

**SCHOOL OF EDUCATION  
FALL 2010**

EDUC 115 72712	1	<i>EMBRACING DIVERSITY</i> SOM 137	TH 11:15-12:30	BERGER,J.	4
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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 115 78428	1B	<i>EMBRACING DIVERSITY</i>	TH 2:30-3:45	BERGER,J.	
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EDUC 115 78425	1D	<i>EMBRACING DIVERSITY</i>	TH 2:30-3:45	BERGER,J.	
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EDUC 115 78426	2D	<i>EMBRACING DIVERSITY</i>	TH 2:30-3:45	BERGER,J.	
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EDUC 115 78427	3D	<i>EMBRACING DIVERSITY</i>	TH 2:30-3:45	BERGER,J.	
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EDUC 192A 72634	1	<i>S-ED AT THE MOVIES</i> GOESSMANN LAB ADD 64	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 72531	1D	<i>S-ED AT THE MOVIES</i>	TU 6:00-7:15	STEPHEN,N.	
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EDUC 192A 72532	2D	<i>S-ED AT THE MOVIES</i>	TU 7:30-8:45	STEPHEN,N.	
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EDUC 192A 72533	3D	<i>S-ED AT THE MOVIES</i>	TH 2:30-3:45	STEPHEN,N.	
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EDUC 192A 72534	4D	<i>S-ED AT THE MOVIES</i>	W 7:00-8:15	STEPHEN,N.	
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EDUC 192A 72535	5D	<i>S-ED AT THE MOVIES</i>	W 5:30-6:45	STEPHEN,N.	
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<b>EDUC 192A 72536</b>	<b>6D</b>	<b><i>S-ED AT THE MOVIES</i></b>	<b>TH 1:00-2:15</b>	<b>STEPHEN,N.</b>	
<b>EDUC 192F 72635</b>	<b>1</b>	<b><i>S-BSC COL SRVIVL SKI HERTER HALL 231</i></b>	<b>TH 5:30-6:45</b>	<b>CLEMMONS,D.</b>	<b>1</b>

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.

<b>EDUC 210 72508</b>	<b>1</b>	<b><i>SOCIAL DIVRSTY IN ED BUTTERFIELD 007B</i></b>	<b>TUTH 11:15-12:30</b>	<b>ADAMS,M.</b>	<b>4</b>
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Focus on issues of social identity, social and cultural diversity, and societal manifestations of oppression. It draws on interdisciplinary perspectives of social identity development, social learning theory, and sociological analyses of power and privilege within broad social contexts.

<b>EDUC 210 72509</b>	<b>2</b>	<b><i>SOCIAL DIVRSTY IN ED PATTERSON 231</i></b>	<b>TUTH 11:15-12:30</b>	<b>ADAMS,M.</b>	<b>4</b>
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See Section 1 description.

<b>EDUC 210 72513</b>	<b>3</b>	<b><i>SOCIAL DIVRSTY IN ED HAMPDEN 200</i></b>	<b>TUTH 11:15-12:30</b>	<b>ADAMS,M.</b>	<b>4</b>
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See Section 1 description.

<b>EDUC 210 72711</b>	<b>4</b>	<b><i>SOCIAL DIVRSTY IN ED COOLIDGE 508</i></b>	<b>TUTH 11:15-12:30</b>	<b>ADAMS,M.</b>	<b>4</b>
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See Section 1 description.

<b>EDUC 210 72716</b>	<b>5</b>	<b><i>SOCIAL DIVRSTY IN ED COOLIDGE 1208</i></b>	<b>TUTH 11:15-12:30</b>	<b>ADAMS,M.</b>	<b>4</b>
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See Section 1 description.

<b>EDUC 210 72717</b>	<b>6</b>	<b><i>SOCIAL DIVRSTY IN ED KENNEDY 508</i></b>	<b>TUTH 11:15-12:30</b>	<b>ADAMS,M.</b>	<b>4</b>
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See Section 1 description.

<b>EDUC 229 72493</b>	<b>1</b>	<b><i>INTERNATIONAL EDUC GOESSMANN LAB 20</i></b>	<b>TU 4:00-5:30</b>	<b>TBA</b>	<b>4</b>
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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

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global issues: environmental pollution, population distribution, socio-economic concerns and cultural conflicts.

EDUC 229      1D    *INTERNATIONAL EDUC*                      TU 5:31-6:30  
78104

EDUC 229      2D    *INTERNATIONAL EDUC*                      TU 5:31-6:30  
78105

EDUC 229      3D    *INTERNATIONAL EDUC*                      TU 5:31-6:30  
78106

EDUC 229      4D    *INTERNATIONAL EDUC*                      TU 5:31-6:30  
78107

EDUC 258      1      *ED SJ DIV PEER THEAT*                      TU 4:00-7:00                      SISNEROS,K.                      3  
72636                      *JOHN ADAMS TWR 508*

Students in this class develop dramatic scenarios to engage their peers with issues of diversity and social justice. This class explores social justice issues on personal, institutional and societal levels, as experienced in schools, families, neighborhoods and on this campus. Students completing this course continue in later semesters with the theatrical troupe "Shaha: The Storytellers."

EDUC 291E      1      *S-THEATRE SOC CHANGE*                      TU 7:00-9:30                      SISNEROS,K.                      3  
72537                      *JOHN ADAMS TWR 508*

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

EDUC 292A      1      *S-VOICES AGNST VIOLN*                      M 6:30-9:00                      SCHIFF,T.                      3  
72670

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 305      1      *EDUCATIONAL PSYCH*                      TUTH 4:00-5:15                      LAPAN,R.                      3  
78546                      *MORRILL SCI CTR N329*

The purpose of the course is to provide students with an understanding of the major historical and contemporary theories of human development and learning and their educational implications.

EDUC 325      1      *INTRO TO SPECIAL EDU*                      TU 4:00-6:30                      TBA                      3  
72544                      *HERTER HALL 231*

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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 351 72637	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 72638	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 378 78573	1	<i>SURVEY OF CHILDS LIT FURCOLO 20</i>	M 1:00-3:30	BOTELHO,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 78574	2	<i>SURVEY OF CHILDS LIT FURCOLO 225</i>	M 1:00-3:30	BOTELHO,M.	3
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See Section 1 description.

EDUC 378 78575	3	<i>SURVEY OF CHILDS LIT FURCOLO 21A</i>	M 1:00-3:30	BOTELHO,M.	3
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See Section 1 description.

EDUC 392D 72510	1	<i>S-SOC ISS:RACISM SEE INSTRUCTOR</i>	BY ARRGT	LAPAN,R.	1
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Workshop addresses the dynamics of racism on personal and institutional levels.

All students must attend a mandatory First Night Orientation on Tuesday, September 28th, 5-9:00pm, location: tba, and one weekend class: October 23-24, 2009, location: tba.

EDUC 392E 72507	1	<i>S-SOC ISS:SEXISM SEE INSTRUCTOR</i>	BY ARRGT	LAPAN,R.	1
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Workshop addresses the dynamics of sexism on personal and institutional levels.

All students must attend a mandatory First Night Orientation on Tuesday, September 28th, 5-9:00pm, location: TBA, and one weekend class, October 20-31, 9am-5pm, location: TBA.

EDUC 392I 79073	1	<i>S-SOC ISS:GENDER OPP SEE INSTRUCTOR</i>	BY ARRGT	LAPAN,R.	1
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Workshop addresses the dynamics of gender oppression on personal and institutional levels.

All students must attend a mandatory First Night Orientation on Tuesday, September 28th, 5-9:00pm, location: tba,

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and one weekend class, November 13-14, 9am-5pm, location: tba.

<b>EDUC 392K</b>	<b>1</b>	<b>S-SOC ISS:CLASSISM</b>	<b>BY ARRGT</b>	<b>LAPAN,R.</b>	<b>1</b>
<b>72538</b>		<b>SEE INSTRUCTOR</b>			

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

All students must attend a mandatory First Night Orientation on Tuesday, September 28th, 5-9:00pm, location: tba, and one weekend class, November 20-21, 9am-5pm, location: tba.

<b>EDUC 392L</b>	<b>1</b>	<b>S-SOC ISS:HETSEXISM</b>	<b>BY ARRGT</b>	<b>LAPAN,R.</b>	<b>1</b>
<b>72720</b>		<b>SEE INSTRUCTOR</b>			

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

All students must attend a mandatory First Night Orientation on Tuesday, September 28th, 5-9:00pm, location: tba, and one weekend class, November 6-7, 9am-5pm, location: tba.

<b>EDUC 393A</b>	<b>1</b>	<b>S-STDNT LDRSHP DEVL</b>	<b>M 3:35-4:50</b>	<b>RENDELL,D.</b>	<b>1</b>
<b>72546</b>					

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.

<b>EDUC 393A</b>	<b>2</b>	<b>S-STDNT LDRSHP DEVL</b>	<b>TU 2:30-3:45</b>	<b>RENDELL,D.</b>	<b>1</b>
<b>72547</b>					

See Section 1 description.

<b>EDUC 393A</b>	<b>3</b>	<b>S-STDNT LDRSHP DEVL</b>	<b>W 3:35-4:50</b>	<b>RENDELL,D.</b>	<b>1</b>
<b>72688</b>					

See section 1 description.

<b>EDUC 393B</b>	<b>1</b>	<b>S-EXPLRG DIV SJ COM</b>	<b>M 3:35-6:35</b>	<b>HUGHBANKS,C.</b>	<b>2</b>
<b>72549</b>		<b>GORMAN 322</b>			

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.

<b>EDUC 393M</b>	<b>1</b>	<b>S-INTRO EARLY CHILD</b>	<b>TUTH 11:15-12:30</b>	<b>CAMMACK,C.</b>	<b>3</b>
<b>72503</b>		<b>FURCOLO 20</b>			

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.

<b>EDUC 395F</b>	<b>1</b>	<b>S-PEER LDRSHP &amp; FAC</b>	<b>TUTH 5:30-6:45</b>	<b>CLEMMONS,D.</b>	<b>3</b>
<b>72512</b>					

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

EDUC 396A 72551	1	<i>IS-CTEP</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 396A 72703	2	<i>IS-CTEP</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 396C 72552	1	<i>IS-L,M,&amp; TECHNOLOGY</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 396D 72618	1	<i>IS-HIGHER EDUCATION</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 396E 72612	1	<i>IS-INTERNATIONAL ED</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 396G 72553	1	<i>IS-SCH COUNSELOR ED</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 396J 72554	1	<i>IS-STEP</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 396K 72555	1	<i>IS-SOCIAL JUSTICE ED</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 396L 72556	1	<i>IS-SPECIAL EDUCATION</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 396M 72597	1	<i>IS-CHILD ST EARLY ED</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 396O 72609	1	<i>IS-SJE</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 396P 72691	1	<i>IS-PEDAGOGY EXPERNCE</i> CONTRACT REQUIRED	STAFF	1-6

for Education Minor students

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EDUC 398A 72557	1	<i>PRAC-CTEP</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398B 72558	1	<i>PRAC-L,M &amp; TECHNOLOGY</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398C 72559	1	<i>PRAC-SCH COUNS ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398E 72560	1	<i>PRAC-STEP</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398F 72561	1	<i>PRAC-SOC JUSTICE ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398G 72562	1	<i>PRAC-SPECIAL EDUC</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398I 72602	1	<i>PRAC-CHILD STUDY</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398J 72671	1	<i>PRAC-HIGHER EDUC</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 398L 72672	1	<i>PRAC-INTERNTIONAL ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 461 72640	1	<i>P/M READ/LA/ELEM SCH</i>	TUTH 1:00-2:15	CAMMACK,J.	3
Approaches to the teaching of reading and language arts in the elementary schools; innovations in methods and materials demonstrated and discussed.					
EDUC 461 79053	2	<i>P/M READ/LA/ELEM SCH</i>	TH 4:00-6:30	IVES,D.	3
See Section 1 description.					
EDUC 463 72641	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	1	<i>PRE-PRAC EDUC</i>	BY ARRGT	CAMMACK,C.	1-2

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72611                      **SEE INSTRUCTOR**

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

<b>EDUC 491A</b>	<b>1</b>	<b><i>S-INTRO TO INCLUSION</i></b>	<b>W 1:00-3:30</b>	<b>STEPHEN,N.</b>	<b>3</b>
<b>76834</b>		<b>FURCOLO 21B</b>			

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.

<b>EDUC 497D</b>	<b>1</b>	<b><i>ST-CREATV ART YN CHD</i></b>	<b>TUTH 1:00-2:15</b>	<b>KARLSON,A.</b>	<b>3</b>
<b>72642</b>		<b>FURCOLO 228</b>			

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.

<b>EDUC 497I</b>	<b>1</b>	<b><i>ST-TUTORING IN SCHLS</i></b>	<b>TU 4:00-6:30</b>	<b>MALOY,R.</b>	<b>3</b>
<b>72643</b>		<b>FURCOLO 128</b>			

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.

<b>EDUC 497I</b>	<b>2</b>	<b><i>ST-TUTORING IN SCHLS</i></b>	<b>TU 4:00-6:30</b>	<b>EDWARDS,S.</b>	<b>3</b>
<b>72644</b>		<b>FURCOLO 21A</b>			

See Section 1 description.

<b>EDUC 500L</b>	<b>1</b>	<b><i>STU TCH-ESL</i></b>	<b>BY ARRGT</b>	<b>MATOS,N.</b>	<b>3-6</b>
<b>72494</b>		<b>SEE INSTRUCTOR</b>			

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

<b>EDUC 500M</b>	<b>1</b>	<b><i>STU TCH-MID SCH 5-8</i></b>	<b>BY ARRGT</b>	<b>MAGUIRK</b>	<b>6-12</b>
<b>72514</b>		<b>SEE INSTRUCTOR</b>		<b>COLBERT,M.</b>	

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

<b>EDUC 500M</b>	<b>2</b>	<b><i>STU TCH-MID SCH 5-8</i></b>	<b>BY ARRGT</b>	<b>MAGUIRK</b>	<b>6-12</b>
<b>72515</b>		<b>SEE INSTRUCTOR</b>		<b>COLBERT,M.</b>	

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

<b>EDUC 500M</b>	<b>3</b>	<b><i>STU TCH-MID SCH 5-8</i></b>	<b>BY ARRGT</b>	<b>MAGUIRK</b>	<b>6-12</b>
<b>72516</b>		<b>SEE INSTRUCTOR</b>		<b>COLBERT,M.</b>	

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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 72517	4	<i>STU TCH-MID SCH 5-8</i> SEE INSTRUCTOR	BY ARRGT	MAGUIRK COLBERT,M.	6-12
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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 72518	1	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MAGUIRK COLBERT,M.	6-12
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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 72519	2	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MAGUIRK COLBERT,M.	6-12
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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 72520	3	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MAGUIRK COLBERT,M.	6-12
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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 72521	4	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MAGUIRK COLBERT,M.	6-12
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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 72645	1	<i>TEACHER MID/HS CLS</i>	TH 5:00-7:00	MAGUIRK COLBERT,M.	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 72673	2	<i>TEACHER MID/HS CLS</i>	TH 5:00-7:00	MAGUIRK COLBERT,M.	2
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See Section 1 description.

EDUC 510 72674	3	<i>TEACHER MID/HS CLS</i>	TH 5:00-7:00	MAGUIRK COLBERT,M.	2
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See Section 1 description.

EDUC 510 72675	4	<i>TEACHER MID/HS CLS</i>	TH 5:00-7:00	MAGUIRK COLBERT,M.	2
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See Section 1 description.

<b>EDUC 511</b> <b>72676</b>	<b>1</b>	<b><i>TCHG MATH IN MID&amp;HS</i></b> <b>FURCOLO 225</b>	<b>M 4:00-6:30</b>	<b>FRANCISCO,J.</b>	<b>3</b>
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Lecture, discussion and field experience. Purpose, problems, issues, strategies, and materials in teaching mathematics at the middle and high school level.

<b>EDUC 512</b> <b>72677</b>	<b>1</b>	<b><i>TCHG SCI IN MID &amp; HS</i></b> <b>FURCOLO 228</b>	<b>M 4:00-6:30</b>	<b>KUDUKEY,J.</b>	<b>3</b>
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Lecture, discussion, and field experience. Purpose, problems, issues, strategies, and materials in teaching science at the middle and high school level.

<b>EDUC 514</b> <b>72646</b>	<b>1</b>	<b><i>TCHNG HST POL SCI</i></b> <b>FURCOLO 21A</b>	<b>M 4:00-6:30</b>	<b>MALOY,R.</b>	<b>3</b>
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Lecture, discussion and field experience. Purpose, problems, issues, strategies and materials in teaching history and political science at the middle and high school level; a critical examination as an aid to the development of a defensible rationale for teaching. Required for licensure.

<b>EDUC 515</b> <b>72647</b>	<b>1</b>	<b><i>TCHNG ENGL IN MID&amp;HS</i></b>	<b>M 4:00-6:30</b>	<b>MADELONI,B.</b>	<b>3</b>
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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.

<b>EDUC 519</b> <b>76838</b>	<b>1</b>	<b><i>ED &amp; PUBLIC POLICY</i></b>	<b>M 7:00-9:30</b>	<b>MCDERMOTT,K.</b>	<b>3</b>
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Introduction to the roles of federal, state, and local government in US K-12 education policy, the diverse ways of studying education policy, and to specific current policy issues including educational accountability, school finance, the controversy over school-district regionalization in Massachusetts, challenges facing urban schools, and how research affects education policy debates.

<b>EDUC 524</b> <b>72495</b>	<b>1</b>	<b><i>WORK MID/HS TEACHERS</i></b>	<b>W 4:00-6:30</b>	<b>MADELONI,B.</b>	<b>3</b>
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Civility related. The course is the introductory course in the Secondary Teacher Education Program and is required for licensure. It is field based and requires observation in the schools. The course encourages the examination of the actual work of teachers in its social and organizational context and the goals of students preparing to teach.

<b>EDUC 524</b> <b>78818</b>	<b>2</b>	<b><i>WORK MID/HS TEACHERS</i></b>	<b>W 4:00-6:30</b>	<b>BAILEY,E.</b>	
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<b>EDUC 542</b> <b>72713</b>	<b>1</b>	<b><i>CONTEMP EDUC PHIL</i></b>	<b>TH 7:00-9:30</b>	<b>MALANEY,G.</b>	<b>3</b>
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Assessment of several currently influential educational philosophies: essentialism, romanticism, behaviorism, experimentation, and perennialism. Special attention is given to their relevance to practice in such areas as teaching methods and curriculum planning.



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See Section 1 description.

EDUC 592S 72525	4	<i>S-MICROTEACHING LAB</i> FURCOLO 228	M 7:00-9:30	MADELONI,B.	2
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See Section 1 description.

EDUC 593A 72594	1	<i>S-TECH IN CURRICULUM</i> FURCOLO 22	W 7:00-9:30	SULLIVAN,F.	3
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Course examines the potential that computer-based technologies have for making instruction more efficient, effective, and engaging in classrooms at all education levels. Students learn to apply basic instructional design principles to create lesson plans and other instructional materials.

EDUC 593F 72715	1	<i>S-CLASSROOM ASSMNT</i>	TUTH 1:00-2:15	RANDALL,J.	3
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Introduction to classroom assessment that includes a consideration of technical issues and policy issues related to test use and misuse in American education.

EDUC 595V 72497	1	<i>S-UNDRG MATH ANXIETY</i> FURCOLO 21B	TU 4:00-6:30	PEELLE,H.	3
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The nature, sources, and causes of math anxiety and computer phobia in education. Experimental workshops as strategies for managing such learning dysfunctions in classrooms. Community Service Learning Component.

EDUC 597R 72649	1	<i>ST-LDRSHP MULTIC TUT</i> FURCOLO 128	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 603 78120	1	<i>COMPTR MEDIATED COMM</i> FURCOLO 225	TU 4:00-6:30	SULLIVAN,F.	3
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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 605 72650	1	<i>COUNSELING PSYCH I</i>	M 1:05-3:30	CAREY,J.	3
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Counseling psychology theory, methodology, philosophies, ethics, problems. Issues of school counseling and community psychology.

EDUC 607 72651	1	<i>OCCUPATNL PSY&amp;PLCMNT</i> FURCOLO 22	TH 1:00-3:30	LAPAN,R.	3
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Psychological factors in career decision-making theory, job classification systems, vocational assessment, career information and placement.

EDUC 609 72652	1	<i>MULTICUL GROUP PROC</i>	TU 4:00-6:30	JACKSON,B.	3
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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: tba.

**EDUC 615B      1      W/E:SJE RES PROSEMIN                      TU 1:00-3:30                      ZUNIGA,X.                      3**  
72653

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                      BERGER,J.                      3**  
72700

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                      W 7:00-9:30                      WHITEHEAD,K.                      3**  
79134                      HILLS 275

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      1      W/E:EDUC & LAW                      M 7:00-9:30                      SCHIMMEL,D.                      1**  
76604                      BARTLETT HALL RM 61

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

CLASS MEETS FIVE TIMES: September 27th, October 4th & 18th, and November 1st & 8th.

**EDUC 615L      1      W/E:CROSSCLTRL COMM                      M 4:00-6:30                      AUSTIN,T.                      3**  
78562                      FURCOLO 20

Since language is ambiguous by nature, in order to achieve understanding we jointly construct meaning with our conversational partners. Yet when we use different and unfamiliar cultural interpretative frameworks from each other, it may prove a challenge to creating mutual understanding. How is culture constructed through face-to-face interactions? What consequences exist for those differing from dominant norms? What evidence is there that participants are constructing interpretations, at times at odds with each other? What are the implications of this research for educators and diverse communities? In this course, we will survey how crosscultural communication has been researched, both for learning language and for examining its role in the academic progress of linguistically diverse

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learners.

<b>EDUC 615P</b> <b>76957</b>	<b>1</b>	<b>W/E:STUDENT LIFE RES</b>	<b>M 4:00-6:30</b>	<b>WILLIAMS,E.</b>	<b>3</b>
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The purpose of this course is two-fold: (1) to provide a general understanding of selected past and current research regarding undergraduate students, and (2) to provide knowledge of and practical experience in the assessment of various aspects of undergraduate student life. Survey research methodology will be studied, and the operation of the UMass Student Affairs Research Office will be used for practical applications. One major goal of the course is for students to learn to analyze survey data and write a research paper based on survey data. The following topics will be studied: research, assessment, and evaluation; survey design; data collection and analysis; literature reviews; report writing; and writing for publication.

<b>EDUC 617</b> <b>72689</b>	<b>1</b>	<b>LAW &amp; HIGHER ED</b>	<b>TH 4:00-6:30</b>	<b>SCHIMMEL,D.</b>	<b>3</b>
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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.

<b>EDUC 618</b> <b>72701</b>	<b>1</b>	<b>LAW FOR SCH LEADERS</b>	<b>TU 4:00-6:30</b>	<b>SCHIMMEL,D.</b>	<b>3</b>
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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.

<b>EDUC 619</b> <b>72654</b>	<b>1</b>	<b>QUALT RES METHDS ED</b> <b>FURCOLO 225</b>	<b>TH 4:00-6:30</b>	<b>GRIFFIN,L.</b>	<b>3</b>
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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.

<b>EDUC 619</b> <b>76506</b>	<b>2</b>	<b>QUALT RES METHDS ED</b>	<b>TU 4:00-6:30</b>	<b>RALLIS,S.</b>	<b>3</b>
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See Section 1 description.

<b>EDUC 623</b> <b>79105</b>	<b>1</b>	<b>PROJ PLAN&amp;PROP DEV</b> <b>HILLS 275</b>	<b>TH 1:00-4:00</b>	<b>SMITH,C.</b>	<b>3</b>
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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.

<b>EDUC 624</b> <b>72656</b>	<b>1</b>	<b>CONTEMP&amp;HISTRCL CON</b>	<b>TH 4:00-6:30</b>	<b>JACKSON,B.</b>	<b>3</b>
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Examines theoretical issues related to manifestations of oppression. In particular, with focus on social constructions of race, gender and sexuality, and disability. Explores historical roots and contemporary constructions of social justice

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issues within educational contexts.

**EDUC 626**      1      *SOC THEORIES IN ED*                      TU 7:00-9:30                      KAMAT,S.                      3  
72706

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

**EDUC 631**      1      *LAB DV COUNS/THERAPY*                      TU 4:00-6:30                      DIMMITT,C.                      3  
72657

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

**EDUC 632**      1      *PRIN ED/PSY TEST*                      M 4:00-6:30                      HAMBLETON,R.                      3  
72658

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 642**      1      *PRIN&PRAC STU AFR AD*                      W 7:00-9:30                      BARNES,B.                      3  
72606

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**      1      *INTR STAT COMP AN II*                      TU 4:00-6:30                      WELLS,C.                      3  
72659

This course is designed to provide beginning graduate students in education and related fields with an understanding of the basic statistical techniques necessary for conducting research. Topics covered include: analysis of variance and covariance; multiple comparison procedures; multiple regression analysis; analysis of categorical data. Students will be taught how to analyze data using computer programs such as SPSS.

**EDUC 660**      1      *LANG LIT INS STU DIS*                      W 4:00-6:30                      PIERCE, M.                      3  
72681

Identifies the theories of language acquisition, normal language development, and language disorders. Examines language assessment strategies, select assessment and intervention strategies appropriate for integrated settings, and conducts two language samples.

**EDUC 661**      1      *EDUCTNL RSRCH METH I*                      TU 4:00-6:30                      RANDALL,J.                      3  
72690

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**      1      *SINGLE SUB RES DSGN*                      M 9:05-12:05                      MATTHEWS,W.M.                      3  
72660

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

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major design options.

<b>EDUC 665</b>	<b>1</b>	<b>ORG FOR CURRIC DEVEL</b>	<b>TU 4:00-6:30</b>	<b>GAJDA,R.</b>	<b>3</b>
<b>72661</b>					

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

<b>EDUC 669</b>	<b>1</b>	<b>POLCY&amp;LEGAL PER SPED</b>	<b>M 4:00-6:30</b>	<b>BOSCARDIN,M.L.</b>	<b>3</b>
<b>72663</b>					

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.

<b>EDUC 674</b>	<b>1</b>	<b>LDRSHP IN HIGHER ED</b>	<b>TU 7:00-9:30</b>	<b>BERGER,J.</b>	<b>3</b>
<b>72665</b>					

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

<b>EDUC 677</b>	<b>1</b>	<b>FND BIL ESL MULTI ED</b>	<b>M 4:00-6:30</b>	<b>TURNER,C.</b>	<b>3</b>
<b>76512</b>					

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

<b>EDUC 678</b>	<b>1</b>	<b>CUL STUDIES INTLDEV</b>	<b>TH 9:00-12:00</b>	<b>MOSSELSO,N,J.</b>	<b>3</b>
<b>76515</b>		<b>HILLS 275</b>			

Examination of the central issues in cultural studies in the context of international development education, with primary stress on the relationship between knowledge and power to confront and critique notions of intellect and institution.

<b>EDUC 679</b>	<b>1</b>	<b>ASSMNT SP NDS CHDRN</b>	<b>TU 7:00-9:30</b>	<b>PIERCE,M.</b>	<b>3</b>
<b>72666</b>					

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.

<b>EDUC 681</b>	<b>1</b>	<b>TCH READ&amp;WRTNG SEC L</b>	<b>W 4:00-6:30</b>	<b>MATOS,N.</b>	<b>3</b>
<b>78535</b>		<b>FURCOLO 225</b>			

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

<b>EDUC 684</b>	<b>1</b>	<b>RDG,WRT,LANG &amp; THINK</b>	<b>TU 4:00-6:30</b>	<b>GEBHARD,M.</b>	<b>3</b>
<b>72667</b>		<b>FURCOLO 20</b>			

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



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

<b>EDUC 692L</b> 78536	<b>1</b>	<b>S-WKSHP IN LLC</b> <b>FURCOLO 20</b>	<b>TU 7:00-9:30</b>	<b>AUSTIN,T.</b>	<b>3</b>
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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.

<b>EDUC 692Q</b> 72682	<b>1</b>	<b>S-SPRTUAL BASIS SJE</b> <b>SEE INSTRUCTOR</b>	<b>BY ARRGT</b>	<b>HAHN,K.</b>	<b>1</b>
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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, 9am-5pm, TBA, location: tba.

<b>EDUC 693I</b> 72545	<b>1</b>	<b>S-PSYCH IN THE CLSRM</b>	<b>TU 4:00-6:30</b>	<b>WHITCOMB,S.</b>	<b>3</b>
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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.

<b>EDUC 696A</b> 72563	<b>1</b>	<b>IS-CHILD&amp;FAM STUDIES</b> <b>CONTRACT REQUIRED</b>		<b>STAFF</b>	<b>1-6</b>
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<b>EDUC 696B</b> 72564	<b>1</b>	<b>IS-CTEP</b> <b>CONTRACT REQUIRED</b>		<b>STAFF</b>	<b>1-6</b>
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<b>EDUC 696B</b> 72617	<b>2</b>	<b>IS-CTEP</b> <b>CONTRACT REQUIRED</b>		<b>STAFF</b>	<b>1-6</b>
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<b>EDUC 696C</b> 72565	<b>1</b>	<b>IS-ED ADMINISTRATION</b> <b>CONTRACT REQUIRED</b>		<b>STAFF</b>	<b>1-6</b>
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<b>EDUC 696D</b> 72566	<b>1</b>	<b>IS-LM &amp; TECHNOLOGY</b> <b>CONTRACT REQUIRED</b>		<b>STAFF</b>	<b>1-6</b>
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<b>EDUC 696F</b> 72567	<b>1</b>	<b>IS-HIGHER EDUCATION</b> <b>CONTRACT REQUIRED</b>		<b>STAFF</b>	<b>1-6</b>
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EDUC 696G 72568	1	<i>IS-INTERNATIONAL ED CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 696G 72699	2	<i>IS-INTERNATIONAL ED CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 696I 72569	1	<i>IS-LANG,LIT&amp;CULTURE CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 696J 72570	1	<i>IS-MSLT CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 696K 72571	1	<i>IS-RES&amp;EVAL METHODS CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 696K 72697	2	<i>IS-RES&amp;EVAL METHODS CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 696L 72572	1	<i>IS-SCH COUNSELOR ED CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 696L 72616	2	<i>IS-SCH COUNSELOR ED CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 696M 72573	1	<i>IS-SCHOOL PSYCHOLOGY CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 696N 72574	1	<i>IS-STEP CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 696N 72696	2	<i>IS-STEP CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 696O 72575	1	<i>IS-SOC JUSTICE EDUC CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 696O 72698	2	<i>IS-SOC JUSTICE EDUC CONTRACT REQUIRED</i>	STAFF	1-6

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EDUC 696P 72576	1	<i>IS-SPECIAL EDUCATION</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 697A 76865	1	<i>ST-WOMEN IN HGHR ED</i>	W 4:00-6:30	BARNES,B.	3
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Women now comprise a majority of all American undergraduate students, but only a minority of senior professors, senior administrators, or presidents. This course is an introduction to the issues affecting women in the academy as students, educators, leaders, and scholars. Some of the topics include: barriers to women's full participation in higher education, including sexual harassment and racism; the question of coeducation versus single-sex education; conditions for women undergraduates including the so-called "chilly climate." In addition, the course will explore issues germane to female faculty members, barriers to institutional leadership, and the goals and contributions of women's studies as well as the current attack on feminist scholarship. This is a seminar style course where students are expected to participant fully.

EDUC 697CC 76965	1	<i>SEC MATH CURR TOPICS</i> FURCOLO 20	TH 4:00-6:30	MADDEN,S.	3
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This course is designed to explore secondary mathematics curriculum topics and innovations. Students will investigate current trends in national, state and local professional curriculum recommendations as well as contemporary and innovative instructional materials designed to support current curricular recommendations.

EDUC 697D 79081	1	<i>ST-CHILDREN&amp;FAMLIES</i>	M 7:00-9:30	NUGENT,J.K.	3
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The purpose of this course is to examine current approaches to the assessment of and intervention with infants and their families over the first three years of life. Neurological and behavioral scales, such as Prechtl's, Dubowitz's, Amiel-Tison's, Brazelton's, and Als' will be compared. Screening tools such as Prechtl's Optimality Scale, the Apgar and the Denver, and Standardized and Piagetian-type scales such as Gesell, Bayley, and the Hunt-Uzgiris, will be compared. Observations of interaction using time sampling and videotape will also be examined. Contrasting approaches to parent education will be compared. Hospital-based prevention and early intervention programs will be evaluated while research strategies in early intervention will be examined.

EDUC 697O 72668	1	<i>ST-TCH MATH W/COMP</i> FURCOLO 22	W 4:00-6:30	PEELLE,H.	3
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Introduction to uses of computer software for teaching mathematics. Development of experimental lesson plans for selected topics. Problem solving using programming language. Discussion of related issues in mathematics education. Follow-up via Independent Study.

EDUC 698A 72579	1	<i>PRAC-CHILD &amp; FAMILY</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 698B 72580	1	<i>PRAC-CTEP</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 698C 72694	1	<i>PRAC-EDUC ADMIN</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 698D 72581	1	<i>PRAC-L,M&amp;TECHNOLOGY CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698F 72539	1	<i>PRAC-TCH CHLD SP ND FOR LICENSURE</i>		BOSCARDIN,M.L.	6
EDUC 698F 72548	2	<i>PRAC-TCH CHLD SP ND FOR LICENSURE</i>		PIERCE,M.	6
EDUC 698F 76520	3	<i>PRAC-TCH CHLD SP ND FOR LICENSURE</i>		KREZMIEN,M.	6
EDUC 698G 72582	1	<i>PRAC-HIGHER EDUC CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698I 72578	1	<i>PRAC-INTERNATIONL ED CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698J 72583	1	<i>PRAC-LLC CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698K 72584	1	<i>PRAC-MSLT CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698L 72585	1	<i>PRAC-RES&amp;EVAL MTHDS CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698M 77061	1	<i>PRAC-SCH COUNSLR ED CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698N 72526	1	<i>PRAC-SPEC ED ADMIN FOR LICENSURE</i>		BOSCARDIN,M.L.	6
EDUC 698O 72586	1	<i>PRAC-SCHOOL PSYCH CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698P 72587	1	<i>PRAC-STEP CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698Q 72498	1	<i>PRAC-SCH PSYCHOLOGY</i>	W 1:00-2:30	MARCOTTE,A.	3

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EDUC 698R 72550	1	<i>PRAC-TCHR OF READING FOR LICENSURE</i>		MATOS,N.	6
EDUC 698S 72590	1	<i>PRAC-SOC JUSTICE ED CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698T 72588	1	<i>PRAC-SPECIAL EDUC CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 698V 72499	1	<i>PRAC-INTRN ADM SP ED CONTRACT REQUIRED</i>		BOSCARDIN,M.L.	6
EDUC 701 72619	1	<i>PRAC-SCHOOL GUIDANCE</i>	M 4:00-6:30	LAPAN,R.	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 702 72626	1	<i>SCH-BASED CONSLTN</i>	W 9:05-11:55	MATTHEWS,WM.	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 708 72621	1	<i>SCH PSY COG ASSMNT</i>	W 4:00-6:30	HINTZE,J.	3
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Cognitive assessment course is second in our assessment/testing sequence. Educ 705 or equivalent introductory course in testing/assessment measurement is a prerequisite for this course.

EDUC 726 72622	1	<i>INTRO ED LDRSHP ADM</i>	TU 7:00-9:30	GAJDA,R.	3
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An introduction to basic concepts, skills, strategies, and research related to leading and managing schools. Topics include organizational culture, and models of decision making, leadership, learning, and instruction.

EDUC 734 72623	1	<i>UNDERSTAND RES LLC FURCOLO 20</i>	W 4:00-6:30	TURNER,C.	3
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The purpose of this course is to apprentice new doctoral students to the ways in which researchers interested in the intersection between the fields of language, literacy, and culture approach the activity of conducting, reading, and writing research.

EDUC 735 76521	1	<i>ADV THRY/PRC TEST I</i>	M 9:05-12:05	HAMBLETON,R.	3
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Theory of mental tests beginning with the classical test theory model and including such topics as reliability, validity,



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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 792Q    1    S-INTRO RES MSLT                    M 4:00-6:30                    AZEVEDO,F.                    3**  
**72687**

Overview of research in mathematics education, science education, and learning technologies. Synopses of MSLT faculty research agendas. Development of students' topics for research. (For first-year doctoral students.)

**EDUC 793D    1    S-GLOBLZTN&EDUC POL                    W 7:00-9:30                    KAMAT,S.                    3**  
**72708**

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'être* 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 793W    1    S-CIE MASTERS PRJCT                    M 1:00-4:00                    EVANS,D.                    3**  
**76524                    HILLS 275**

This seminar provides a mixture of group planning, support and guided individual study for those students in international education who are ready to work on a specific research topic for their M.Ed. thesis/project. Prior to enrollment, students should have completed CIE form one and clarified preliminary ideas for project or thesis with their advisor. In the seminar's first phase, students are introduced to selected research and design models, procedures for developing a study design, and use of documentary sources. Steps and targets help participant to identify and refine their study plans and to complete form two. In the second phase, small working groups are formed to apply principles of design and become a primary source of feedback and support supplemented by conferences with instructor and large group sessions. The final allocation of 3 credits for EDUC 793W signifies successful completion of the project/thesis.

**EDUC 794I    1    S-INTRV ACH&BEH PROB                    TU 9:20-12:20                    MARCOTTE,A.                    3**  
**72511**

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 795E    1    S-THRY INTERGRP DIAL                    M 4:00-6:30                    ZUNIGA,X.                    3**  
**72589**

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

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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 797J**     **1**     ***ST-INTRO TO INQUIRY***                     **M 4:00-6:30**                     **RALLIS,S.**                     **3**  
72595

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

**EDUC 804**     **1**     ***CULT PERSPTVS ED MGT***                     **W 1:00-4:00**                     **EVANS,D.**                     **3**  
79107                     **HILLS 275**

Course explores definitions of culture and how cultural beliefs, values, and practices shape managerial work in education. Theories of culture and education management frame discussions of cross-cultural management practice.

**EDUC 808**     **1**     ***PRG PLNG IMP & EVAL***                     **TU 4:00-6:30**                     **BOSCARDIN,ML**                     **3**  
72627

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

**EDUC 815**     **1**     ***RESRCH LANG/LIT/CLTR***                     **TU 4:00-6:30**                     **IVES,D.**                     **3**  
78130                     **FURCOLO 228**

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**     **1**     ***ALT APPRCHS TO EDUC***                     **TH 9:00-12:00**                     **HARTWELL,A.**                     **3**  
79108                     **HILLS 275**

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**     **1**     ***INT SCH PSY PRE DOC***                     **BY ARRGT**                     **HINTZE,J.**                     **1-9**  
72628                     **SEE INSTRUCTOR**

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

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EDUC 837 78131	1	<i>INFLNS SOCIAL CONTEX</i> FURCOLO 228	W 4:00-6:30	DAVIS,K.	3
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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 863 72629	1	<i>ADMIN FIELD EXPERNC</i> SEE INSTRUCTOR	BY ARRGT	WHITEHEAD,K.	3-6
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Part of a structured sequence of courses and field experiences leading to licensure. Supervised field experience in administrative activities.

EDUC 865 76836	1	<i>THRY/RSRCH ED LDRSHP</i>	W 7:00-9:30	EISEMAN,J.	3
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Historical development of administrative theory. Emphasis on its contribution to research and development in educational administration.

EDUC 880 72630	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 881 78133	1	<i>COMPARATIVE EDUC</i> HILLS 275	TU 1:00-4:00	MOSELSON,J.	3
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This course is designed as a seminar for graduate students interested in educational issues and problems which cross national and cultural boundaries. Students will be introduced to the field of Comparative Education and become familiar with some of its approaches and methodologies. A comparative approach will be used to explore specific case studies and issues identified by students.

EDUC 899 72502	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 72542	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 72543	3	<i>ED.D. DISSERTATION</i>	N/A	WILLETT,J.	1-9
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TECS Doctoral Candidates: See Section 1 description.

EDUC H497I 79090	1	<i>HONORS COLLOQ 497I</i> SEE INSTRUCTOR	BY ARRGT	EDWARDS,S. MALOY,R.	1
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This colloq will consist of weekly meetings and preparation for working in the Mark's Meadow Elementary School After School Program. Preparation of activities for Elementary School students in a Writing Club to include tips and

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tools to better their writing and expand their creative imagination.

**HUMDEV 252 1 BASIC CONCEPTS IN HD W 4:00-6:30 WASHINGTON,E 3**  
**76526 FURCOLO 222**

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

**HUMDEV 270 1 CHILD DEVELOPMENT TUTH 9:30-10:45 HAMILTON,C 4**  
**72631 HERTER HALL 205**

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

**HUMDEV 270 2 CHILD DEVELOPMENT TUTH 11:15-12:30 KARLSON,A 4**  
**72632 HERTER HALL 205**

See Section 1 description.

**HUMDEV 270 3 CHILD DEVELOPMENT TUTH 1:00-2:15 WASHINGTON,E 4**  
**78549 BOYDEN 249**

See Section 1 description.

**HUMDEV 370 1 HD ADOLES&YG ADULT W 4:00-6:30 KARLSON,A 3**  
**77691**

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

**SCHPSY 899 1 PH.D. DISSERTATION N/A LAPAN,R 1-9**  
**72601**

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.