of federal special education laws, and Massachusetts Chapter 766 are covered in this course.

EDUC 815 73014	1	<i>RESRCH LANG/LIT/CLTR FURCOLO 219</i>	TU 4:00-6:30	GEBHARD,M. VALDIVIEZO,L.	3
---------------------------	----------	--	---------------------	-------------------------------------	----------

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 77555	1	<i>ALT APPRCHS TO EDUC HILLS 273</i>	TH 9:00-12:00	HARTWELL,A.	3
---------------------------	----------	---	----------------------	--------------------	----------

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 830 73015	1	<i>INT SCH PSY PRE DOC SEE INSTRUCTOR</i>	BY ARRGT	HINTZE,J.	3-9
---------------------------	----------	--	-----------------	------------------	------------

Supervised on-the-job counseling experience. Work includes direct counseling, individual supervisory conferences, writing of case reports and the analysis of taped counseling sessions.

EDUC 837 78096	1	<i>INFLNS SOCIAL CONTEX FURCOLO 20</i>	TH 4:00-6:30	DAVIS,K.	3
---------------------------	----------	---	---------------------	-----------------	----------

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

EDUC 838 77556	1	<i>SEMINAR SCIENCE EDUC FURCOLO 230</i>	M 4:00-6:30	CLEMENT,J.	3
---------------------------	----------	--	--------------------	-------------------	----------

**SCHOOL OF EDUCATION
FALL 2008**

See Section 1 description.

HUMDEV 270	3	<i>CHILD DEVELOPMENT</i>	TUTH 1:00-2:15	WASHINGTON,E.	3
73020		BOYDEN PHYS ED 249			

See Section 1 description.

HUMDEV 610	1	<i>LANG&COGNITIVE DEV</i>	W 4:00-6:30	KARLSON,A.	3
76705					

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

HUMDEV 691A	1	<i>S-MORAL CHARAC DEV</i>	M 4:00-6:30	WASHINGTON,E.	3
73115		FURCOLO 222			

This course surveys moral and character development with an emphasis upon theories of emotion and cognition. Failing schools are institutions that require moral interventions based upon changing the character of individuals and the morality of groups.

SCHPSY 899	1	<i>PH.D. DISSERTATION</i>	N/A	LAPAN,R.	1-9
72975					

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.