

**SCHOOL OF EDUCATION  
SPRING 2010**

<b>EDUC 115 54484</b>	<b>1</b>	<b><i>EMBRACING DIVERSITY</i> GOESSMANN LAB ADD 64</b>	<b>TH 11:15-12:30</b>	<b>MCCLENDON,S.</b>	<b>3</b>
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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.

<b>EDUC 115 57186</b>	<b>1D</b>	<b><i>EMBRACING DIVERSITY</i> LGRC A201</b>	<b>TH 2:30-3:45</b>	<b>MCCLENDON,S.</b>	
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<b>EDUC 115 57187</b>	<b>2D</b>	<b><i>EMBRACING DIVERSITY</i> LGRC A203</b>	<b>TH 2:30-3:45</b>	<b>MCCLENDON,S.</b>	
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<b>EDUC 115 57188</b>	<b>3D</b>	<b><i>EMBRACING DIVERSITY</i> LGRC A205</b>	<b>TH 2:30-3:45</b>	<b>MCCLENDON,S.</b>	
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<b>EDUC 115 57189</b>	<b>4D</b>	<b><i>EMBRACING DIVERSITY</i> LGRT 323</b>	<b>TH 2:30-3:45</b>	<b>MCCLENDON,S.</b>	
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<b>EDUC 125 54677</b>	<b>1</b>	<b><i>OASIS 1ST YR SEMINAR</i> GOODELL 604</b>	<b>M 2:30-3:20</b>	<b>MAYNARD, KD</b>	<b>1</b>
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The OASIS First-Year Seminar is a one-credit Pass/Fail course, specifically designed to help undeclared students make a smooth transition to UMass. It will provide opportunities for students to develop skills, behaviors, and attitudes necessary for success at the University. Instructors will also serve as the student's advisor. Students will complete in-class and out-of-class assignments and will have two individual meetings with the instructor/advisor. Designed for students who have not yet declared a major.

<b>EDUC 125 54678</b>	<b>2</b>	<b><i>OASIS 1ST YR SEMINAR</i> GOODELL 604</b>	<b>TU 1:00-2:15</b>	<b>MAYNARD, KD</b>	<b>1</b>
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See Section 1 description.

<b>EDUC 125 54679</b>	<b>3</b>	<b><i>OASIS 1ST-YR SEMINAR</i> GOODELL 604</b>	<b>W 11:15-12:05</b>	<b>MAYNARD, KD</b>	<b>1</b>
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See Section 1 description.

<b>EDUC 125 54680</b>	<b>4</b>	<b><i>OASIS 1ST-YR SEMINAR</i> GOODELL 604</b>	<b>TH 11:15-12:30</b>	<b>MAYNARD, KD</b>	<b>1</b>
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See Section 1 description.

<b>EDUC 125</b>	<b>5</b>	<b><i>OASIS 1ST-YR SEMINAR</i></b>	<b>M 12:20-1:10</b>	<b>MAYNARD, KD</b>	<b>1</b>
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**SCHOOL OF EDUCATION  
SPRING 2010**

57190                      **GOODELL 604**

See Section 1 description.

EDUC 125 59056	6	<i>OASIS 1ST-YR SEMINAR</i> DUBOIS LIBRARY 767	W 6:00-7:30	MAYNARD,KD SCHNAUBER,J.	1
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See Section 1 description.

EDUC 192A 54545	1	<i>S-ED AT THE MOVIES</i> SOM 137	TU 4:00-5:15	KARLSON,A.	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 54546	1D	<i>S-ED AT THE MOVIES</i> HERTER HALL 207	TU 6:00-7:15	KARLSON,A.	
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EDUC 192A 54547	2D	<i>S-ED AT THE MOVIES</i> HERTER HALL 207	TU 7:30-8:45	KARLSON,A.	
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EDUC 192A 54548	3D	<i>S-ED AT THE MOVIES</i> HERTER HALL 207	TH 2:30-3:45	KARLSON,A.	
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EDUC 192A 54549	4D	<i>S-ED AT THE MOVIES</i> HERTER HALL 207	W 7:00-8:15	KARLSON,A.	
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EDUC 192A 54550	5D	<i>S-ED AT THE MOVIES</i> HERTER HALL 207	W 5:30-6:45	KARLSON,A.	
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EDUC 192A 54551	6D	<i>S-ED AT THE MOVIES</i> HERTER HALL 207	TH 1:00-2:15	KARLSON,A.	
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EDUC 192G 54648	1	<i>S-OASIS MOVING FRWRD</i> GOODELL 604	TU 11:15-12:30	MAYNARD,KD	1
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The OASIS Seminar: Moving Forward is designed to assist undeclared, second semester students who are on probation or third semester students returning to the University after serving an academic suspension. Seminar provides opportunities for students to enhance/improve skills (note-taking, study methods and test-taking strategies), behaviors (class attendance, time management, and meeting with professors) and attitudes necessary for success at the University.

EDUC 192G 54649	2	<i>S-OASIS MOVING FRWRD</i> GOODELL 604	TU 2:30-3:45	MAYNARD,KD	1
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**SCHOOL OF EDUCATION  
SPRING 2010**

See Section 1 description.

<b>EDUC 192G 54650</b>	<b>3</b>	<b><i>S-OASIS MOVING FRWRD GOODELL 604</i></b>	<b>W 2:30-3:45</b>	<b>MAYNARD,KD</b>	<b>1</b>
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See Section 1 description.

<b>EDUC 192G 54651</b>	<b>4</b>	<b><i>S-OASIS MOVING FRWRD GOODELL 604</i></b>	<b>TH 1:00-2:15</b>	<b>MAYNARD,KD</b>	<b>1</b>
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See Section 1 description.

<b>EDUC 210 54485</b>	<b>1</b>	<b><i>SOCIAL DIVRSTY IN ED BUTTERFIELD HSE 7</i></b>	<b>TUTH 11:15-12:30</b>	<b>ADAMS,M. WILLIAMS,T.</b>	<b>3</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 54563</b>	<b>2</b>	<b><i>SOCIAL DIVRSTY IN ED PATTERSON DORM 231</i></b>	<b>TUTH 11:15-12:30</b>	<b>ADAMS,M. KEEHN, M.</b>	<b>3</b>
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See Section 1 description.

<b>EDUC 210 54564</b>	<b>3</b>	<b><i>SOCIAL DIVRSTY IN ED HAMPDEN DC 200</i></b>	<b>TUTH 11:15-12:30</b>	<b>ADAMS,M. DAIGLE-MATOS,J</b>	<b>3</b>
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See Section 1 description.

<b>EDUC 210 54720</b>	<b>4</b>	<b><i>SOCIAL DIVRSTY IN ED COOLIDGE HSE 508</i></b>	<b>TUTH 11:15-12:30</b>	<b>ADAMS,M. FUNK,M</b>	<b>3</b>
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See Section 1 description.

<b>EDUC 210 54721</b>	<b>5</b>	<b><i>SOCIAL DIVRSTY IN ED COOLIDGE HSE 1208</i></b>	<b>TUTH 11:15-12:30</b>	<b>ADAMS,M. BRIGHAM,E.</b>	<b>3</b>
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See Section 1 description.

<b>EDUC 210 54722</b>	<b>6</b>	<b><i>SOCIAL DIVRSTY IN ED KENNEDY HSE 508</i></b>	<b>TUTH 11:15-12:30</b>	<b>ADAMS,M. SMITH,T.</b>	<b>3</b>
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See Section 1 description.

<b>EDUC 229 54486</b>	<b>1</b>	<b><i>INTERNATIONAL EDUC GOESSMANN LAB ADD 64</i></b>	<b>TU 4:00-5:30</b>	<b>MOSSELSON,J.</b>	<b>3</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 global issues: environmental pollution, population distribution, socio-economic concerns and cultural conflicts.

<b>EDUC 229 57192</b>	<b>1D</b>	<b><i>INTERNATIONAL EDUC LGRT 321</i></b>	<b>TU 5:31-6:30</b>		
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**SCHOOL OF EDUCATION  
SPRING 2010**

EDUC 297D 58166	1	<i>ST-INTERCULT LIVING</i> ARNOLD HSE 136	TH 7:00-9:00	MOSELSON,J.	1
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Intercultural Living 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 325 54552	1	<i>INTRO TO SPECIAL EDU</i> LGRC A203	TU 7:00-9:30	TUDRYN,P.	3
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This course is a study of the origin, diagnosis, and treatment of special needs children with an emphasis on learning, goal planning, and understanding their intellectual, social, physical and sensory needs. Course content reviews history, legislation, terminology, handicapping conditions, and services which affect disabled children and adults in educational and community settings.

EDUC 325 54574	2	<i>INTRO TO SPECIAL EDU</i> LGRC A201	TH 4:00-6:30	MCCARTHY,E.	3
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See Section 1 description.

EDUC 325 54693	3	<i>INTRO TO SPECIAL EDU</i> LGRC A203	TH 4:30-7:00	MAY,N.	3
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See Section 1 description.

EDUC 351 54519	1	<i>FOUNDATIONS OF EDUC</i> FURCOLO 20	TUTH 9:30-10:45	SELDIN,C.	3
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A study of selected problems and issues in modern education through the disciplines of educational sociology, educational history, educational philosophy, comparative education, or social psychology. Possible foci are educational aims, professionalism, academic freedom, urban education, and educational innovation.

EDUC 351 57198	2	<i>FOUNDATIONS OF EDUC</i> FURCOLO 20	TUTH 1:00-2:15	SELDIN,C.	3
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See Section 1 description.

EDUC 377 54544	1	<i>INTRO MULTICULT ED</i> FURCOLO 222	TU 1:00-3:30	VALDIVIEZO,L.	3
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Introduction to the sociohistorical, philosophical, and pedagogical foundations of cultural pluralism and multicultural education. Topics include experiences of racial minorities, white ethnic groups and women; intergroup relations in American society, sociocultural influences and biases in schools; and philosophies of cultural pluralism.

EDUC 377 54566	2	<i>INTRO MULTICULT ED</i> FURCOLO 225	TU 1:00-3:30	VALDIVIEZO,L. LENARD,A.	3
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See Section 1 description.

EDUC 377 54681	3	<i>INTRO MULTICULT ED</i> FURCOLO 21A	TU 1:00-3:30	VALDIVIEZO,L. LARKE,D.	3
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See Section 1 description.

**SCHOOL OF EDUCATION  
SPRING 2010**

EDUC 378 54526	1	<i>SURVEY OF CHILDS LIT</i> FURCOLO 20	M 9:30-12:00	IVES,D.	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 54644	2	<i>SURVEY OF CHILDS LIT</i> FURCOLO 228	M 9:30-12:00	IVES,D.	3
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See Section 1 description.

EDUC 378 54658	3	<i>SURVEY OF CHILDS LIT</i> FURCOLO 225	M 9:30-12:00	IVES,D.	3
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See Section 1 description.

EDUC 391R 58826	3	<i>S-RES ED&amp;COMM DVLPMN</i> HILLS 113	M 4:40-6:10	GIDDENS,L. BERGER,J.	1
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This course is designed to connect students with the associated vision, mission and values of those interested in the Housing and Residence Life profession.

EDUC 391R 58827	4	<i>S-RES ED&amp;COMM DVLPMN</i> HILLS N423	M 6:00-7:30	GIDDENS,L. BERGER,J.	1
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See Section 1.

EDUC 391R 58828	5	<i>S-RES ED&amp;COMMDVLPMN</i> HILLS 373	M 7:00-8:30	GIDDENS,L. BERGER,J.	1
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See Section 1.

EDUC 391R 58829	6	<i>S-RES ED&amp;COMM DVLPMN</i> HILLS 483	TU 9:30-11:00	GIDDENS,L. BERGER,J.	1
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See Section 1.

EDUC 391R 58831	8	<i>S-RES ED&amp;COMM DVLPMN</i> HILLS 373	TU 4:00-5:30	GIDDENS,L. BERGER,J.	1
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See Section 1.

EDUC 391R 58832	9	<i>S-RES ED&amp;COMM DVLPMN</i> HILLS 113	TU 6:00-7:30	GIDDENS,L. BERGER,J.	1
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See Section 1.

EDUC 391R 58833	10	<i>S-RES ED&amp;COMM DVLPMN</i> HILLS 373	TU 7:00-8:30	GIDDENS,L. BERGER,J.	1
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See Section 1.

EDUC 391R 58834	11	<i>S-RES ED&amp;COMM DVLPMN</i> HILLS 113	W 10:10-11:40	GIDDENS,L. BERGER,J.	1
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**SCHOOL OF EDUCATION  
SPRING 2010**

See Section 1.

<b>EDUC 391R 58836</b>	<b>13</b>	<b><i>S-RES ED&amp;COMM DVLPMN HILLS 113</i></b>	<b>W 4:00-6:10</b>	<b>GIDDENS,L. BERGER,J.</b>	<b>1</b>
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See Section 1.

<b>EDUC 391R 58837</b>	<b>14</b>	<b><i>S-RES ED&amp;COMM DVLPMN HILLS 373</i></b>	<b>W 6:00-7:30</b>	<b>GIDDENS,L. BERGER,J.</b>	<b>1</b>
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See Section 1.

<b>EDUC 391R 58838</b>	<b>15</b>	<b><i>S-RES ED&amp;COMM DVLPMN HILLS 113</i></b>	<b>TH 4:00-5:30</b>	<b>GIDDENS,L. BERGER,J.</b>	<b>1</b>
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See Section 1.

<b>EDUC 391R 58839</b>	<b>16</b>	<b><i>S-RES ED&amp;COMM DVLPMN HILLS 483</i></b>	<b>TH 4:00-5:30</b>	<b>GIDDENS,L. BERGER,J.</b>	<b>1</b>
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See Section 1.

<b>EDUC 392B 58422</b>	<b>1</b>	<b><i>S-RACM GLBL CONTXT SEE INSTRUCTOR</i></b>	<b>BY ARRGT</b>	<b>DOVER,A.</b>	<b>1</b>
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See instructor for syllabus.

All students must attend a mandatory First Night Orientation on Tuesday, February 9th, 5:00pm to 10:00pm, location: TBA, and one weekend class: February 27th-28th, 9am-5pm, location, tba.

<b>EDUC 392E 54637</b>	<b>1</b>	<b><i>S-SOC ISS:SEXISM SEE INSTRUCTOR</i></b>	<b>BY ARRGT</b>	<b>DOVER,A.</b>	<b>1</b>
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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, February 9th, 5:00pm to 10:00pm, location: tba, and one weekend class: March 26th-27th, location: tba.

<b>EDUC 392G 58423</b>	<b>1</b>	<b><i>S:SOC ISS:ABLEISM SEE INSTRUCTOR</i></b>	<b>BY ARRGT</b>	<b>DOVER,A.</b>	<b>1</b>
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Workshop addresses the dynamics of handicappism on personal and institutional levels.

All students must attend a mandatory first night orientation on Tuesday, February 9th, 5-10pm, and one weekend workshop, April 10th-11th, 9am-5pm, location: tba.

<b>EDUC 393A 54632</b>	<b>1</b>	<b><i>S-STDNT LDRSHP DEVL HILLS 373</i></b>	<b>TH 2:30-3:45</b>	<b>RENDELL,D.</b>	<b>1</b>
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This course is designed to enable student leaders to begin developing their leadership skills. The topics covered will allow students to: gain skill development on a range of topics; build community connections; explore literature related to leadership theory; increase self awareness and awareness of others as members of social groups; and strengthen residential student leadership programs.

**SCHOOL OF EDUCATION  
SPRING 2010**

EDUC 393M 57199	1	S-INTRO EARLY CHILD FURCOLO 20	TUTH 11:15-12:30	CAMMACK,C.	3
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This course helps prospective early childhood teachers explore what it means to teach, and examines their assumptions about the teaching-learning process, and helps them formulate their own beliefs about educational practice based on how young children think and learn. It includes discussion of curriculum and pedagogical issues and a group experience of constructing their own knowledge.

EDUC 394F 54633	1	S-PEER LEADERSHIP ED NAH 203	TH 5:30-8:00	CLEMMONS,D.	3
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First part of a two-semester course designed to help upper-class students focus on developing leadership and outreach skills. Students will serve as Peer Leaders to assist first year students form effective study groups, learn how to study for exams and how to manage their time effectively.

EDUC 395Z 57200	1	S-ISS INTERGROUP REL HERTER 108	TH 4:00-6:30	ZUNIGA,X.	3
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In this course, students will participate in a semi-structured face-to-face meeting with students from at least two different social identity groups and explore their own and the other groups' experiences in various social and institutional contexts. Students will learn from each other's experiences, discuss relevant issues, and constructively address intergroup conflicts through small group activities. Students will examine narratives, historical and sociological materials which address each group's experience within a US context, and learn about pertinent issues facing the participating groups on campus and in society. TOPIC: Exploring Differences and Common Ground. Class meets on February 20th, 9am-5pm, location tba.

EDUC 395Z 57203	2	S-ISS INTERGROUP REL HERTER 110	TH 4:00-6:30	ZUNIGA,X.	3
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See Section 1 description. TOPIC: Exploring Diference and Common Ground. Class meets on February 20th, 9am-5pm, location tba.

EDUC 395Z 57204	3	S-ISS INTERGROUP REL HERTER 112	TH 4:00-6:30	ZUNIGA,X.	3
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See Section 1 description. TOPIC: Exploring Differences and Common Ground. Class meets on February 20th, 9am-5pm, location tba.

EDUC 396A 54575	1	IS-CTEP CONTRACT REQUIRED		STAFF	1-6
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EDUC 396A 54667	2	IS-CTEP CONTRACT REQUIRED		STAFF	1-6
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EDUC 396C 54576	1	IS-L,M,& TECHNOLOGY CONTRACT REQUIRED		STAFF	1-6
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EDUC 396D 54653	1	IS-HIGHER EDUCATION CONTRACT REQUIRED		STAFF	1-6
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**SCHOOL OF EDUCATION  
SPRING 2010**

EDUC 396E 54577	1	<i>IS-INTERNATIONAL ED CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 396G 54578	1	<i>IS-SCH COUNSELOR ED CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 396I 54579	1	<i>IS-SCHOOL PSYCHOLOGY CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 396J 54580	1	<i>IS-STEP CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 396K 54581	1	<i>IS-SOCIAL JUSTICE ED CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 396L 54582	1	<i>IS-SPECIAL EDUCATION CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 396M 54583	1	<i>IS-CHILD ST EARLY ED CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 396N 54628	1	<i>IS-BEM/ESL/R&amp;W CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 396P 54697	1	<i>IS-PEDAGOGY EXPERNCE CONTRACT REQUIRED</i>	STAFF	1-6
for Education Minor students				
EDUC 398A 54584	1	<i>PRAC-CTEP CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 398B 54585	1	<i>PRAC-L,M &amp; TECHNOLOGY CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 398C 54586	1	<i>PRAC-SCH COUNS ED CONTRACT REQUIRED</i>	STAFF	1-6
EDUC 398D 54587	1	<i>PRAC-SCHOOL PSYCH CONTRACT REQUIRED</i>	STAFF	1-6

**SCHOOL OF EDUCATION  
SPRING 2010**

EDUC 398E 54588	1	<i>PRAC-STEP CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 398F 54589	1	<i>PRAC-SOC JUSTICE ED CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 398G 54590	1	<i>PRAC-SPECIAL EDUC CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 398I 54591	1	<i>PRAC-CHILD STUDY CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 398J 54625	1	<i>PRAC-HIGHER EDUC CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 398K 54629	1	<i>PRAC:BEM/ESL/R&amp;W CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 398L 54638	1	<i>PRAC-INTERNTIONAL ED CONTRACT REQUIRED</i>		STAFF	1-6
EDUC 461 54527	1	<i>P/M READ/LA/ELEM SCH FURCOLO 21B</i>	TUTH 1:00-2:15	CAMMACK,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 54724	2	<i>P/M READ/LA/ELEM SCH FURCOLO 20</i>	W 1:00-3:30	IVES,D.	3
See Section 1 description.					
EDUC 463 54528	1	<i>P/M TCH MTH ELEM SCH FURCOLO 128</i>	TH 9:00-11:30	MADDEN,S.	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 463 54529	2	<i>P/M TCH MTH ELEM SCH FURCOLO 128</i>	TH 1:00-3:30	BRYANT,S. MADDEN,S.	3
See Section 1 description.					
EDUC 482E 54639	1	<i>PRE-PRAC EDUC SEE INSTRUCTOR</i>	BY ARRGT	IVES,D.	1-2

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

**SCHOOL OF EDUCATION  
SPRING 2010**

EDUC 497I 54487	1	<i>ST-TUTORING IN SCHLS</i> FURCOLO 128	TU 4:00-6:30	MALOY,R.	3
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This course will introduce University undergraduates to pedagogical and methodological issues and strategies for tutoring linguistic minority students. Students who participate in this course provide academic assistance to secondary school students while working with Project Coordinators, the Faculty Director of the TEAMS project, public school teachers and administrators, and members of the community.

EDUC 497I 54488	2	<i>ST-TUTORING IN SCHLS</i> FURCOLO 21A	TU 4:00-6:30	EDWARDS,S.	3
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See Section 1 description.

EDUC 500L 54489	1	<i>STU TCH-ESL</i> SEE INSTRUCTOR	BY ARRGT	MATOS,N.	3-6
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PERMISSION OF INSTRUCTOR. ESL. Field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system.

EDUC 500M 54555	1	<i>STU TCH-MID SCH 5-8</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	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 500M 54556	2	<i>STU TCH-MID SCH 5-8</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	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 500M 54557	3	<i>STU TCH-MID SCH 5-8</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	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 500M 54558	4	<i>STU TCH-MID SCH 5-8</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	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 54559	1	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	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 54560	2	<i>STU TCH-SEC 8-12</i> SEE INSTRUCTOR	BY ARRGT	MADELONI,B.	6-12
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PERMISSION OF INSTRUCTOR. SCIENCE. Field experience under the tutelage of a cooperating teacher and

**SCHOOL OF EDUCATION  
SPRING 2010**

University supervisor in an approved school system.

<b>EDUC 500S 54561</b>	<b>3</b>	<b><i>STU TCH-SEC 8-12 SEE INSTRUCTOR</i></b>	<b>BY ARRGT</b>	<b>MADELONO,B.</b>	<b>6-12</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.

<b>EDUC 500S 54562</b>	<b>4</b>	<b><i>STU TCH-SEC 8-12 SEE INSTRUCTOR</i></b>	<b>BY ARRGT</b>	<b>MADELONI,B.</b>	<b>6-12</b>
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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.

<b>EDUC 510 54490</b>	<b>1</b>	<b><i>TEACHER MID/HS CLS LGRC A301</i></b>	<b>TH 5:00-7:00</b>	<b>MADELONI,B.</b>	<b>2</b>
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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.

<b>EDUC 510 54491</b>	<b>2</b>	<b><i>TEACHER MID/HS CLS LGRC A301</i></b>	<b>TH 5:00-7:00</b>	<b>MADELONI,B.</b>	<b>2</b>
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See Section 1 description.

<b>EDUC 510 54492</b>	<b>3</b>	<b><i>TEACHER MID/HS CLS LGRC A301</i></b>	<b>TH 5:00-7:00</b>	<b>MADELONI,B.</b>	<b>2</b>
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See Section 1 description.

<b>EDUC 510 54493</b>	<b>4</b>	<b><i>TEACHER MID/HS CLS LGRC A301</i></b>	<b>TH 5:00-7:00</b>	<b>MADELONI,B.</b>	<b>2</b>
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See Section 1 description.

<b>EDUC 524 54494</b>	<b>1</b>	<b><i>WORK MID/HS TEACHERS BARTLETT HALL 61</i></b>	<b>W 4:00-5:00</b>	<b>KUDUKEY,J.</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 54495</b>	<b>1D</b>	<b><i>WORK MID/HS TEACHERS BARTLETT HALL 310</i></b>	<b>W 5:01-6:30</b>	<b>KUDUKEY,J.</b>	
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<b>EDUC 524 54496</b>	<b>2D</b>	<b><i>WORK MID/HS TEACHERS BARTLETT HALL 312</i></b>	<b>W 5:01-6:30</b>	<b>KUDUKEY,J.</b>	
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<b>EDUC 524 54497</b>	<b>3D</b>	<b><i>WORK MID/HS TEACHERS BARTLETT HALL 314</i></b>	<b>W 5:01-6:30</b>	<b>KUDUKEY,J.</b>	
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**SCHOOL OF EDUCATION  
SPRING 2010**

<b>EDUC 555 54520</b>	<b>1</b>	<b><i>INTRO STAT/COMP AN I HERTER HALL 114</i></b>	<b>TUTH 1:00-2:15</b>	<b>RANDALL,J.</b>	<b>3</b>
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The purpose of this course is to give students in the social sciences and, in particular, education, skills in statistical reasoning so that they will be critical readers of research literature in their fields and in a position to design research studies and analyze data on their own. More specifically, the purpose of this course is to provide students with a conceptual understanding of the basic statistical procedures used in educational and social science research and to provide them with the computational skills necessary to carry out the procedures.

<b>EDUC 555 57206</b>	<b>2</b>	<b><i>INTRO STAT/COMP AN I HILLS 267</i></b>	<b>TU 4:00-6:30</b>	<b>SIRECI,S.</b>	<b>3</b>
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See Section 1 description.

<b>EDUC 592EE 54736</b>	<b>1</b>	<b><i>S-USER INTERFACE DES FURCOLO 20</i></b>	<b>M 4:00-6:30</b>	<b>AZEVEDO,F.</b>	<b>3</b>
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This course considers principles and heuristics for the design of user interfaces to software systems, in particular systems targeting the learning of science, mathematics, and programming.

<b>EDUC 594A 54541</b>	<b>1</b>	<b><i>S-MANAG CUL RESP CLS FURCOLO 20</i></b>	<b>M 7:00-9:30</b>	<b>ORTIZ- MARRERO,F.</b>	<b>3</b>
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This seminar is concerned with how learning is organized in culturally responsive bilingual and ESL classrooms in American public school settings. It is designed to include a range of collaborative and self-reflective learning activities about a variety of topics including assessment, classroom management, and planning and implementing the curriculum. The seminar aims to meet the needs of pre-practicum and practicum students from diverse backgrounds and at varying stages of professional development. The underlying assumptions about the seminar's learning community are that each participant is a rich resource who can contribute to the learning process, is an integral partner in the co-construction of a supportive and collaborative atmosphere, and can help us to stretch our ways of thinking about the practice of teaching.

<b>EDUC 594M 54695</b>	<b>1</b>	<b><i>S-CHLD&amp;ADOL DEVELMNT HILLS 113</i></b>	<b>TU 1:00-3:30</b>	<b>DIMMITT,C.</b>	<b>3</b>
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Course surveys typical and atypical child and adolescent development in PreK-12 school environments. It provides students opportunities to learn current theories and applications related to the specific helping professions work settings that students will enter.

<b>EDUC 595A 57207</b>	<b>1</b>	<b><i>S-ED VIDEO PRODUCTN LGRC 127A</i></b>	<b>W 7:00-9:30</b>	<b>SULLIVAN,F.</b>	<b>3</b>
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This course focuses on the planning, production, and analysis of educational videos. Students will engage in all video production processes with a special focus on online video editing production.

<b>EDUC 595K 54702</b>	<b>1</b>	<b><i>S-INTRO COLLEGE TCHN GOODELL 301</i></b>	<b>TU 4:00-6:30</b>	<b>OUELLETT,M.</b>	<b>3</b>
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This is a three credit course designed to give students an introduction to college teaching via exposure to theories of student learning and the opportunity to practice a variety of teaching techniques. The goal of this discussion/seminar is to give students a practical grounding in teaching effectiveness that will enhance both their future academic career and their current teaching assignments at the University of Massachusetts.

**SCHOOL OF EDUCATION  
SPRING 2010**

<b>EDUC 597R 54498</b>	<b>1</b>	<b><i>ST-LDRSHP MULTIC TUT FURCOLO 128</i></b>	<b>TU 4:00-6:30</b>	<b>MALOY,R.</b>	<b>3</b>
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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.

<b>EDUC 601 54703</b>	<b>1</b>	<b><i>COL STUD DEVL THEORY HERTER HALL 224</i></b>	<b>M 4:00-6:30</b>	<b>BARNES,B.</b>	<b>3</b>
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Course introduces theories and research on college students' development and their college experience. Theories describing patterns of growth and development and their application in Higher Education are explored.

<b>EDUC 611 58418</b>	<b>1</b>	<b><i>TSTG,ASSMNT&amp;EVLBILIN ELAB II, RM. 115</i></b>	<b>TH 4:00-6:30</b>	<b>AUSTIN,T.</b>	<b>3</b>
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This course is designed as an introduction to the field of testing, assessment and evaluation in second language education (bilingual, foreign language, and ESL settings). Throughout the semester, readings, activities, and discussions will examine the complexities of monitoring second language and literacy learning development using sociocultural and psycholinguistic theories of learning. Basic technical principles of assessment, and tools to judge and construct tests, assessments, and evaluations will be introduced. Procedures will be established for critically examining assessment tools in light of their stated purpose and use in current practice. Through class activity criteria will be set for quality assessments/testing and program evaluation that are helpful in developing new assessments.

<b>EDUC 612 54704</b>	<b>1</b>	<b><i>ED WEB DESIGN LIBRARY TOWER 1667</i></b>	<b>TH 4:00-6:30</b>	<b>SHIH, M.Y.</b>	<b>3</b>
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This course will investigate the design of web resources for educational purposes. It will explore the tools and procedures required to design, build, and implement a Web site. Students will study and evaluate the design and content of educational resources currently available on the web. As students learn design principles, the course will concentrate on having students create their own educational web resources. The emphasis will be on creating and using primary information sites rather than sites solely containing links to other sites. Prerequisite: Students entering this course should have experience surfing the web and should be comfortable using email and word processing applications.

<b>EDUC 613 54500</b>	<b>1</b>	<b><i>NEW DEV SEC SHL HIS FURCOLO 128</i></b>	<b>M 4:00-6:30</b>	<b>MALOY,R.</b>	<b>3</b>
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Comparative study and evaluation of recent programs and practices in secondary school history and political science.

<b>EDUC 615C 59001</b>	<b>1</b>	<b><i>W/E:LDRSHP COMM SR SEE INSTRUCTOR</i></b>	<b>BY ARRGT</b>	<b>MALOY,R. EDWARDS,S.</b>	<b>3</b>
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TEAMS Tutoring Leadership Seminar.

<b>EDUC 615F 57208</b>	<b>1</b>	<b><i>W/E:SCHOOL DATA HILLS 483</i></b>	<b>W 7:00-9:30</b>	<b>WHITEHEAD,K.</b>	<b>3</b>
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This course aims to assist school personnel develop a framework of the collection, analysis, and use of school data to improve instruction. It begins with understanding the policy dynamics and mandates as well as the current research landscape in regard to the utility of assessment accountability to improve schooling. The second phase will help students develop practical data collection and analysis skills. Students will engage in the process of collecting, analyzing, and presenting findings of school data. Students will develop plans for use in professional development and school improvement.

**SCHOOL OF EDUCATION  
SPRING 2010**

<b>EDUC 615K 54636</b>	<b>1</b>	<b>W/E:COM COL LDERSHP SEE INSTRUCTOR</b>	<b>BY ARRGT</b>	<b>BERGER,J.</b>	<b>3</b>
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This course will explore the context for leadership in community colleges, trying to understand these institutions, how they evolved and where they stand today. The course will address the subject of leadership directly, grappling with theories and concepts and how they apply to community college settings. We will explore a number of other subjects that are important in community colleges (e.g., the dynamics of complex, public organizations; teaching and learning; students; resources; accountability) seeking to understand how each presents management problems for community colleges as well as opportunities for leadership.

<b>EDUC 615T 54630</b>	<b>1</b>	<b>W/E:COL IMPCT ON STU HERTER HALL 212</b>	<b>TH 4:00-6:30</b>	<b>MCCLENDON,S.</b>	<b>3</b>
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The purpose of this course is to explore the impact that college has on students, both during college and in their lives afterward. We will examine various factors that influence college impact, including student characteristics, college experiences and institutional types. We will also look at questions surrounding college impact: what are the desired consequences of college; who cares about it and why; how do we think about it; and how do we measure it? The primary goal of the course is for students to understand the concepts, research, challenges and debates concerning college impact. Prerequisite: EDUC 692D (master's or doctoral) or consent of the instructor.

<b>EDUC 616 54592</b>	<b>1</b>	<b>PRIN 2ND LNG LRN TCH FURCOLO 21A</b>	<b>M 4:00-6:30</b>	<b>MATOS,N.</b>	<b>3</b>
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Course introduces students to theories of second language acquisition. The objectives of the course are to examine critically language learning and teaching experiences, assumptions, and evolving practices; become familiar with different theories of second language acquisition and the implications of these theories for classroom practice; construct an informed theoretical understanding of classroom SLA; develop the ability to analyze classroom "discourse" and make appropriate changes in evolving teaching practices as a result of this analysis; develop the ability to use multimedia classroom teaching and research tools; and develop the ability to work collaboratively as an expert and leader in the area of classroom second language learning.

<b>EDUC 619 54668</b>	<b>1</b>	<b>QUALT RES METHDS ED HILLS 287</b>	<b>TU 1:00-4:00</b>	<b>ROSSMAN,G.</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 59108</b>	<b>2</b>	<b>QUALT RES METHDS ED SEE INSTRUCTOR</b>	<b>BY ARRGT</b>	<b>GRIFFIN,L.</b>	<b>3</b>
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See Section 1 description.

<b>EDUC 622 57209</b>	<b>1</b>	<b>THEORIES ED EQUITY HILLS N423</b>	<b>W 4:00-6:30</b>	<b>MCDERMOTT,K.</b>	<b>3</b>
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Theory and history of the idea of educational equity, causes of inequity, and equity as a policy goal. Includes applications to K-12 schooling, higher education, and international contexts.

<b>EDUC 626 59069</b>	<b>1</b>	<b>SOC THEORIES IN ED HERTER HALL 114</b>	<b>TU 4:00-6:30</b>	<b>KAMAT,S.</b>	<b>3</b>
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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  
SPRING 2010**

EDUC 627 54542	1	<i>CUR DESIGN &amp; INS SJE</i> HILLS N423	TU 1:00-3:30	JACKSON,B.	4
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Examines and applies theories and methods of instructional design, classroom teaching, and reflective practice in social justice education in K-16 settings. Explores critical issues in teaching and learning about diversity and social justice issues.

EDUC 628 54691	1	<i>PREV &amp; SCHOOL PSYCH</i> FURCOLO 21B	M 9:05-12:05	MATTHEWS,WM.	3
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This course explores the multidisciplinary field of prevention science, examining its concepts, methods, research base, and applications, particularly as they apply to education, school psychology, and children's development. Examines principles and core elements of evidence-based interventions used to prevent or address problems in children and adolescents.

EDUC 634 54631	1	<i>STRAT INSTITU CHG I</i> HILLS 113	W 7:00-9:30	RALLIS,S.	3
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This course begins with a brief survey of basic theories of organizational behavior and change. It then examines such strategies as action research, strategic planning, and negotiation - emphasizing the role of different kinds of leadership in the process of change. The intent is for each participant to develop a repertoire of change strategies, to learn how to diagnose the need and direction for institutional change, to learn what strategies to adopt for different situations, and then to complete a term paper outlining change strategies for a specific institution known to the author. The seminar will make use of case studies, journal articles on school reform, and class exercises to illustrate the human impact of change strategies.

EDUC 645 57212	1	<i>INQUIRY INTO SCHLNG</i> FURCOLO 128	W 4:00-6:30	SELDIN,C.	3
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Contemporary educational practices. Emphasis on promising developments in curriculum, staffing, and organization of public schools, past and future innovations.

EDUC 646 54670	1	<i>LDRSHP CURRIC INSTR</i> HILLS 483	TU 7:00-9:30	GAJDA,R.	3
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This course will immerse upcoming educational leaders in the philosophy, principles and practical application of learning theory, differentiated instruction, and performance assessment.

EDUC 647 54501	1	<i>METH MAT IN SPEC ED</i> LGRT 123	W 4:00-6:30	BOSCARDIN,M.L.	3
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Course presents special needs strategies, programs, and materials. Students analyze and develop materials for cognitive language, motor, self-help, socialization, and emotional development, including Individual Education Plans.

EDUC 648 54531	1	<i>OPRESSION&amp;EDUCATION</i> HERTER HALL 546	W 4:00-6:30	ZUNIGA,X.	3
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Theory, practice, and manifestations of oppression. Various educational methods and techniques of combating oppression.

**SCHOOL OF EDUCATION  
SPRING 2010**

EDUC 651 54652	1	<i>TEACH MATH PROB SOLV</i> FURCOLO 21C	W 4:00-6:30	PEELLE,H.	3
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Alternative modes for teaching mathematical problem solving in schools. Review of relevant literature. Discussion of related issues.

EDUC 653 54532	1	<i>COLLAB INT TCH SP ED</i> LGRT 111	TU 4:00-6:30	BOSCARDIN,M.L.	3
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Data-based methods and materials for mainstreaming the mild to moderately handicapped students into multiple learning environments and methods for developing cooperative professional relationships with regular classroom teachers are covered in this course.

EDUC 656 54669	1	<i>INTR STAT COMP AN II</i> HERTER HALL 212	TU 4:00-6:30	WELLS,C.	3
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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 659 54709	1	<i>SCHOOL MANAGEMENT</i> SOM 123	TU 4:00-6:30	WHITEHEAD,K.	3
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Focuses on integrating leadership with management skills: managing operations, resources, and governance structures; establishing successful, orderly, safe, and fiscally responsible educational environments; and working collaboratively and productively with all stakeholders. It is a core course required for students seeking a principal license.

EDUC 661 54502	1	<i>EDUCTNL RSRCH METH I</i> SOM 127	TU 4:00-6:30	RANDALL,J.	3
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Essential skills for conducting educational research. Stating purposes and hypotheses, instrument development, research design, sampling, data analysis, interpreting results, and preparing research projects.

EDUC 668 54671	1	<i>LRN DISAB CHLD&amp;YOUTH</i> SOM 117	TU 7:00-9:30	PIERCE,M.	3
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Introduction to causes and characteristics of learning disabilities and educational programs and strategies for learning disabled children and youth. Includes overview of assessment techniques and current research.

EDUC 672 54734	1	<i>TCH MATH STDNTS DIS</i> HILLS 267	M 4:00-6:30	PIERCE,M.	3
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This course provides an in-depth look at the causes and correlates of math difficulty, methods of math assessment, and evidence-based instructional approaches and interventions for students with math learning disabilities.

EDUC 673 54710	1	<i>ADV CHILD DEVELOPMNT</i> FURCOLO 228	M 4:00-6:30	NUGENT,J.K.	3
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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

**SCHOOL OF EDUCATION  
SPRING 2010**

frames of reference. Implications for educational practice explored.

<b>EDUC 678</b> <b>58591</b>	<b>1</b>	<b><i>CUL STUDIES INTLDEV</i></b> <b>HILLS 275</b>	<b>TH 1:00-4:00</b>	<b>MOSSELSO,J.</b>	<b>3</b>
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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 681</b> <b>54514</b>	<b>1</b>	<b><i>TCH READ&amp;WRTNG SEC L</i></b> <b>FURCOLO 222</b>	<b>TU 7:00-9:30</b>	<b>TURNER,C.</b>	<b>3</b>
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Principles, methods and materials for teaching reading and writing to adolescents. For students preparing to teach in middle and high schools.

<b>EDUC 691C</b> <b>57213</b>	<b>1</b>	<b><i>S-ADULT LRN THE/PRAC</i></b> <b>HILLS 287</b>	<b>W 9:05-12:00</b>	<b>SMITH,C.</b>	<b>3</b>
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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.

<b>EDUC 691E</b> <b>54504</b>	<b>1</b>	<b><i>S-SOC ISSUES IN ED</i></b> <b>FURCOLO 225</b>	<b>F 9:00-5:00</b>	<b>JACKSON,B.</b> <b>HAHN,K.</b>	<b>3</b>
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Introductory vocabulary and definitions, descriptions of the dynamics of oppression at the individual, institutional, and cultural levels. Focus on developing personal awareness of social group memberships in relationship to two specific forms of oppression. Introduction to selected literature on two specific forms of oppression. Class meets on January 29th, Furcolo 225, and April 23rd, Furcolo 20, 9am-5pm, and also two weekends TBA.

<b>EDUC 691G</b> <b>54745</b>	<b>1</b>	<b><i>S-PRAC REFLCTVE PRAC</i></b> <b>SEE INSTRUCTOR</b>	<b>BY ARRGT</b>	<b>DOVER,A.</b>	<b>3</b>
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The practicum is designed to provide an opportunity for participants in the Social Justice Education Reflective Practitioner Development Program to reflect on their development and increase their levels of self-awareness as Social Justice educators. Participants apply liberation and oppression theory in the design, development and delivery of weekend workshops on the "ISMS." Participants demonstrate knowledge of workshop design, practice facilitation skills, and work with others to demonstrate increased team capacity building.

<b>EDUC 691N</b> <b>54660</b>	<b>1</b>	<b><i>S-ADV CONS SCH PSYCH</i></b> <b>SEE INSTRUCTOR</b>	<b>BY ARRGT</b>	<b>MATTHEWS,WM.</b>	<b>3</b>
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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,

**SCHOOL OF EDUCATION  
SPRING 2010**

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.

<b>EDUC 692B</b> 57214	<b>1</b>	<b><i>S-INTRGRP DIALOGUES</i></b> <b>HILLS 373</b>	<b>M 4:00-6:30</b>	<b>ZUNIGA,X.</b>	<b>3</b>
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This course is intentionally designed to prepare students to become active change agents as planners and facilitators of intergroup dialogues using a reflective practice training model. We will review current theorizing in critical and social justice education pedagogies, case studies, and various models of intergroup dialogue to situate and examine our practice within a larger conceptual and practical context. We will also review and apply democratic, experiential and dialogic methods of teaching to encourage meaningful interaction and learning across lines of difference. We will rely on reflective practice methods to make meaning, interrogate, reflect upon and continually challenge our theorizing and practice of intergroup dialogue. Class meets January 22nd, 23rd, 29th, 30th, 9am-5pm, location: tba.

<b>EDUC 692D</b> 54505	<b>1</b>	<b><i>S-PROSEM IN HIGHR ED</i></b> <b>HILLS 367</b>	<b>W 4:00-6:30</b>	<b>MALANEY,G.</b>	<b>3</b>
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This is a two semester course required of all entering students in the masters and doctoral programs in higher education. It provides an overview of higher education in America and investigates the ways higher education is constructed, defined, managed, studied, and thought about. Prerequisites: Limited to matriculating students in the Higher Education program.

<b>EDUC 692D</b> 54506	<b>2</b>	<b><i>S-PROSEM IN HIGHR ED</i></b> <b>SOM 123</b>	<b>W 4:00-6:30</b>	<b>MCCLENDON,S.</b>	<b>3</b>
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See Section 1 description.

<b>EDUC 692L</b> 54659	<b>1</b>	<b><i>S-WKSHP IN LLC</i></b> <b>LGRC A205</b>	<b>TU 4:00-6:30</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 693G</b> 59079	<b>1</b>	<b><i>S-COL ACCESS&amp;EQUITY</i></b> <b>HILLS 483</b>	<b>M 7:00-9:30</b>	<b>WELLS,R.</b>	<b>3</b>
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The purpose of this course is to explore the many aspects of college access, college choice, and equity in the college transition process.

<b>EDUC 693J</b> 54524	<b>1</b>	<b><i>S-INTEGRATIVE SEM</i></b> <b>BUTTERFIELD 007</b>	<b>TH 2:00-4:00</b>	<b>MALANEY,G.</b>	<b>3</b>
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This course is designed to provide closure to the Masters or Doctoral concentration in Higher Education. Students will be expected to reflect on their academic development and to write importantly and suggestively during the course of the semester. Intended as a final course for the Higher Education concentration. HIGHER EDUCATION STUDENTS ONLY.

<b>EDUC 693J</b> 54683	<b>2</b>	<b><i>S-INTEGRATIVE SEM</i></b> <b>SOM 120</b>	<b>M 4:00-6:30</b>	<b>BERGER,J.</b>	<b>3</b>
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See Section 1 description.

<b>EDUC 693K</b>	<b>1</b>	<b><i>S-INSTRUC DES ED TEC</i></b>	<b>TU 4:00-6:30</b>	<b>SULLIVAN,F.</b>	<b>3</b>
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**SCHOOL OF EDUCATION  
SPRING 2010**

**54643                      FURCOLO 22**

This project-based course focuses on the theoretical and practical issues related to designing instruction for digital learning environments. In the course, students will work in collaborative teams to develop educational media.

**EDUC 693L      1      S-REGRESSION ANALYS                      W 1:00-3:30                      KELLER,L.                      3**  
**59080                      FURCOLO 228**

The purpose of this course is to provide students some advanced training in both linear and non-linear regression analysis.

**EDUC 693N      1      S-SJE SCHOOLS PRACT                      W 1:00-3:30                      DOVER,A.                      3**  
**59081                      FURCOLO 21B**

This course is the second half of a year-long course focused on Social Justice Education in K-12 schools. Its purpose is to guide students in implementing, evaluating and reflecting upon social justice education initiatives in elementary and secondary schools. Additionally, students will develop a publication-ready manuscript examining a K-12 application of social justice education.

**EDUC 693Q      1      S-FAM&SPEC NDS CHILD                      TH 4:00-6:30                      KREZMIEN,M.                      3**  
**54507                      HILLS 267**

A structured appraisal culminating in the completion of a formal case study. Activities facilitate the students' awareness of diagnostic procedures and methods. Course work includes exposure to many diagnostic models, instruments and case study formats currently available in the field.

**EDUC 693T      1      S-ADOLESCENT LIT                      W 7:00-9:30                      YOUNG,S.                      3**  
**54732                      FURCOLO 225**

Adolescent Literature is a graduate level class designed for pre-service and in-service teachers. Students will read different genres of Young Adult literature with an emphasis on contemporary and diverse authors. We will also read research on Young Adult literature and literary theory, as well a research on teching adolescents reading and writing through the use of Young Adult literature. The focus will be on integrating theory and practice in the teaching and reading of Young Adult literature. We will explore the ways that adolescent literature can be used across the curriculum to address issues of social justice, identity, and diversity. We will explore the historical, economic, cultural, and socio-political contexts of the texts we read.

**EDUC 694A      1      S-PRAC SCH PSYCH                      BY ARRGT                      HINTZE,J.                      1**  
**54662                      SEE INSTRUCTOR**

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 694G      1      S-INTEREST&MOTIVATN                      W 4:00-6:30                      AZEVEDO,F.                      3**  
**54657                      LGRT 1234**

In-depth treatment of theories of motivation and interest in- and out-of-classrooms. Historical treatments of the subject, psychological models of motivation and interest, and contemporary socio-cultural theories of engaged participation in cultural practices.

**EDUC 696A      1      IS-CHILD&FAM STUDIES                      STAFF                      1-6**  
**54593                      CONTRACT REQUIRED**

SCHOOL OF EDUCATION  
SPRING 2010

EDUC 696B 54594	1	<i>IS-CTEP</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 696B 54684	2	<i>IS-CTEP</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 696C 54595	1	<i>IS-ED ADMINISTRATION</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 696C 54692	2	<i>IS-ED ADMINISTRATION</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 696D 54596	1	<i>IS-LM &amp; TECHNOLOGY</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 696D 54701	2	<i>IS-LM &amp; TECHNOLOGY</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 696F 54598	1	<i>IS-HIGHER EDUCATION</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 696F 54698	2	<i>IS-HIGHER EDUCATION</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 696G 54599	1	<i>IS-INTERNATIONAL ED</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 696G 54685	2	<i>IS-INTERNATIONAL ED</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 696I 54600	1	<i>IS-LANG,LIT&amp;CULTURE</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 696J 54601	1	<i>IS-MSLT</i> CONTRACT REQUIRED	STAFF	1-6
EDUC 696K 54602	1	<i>IS-RES&amp;EVAL METHODS</i> CONTRACT REQUIRED	STAFF	1-6

**SCHOOL OF EDUCATION  
SPRING 2010**

EDUC 696K 54686	2	<i>IS-RES&amp;EVAL METHODS</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696L 54603	1	<i>IS-SCH COUNSELOR ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696L 54687	2	<i>IS-SCH COUNSELOR ED</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696M 54604	1	<i>IS-SCHOOL PSYCHOLOGY</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696M 54700	2	<i>IS-SCHOOL PSYCHOLOGY</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696N 54605	1	<i>IS-STEP</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696N 54688	2	<i>IS-STEP</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696O 54606	1	<i>IS-SOC JUSTICE EDUC</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696O 54989	2	<i>IS-SOC JUSTICE EDUC</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696P 54518	1	<i>IS-SPECIAL EDUCATION</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 696Q 54607	1	<i>IS-TESI</i> CONTRACT REQUIRED		STAFF	1-6
EDUC 697J 54508	1	<i>ST-ORCH ED REFORM</i> SOM 120	W 4:00-6:30	EISEMAN,J.	3

Throughout the work, expectations are that schools will increase (1) the amount and depth of what students learn and (2) the number and populations of students who achieve at acceptable levels. This course examines concepts and research and builds skills related to meeting these enhanced expectations. Topics include: (1) diagnosing institutional strengths and needs, (2) using data to construct visions of an ideal institution, (3) developing reform plans, (4) conceptualizing and reducing resistance to change, (5) implementing reform plans, (6) monitoring the extent of implementation progress, (7) monitoring the results in terms of changes in teachers and changes in students, and (8) making adjustments in plans in the light of progress, obstacles to implementation encountered and changes in context.

**SCHOOL OF EDUCATION  
SPRING 2010**

Students will carry out activities related to each of the above.

EDUC 697M 58058	1	<i>ST-RES IN SCH PSYCH</i> HERTER HALL 444	M 1:00-3:50	HINTZE,J.	1-6
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Students review classic research manuscripts in counseling/school psychology, review current manuscripts and identify trends and issues, evaluate quality of research designs, develop research proposals related to areas of special interest, conduct pilot research studies under faculty mentorship related to areas of special interest.

EDUC 697S 54673	1	<i>ST-THEORIES REASON</i> FURCOLO 21C	TH 4:00-6:30	PEELLE,H.	3
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Readings on major theories of reasoning and problem solving in mathematics and science education. Seminar-style review and discussion.

EDUC 697W 57216	1	<i>ST-CRIT INNOVATIONS</i> LGRC A201	W 4:00-6:30	AUSTIN,T.	3
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This curriculum development workshop identifies principles that would guide language educators in creating world language curricula using socio-cultural theories, critical discourse, and pragmatics. Topics vary.

EDUC 698A 54608	1	<i>PRAC-CHILD &amp; FAMILY</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 698B 54609	1	<i>PRAC-CTEP</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 698C 54663	1	<i>PRAC-EDUC ADMIN</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 698D 54610	1	<i>PRAC-L,M&amp;TECHNOLOGY</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 698F 54535	1	<i>PRAC-TCH CHLD SP ND</i> FOR LICENSURE		BOSCARDIN,M.L.	6
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EDUC 698F 54674	3	<i>PRAC-TCH CHLD SP ND</i> FOR LICENSURE		PIERCE,M.	6
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EDUC 698F 54713	4	<i>PRAC-TC CHLD SP ND</i> FOR LICENSURE		KREZMIEN,M.	6
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EDUC 698G 54612	1	<i>PRAC-HIGHER EDUC</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 698I	1	<i>PRAC-INTERNATIONL ED</i>		STAFF	1-6
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**SCHOOL OF EDUCATION  
SPRING 2010**

54515		<b>CONTRACT REQUIRED</b>		
EDUC 698J 54613	1	<i>PRAC-LLC</i> <b>CONTRACT REQUIRED</b>	STAFF	1-6
EDUC 698K 54614	1	<i>PRAC-MSLT</i> <b>CONTRACT REQUIRED</b>	STAFF	1-6
EDUC 698L 54615	1	<i>PRAC-RES&amp;EVAL MTHDS</i> <b>CONTRACT REQUIRED</b>	STAFF	1-6
EDUC 698M 54616	1	<i>PRAC-SCH COUNSLR ED</i> <b>CONTRACT REQUIRED</b>	STAFF	1-6
EDUC 698N 54533	1	<i>PRAC-SPEC ED ADMIN</i> <b>FOR LICENSURE</b>	BOSCARDIN,M.L.	6
EDUC 698O 54617	1	<i>PRAC-SCHOOL PSYCH</i> <b>CONTRACT REQUIRED</b>	STAFF	1-6
EDUC 698O 54699	2	<i>PRAC-SCHOOL PSYCH</i> <b>CONTRACT REQUIRED</b>	STAFF	1-6
EDUC 698P 54618	1	<i>PRAC-STEP</i> <b>CONTRACT REQUIRED</b>	STAFF	1-6
EDUC 698Q 54516	1	<i>PRAC-SCH PSYCHOLOGY</i> <b>FOR LICENSURE</b>	MARCOTTE,A.	3
EDUC 698R 54619	1	<i>PRAC-TCHR OF READING</i> <b>FOR LICENSURE</b>	MATOS,N.	6
EDUC 698S 54620	1	<i>PRAC-SOC JUSTICE ED</i> <b>CONTRACT REQUIRED</b>	STAFF	1-6
EDUC 698S 54740	2	<i>PRAC-SOC JUSTICE ED</i> <b>CONTRACT REQUIRED</b>	STAFF	1-6
EDUC 698T 54621	1	<i>PRAC-SPECIAL EDUC</i> <b>CONTRACT REQUIRED</b>	STAFF	1-6

**SCHOOL OF EDUCATION  
SPRING 2010**

EDUC 698U 54622	1	<i>PRAC-TESI</i> CONTRACT REQUIRED		STAFF	1-6
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EDUC 698V 54517	1	<i>PRAC-INTRN ADM SP ED</i> CONTRACT REQUIRED		BOSCARDIN,M.L.	6
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EDUC 698W 54661	1	<i>PRAC-PRE-PRAC SCE</i> FURCOLO 228	W 4:00-6:30	COSTIN,A.	3
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Pre-practicum in School Counseling is designed to support the student in her/his first school placement, and to facilitate professional growth as a school counselor.

EDUC 701 54521	1	<i>PRAC-SCHOOL GUIDANCE</i> SOM 123	M 4:00-6:30	LAPAN,R.	3-9
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This practicum provides individualized instruction and supervision in individual counseling. Admission to a Counseling Master's program and certification of readiness for the practicum by the student's advisor is required before enrollment. All students counsel clients at an off-campus agency or school.

EDUC 701 57219	2	<i>PRAC-SCHOOL GUIDANCE</i> HERTER HALL 444	TU 4:00-6:30	LAPAN,R.	3-9
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See Section 1 description.

EDUC 705 54634	1	<i>SCH PSYCH ED ASSMNT</i> HILLS 483	M 12:20-3:20	MARCOTTE,A.	3
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Review of personality, visual-motor, achievement and interest tests and their interpretation, selection, and administration. Standardization, reliability, and validity; case-study procedures; ethical considerations; and problems in human assessment. Knowledge of elementary statistics helpful.

EDUC 706 58752	1	<i>WRKSHP IN SCIENCE ED</i> HERTER HALL 110	TU 4:00-6:30	KUDUKEY,J.	3
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Selected problems in curriculum and instruction in science.

EDUC 710 54646	1	<i>SEMINAR IN MATH EDUC</i> FURCOLO 225	M 4:00-6:30	FRANCISCO,J.	3
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Survey of recent developments in elementary mathematics education and their implications for exploring mathematics in elementary and middle schools. Emphasis will be placed on the NCTM Standards and the impact of technology--including calculators, computers, computer software, the World Wide Web, and videotape--on the learning and teaching of mathematics.

EDUC 711 54726	1	<i>REC DEV IN SEC MATH</i> FURCOLO 21B	TU 4:00-6:30	MADDEN,S.	3
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Students will explore the use of dynamic technological tools for teaching and learning mathematics. In addition to developing facility with some of these tools, students will explore issues of visualization, simulation, and animation and their impacts on learning. The course will incorporate critical evaluation of current literature, research, and studies in curriculum and teaching of secondary school mathematics and is relevant to practitioners and researchers.

**SCHOOL OF EDUCATION  
SPRING 2010**

<b>EDUC 712</b> <b>58925</b>	<b>1</b>	<b>ADV METHODS ENGLISH</b> <b>LGRT 123</b>	<b>TU 4:00-6:30</b>	<b>YOUNG,S.</b>	<b>3</b>
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Critical evaluation of current literature, research, and studies in curriculum and teaching of secondary school English.

<b>EDUC 719</b> <b>57221</b>	<b>1</b>	<b>THRY&amp;PRC NON-FRML ED</b> <b>HILLS 275</b>	<b>M 1:00-4:00</b>	<b>EVANS,D.</b>	<b>3</b>
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Nonconventional approaches to development of human resources in Third World. Includes conceptual issues in nonformal education, program training, materials development, management.

<b>EDUC 731</b> <b>57222</b>	<b>1</b>	<b>STRCTRL EQUATN MODEL</b> <b>HILLS N423</b>	<b>TH 1:00-3:30</b>	<b>WELLS,C.</b>	<b>3</b>
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The course provides a unified treatment of linear factor model and related models from the perspective of structural equations models. Prerequisites: EDUC 772 or the consent of the instructor.

<b>EDUC 755</b> <b>57224</b>	<b>1</b>	<b>CUR METH PROG URB ED</b> <b>FURCOLO 225</b>	<b>M 7:00-9:30</b>	<b>NYGREEN,K.</b>	<b>3</b>
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Survey of curriculum techniques, methods, materials, and programs related to teaching urban children. Students develop innovative methods and curricula for urban schools.

<b>EDUC 760</b> <b>57225</b>	<b>1</b>	<b>SP ED ORG &amp; MGMTNT</b> <b>HERTER HALL 400</b>	<b>M 4:00-6:30</b>	<b>BOSCARDIN,M.L.</b>	<b>3</b>
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Organization and management dimensions of special education administration internal to the school system are presented along with concepts and theories for analyzing and understanding the principles and criteria that govern these programs.

<b>EDUC 762</b> <b>54714</b>	<b>1</b>	<b>SCH PSYCH S&amp;B ASSMNT</b> <b>FURCOLO 225</b>	<b>W 1:00-3:30</b>	<b>WHITCOMB,S.</b>	<b>3</b>
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Analysis of behavioral observation and assessment procedures used to develop recommendations for use by school and community personnel. Overview of research evaluating these techniques.

<b>EDUC 765</b> <b>54509</b>	<b>1</b>	<b>PRE-PROF INT SCH PSY</b> <b>SEE INSTRUCTOR</b>	<b>BY ARRGT</b>	<b>HINTZE,J.</b>	<b>3-9</b>
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Delivery of psychological services under the supervision of faculty member.

<b>EDUC 772</b> <b>54534</b>	<b>1</b>	<b>APP MULTIVAR STAT II</b> <b>FURCOLO 225</b>	<b>W 9:05-11:35</b>	<b>KELLER,L.</b>	<b>3</b>
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Matrix algebra, linear models, profile analysis, analysis of multivariate experimental designs, discriminant, canonical, and components analysis. Prerequisite: EDUC 656 or consent of instructor.

<b>EDUC 775</b> <b>54573</b>	<b>1</b>	<b>HSTL FOUND PSYCH ED</b> <b>FURCOLO 128</b>	<b>W 9:05-12:05</b>	<b>MATTHEWS,WM.</b>	<b>3</b>
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This course will explore the historical development of psychology as a field of study and its relationship to educational practice in the school setting. The course will cover the development of psychology from the ancient Greeks to Wilhelm Wundt, to the implications of the work of John Dewey and William James in relationship to educational practice.

**SCHOOL OF EDUCATION  
SPRING 2010**

<b>EDUC 778</b> 58634	<b>1</b>	<b>HIGH ED MGT SYST</b> HILLS 373	<b>TH 4:00-6:30</b>	<b>BERGER,J.</b>	<b>3</b>
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Course examines management issues in higher education. It explores the general field of organization and management theory; situates management theory within higher education institutions; and examines the distinct, overlapping, and sometimes conflicting roles and responsibilities of particular administrative positions within a college or university. Students also undertake the independent exploration of the management literature pertinent to their own area of work within higher education.

<b>EDUC 782</b> 57227	<b>1</b>	<b>TCH ED DEV COUNTRIES</b> HILLS 275	<b>W 1:00-4:00</b>	<b>EVANS,D.</b>	<b>3</b>
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This seminar probes the unique challenges of designing teacher education systems, conceived broadly as teacher development and support, in low-resource contexts, with an emphasis on Africa, Asia and Latin America.

<b>EDUC 789</b> 58550	<b>1</b>	<b>INTRVWNG&amp;QUALITY RES</b> FURCOLO 222	<b>M 4:00-6:30</b>	<b>BAILEY,E.</b>	<b>3</b>
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The course is designed for graduate students interested in in-depth interviewing as a research methodology. It is a project-centered course. Each student proposes and carries out a mini-research project using in-depth interviewing as the methodology. Through the students' individual work and sharing of their experience in a workshop-seminar setting, we cover methodological issues such as the purpose of interviewing; developing a proposal; establishing access and selecting participants; informed consent; interviewing technique; equity in interviewing relationships; and working with and reporting on the data. These methodological issues are related to broader issues inherent in qualitative research. Particularly relevant to doctoral candidates preparing for comprehensive papers and dissertation proposals.

<b>EDUC 791D</b> 54655	<b>1</b>	<b>S-TESI SEMINAR</b> FURCOLO 225	<b>TU 4:00-6:30</b>	<b>GRIFFIN,L.</b>	<b>3</b>
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This course is designed to provide a forum for TESI students and faculty to explore major issues in teacher education and school improvement. During the spring semester, the TESI seminar will focus on the connections and disconnections between literacy and identity that emerge in the lives of students and teachers within the context of their schools. The course will include: in-depth study of scholarly literature; presentations and analysis of TESI faculty's current scholarly work; and presentations and analysis of the scholarly work of TESI students. In addition, there will be on occasion presentations and analysis of the work of visiting scholars.

<b>EDUC 791M</b> 54624	<b>1</b>	<b>S-PRAC COL DIV TCHG</b> SEE INSTRUCTOR	<b>TH 1:00-3:30</b>	<b>ADAMS,M.</b>	<b>3</b>
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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.

<b>EDUC 791N</b> 57229	<b>1</b>	<b>S-MONITORING&amp;EVAL</b> HILLS 275	<b>M 9:00-12:00</b>	<b>ROSSMAN,G.</b>	<b>3</b>
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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

**SCHOOL OF EDUCATION  
SPRING 2010**

of their goals and strategic objectives. The course will examine how monitoring and evaluation is conducted within these agencies.

**EDUC 791S**    1    *S- VIDEO IN RES&TCHG*                      **W 4:00-6:30**                      **FRANCISCO,J.**                      3  
**57230**                      **FURCOLO 21A**

This course addresses issues regarding the use of video recordings in educational research and in classroom learning and teaching.

**EDUC 791Z**    1    *S-LRNG/TCHG 2ND LANG*                      **TU 7:00-9:30**                      **VALDIVIEZO,L.**                      3  
**58419**                      **FURCOLO 225**

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

**EDUC 792M**    1    *S-SEM ON LANGUAGE*                      **W 4:00-6:30**                      **GEBHARD,M.**                      3  
**54626**                      **FURCOLO 20**

This doctoral level seminar is designed to examine a range of sociocultural theoretical perspectives on the study of language. Goals will be to develop familiarity with several perspectives, to consider their similarities and differences and their usefulness in researching language in educational settings, and to practice applying one or more in the analysis of language data.

**EDUC 793W**    1    *S-CIE MASTERS PRJCT*                      **M 9:00-12:00**                      **SMITH,C.**                      3  
**54510**                      **HILLS 287**

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 794B**    1    *S-SURV RESEARCH MTHS*                      **W 4:00-6:30**                      **WILLIAMS,E.**                      3  
**54635**                      **HERTER HALL 400**

The purpose of this course is to help students develop important knowledge and skills needed to properly conduct survey research, as well as to critically evaluate survey research-based studies. An emphasis will be placed on survey research related to the field of education. Survey data collected at UMass Amherst will be used for practical applications.

**EDUC 794J**    1    *S-LRN PST-CNFLCT SET*                      **TH 9:00-12:00**                      **MOSSELSO,J.**                      3  
**58592**                      **HILLS 275**

This course takes a multi-dimensional approach to conflict and learning, with a focus on international settings, welcoming participants with both domestic and international interests. Participants examine the current practices and policy issues associated with education in post-conflict situations, including the interface between new external forces and the conventional demand for education, and the relationships among education, human rights, gender,

**SCHOOL OF EDUCATION  
SPRING 2010**

development, cultural change, and peace-building. Participants also integrate insights into the deeper origins of violence, the functioning of complex systems, the personal and social dynamics of healing, and new agendas for innovative approaches to human learning. Such integration is developed through collaborative projects and case studies of conflict situations.

**EDUC 797A      1      *ST-QUAL DATA ANAL*                      TU 7:00-9:30                      GALMAN,S.                      3**  
**54675                      FURCOLO 20**

Students will be introduced to foundational philosophies and strategies for qualitative data analysis, coding their own data sets in weekly workshop and discussion settings. Strategies will be presented for setting up and organizing a database, coding and sorting data into categories, modifying and refining the scheme, aggregating data into larger themes or patterns, establishing audit trails, triangulating among data sources, participants and methodologies, and establishing trustworthiness of the data set. Finally, students will learn about and experiment with newly available software for qualitative data analysis.

**EDUC 797T      1      *ST-SEM IN WRITING*                      TU 4:00-6:30                      BOTELHO,M.                      3**  
**57231                      FURCOLO 20**

Designed for LLC doctoral students, this integrative seminar will explore current perspectives on the nature of writing as a sociocultural and political activity and implications for teaching, learning, research, and social change. Drawing on a variety of fields of study (anthropology, linguistics, discourse analysis, feminist and critical theory, literacy and composition studies) this course will emphasize issues of identity, access, and marginalization, and will involve participants in writing and reading across a wide range of 'academic' and 'non-academic' genres.

**EDUC 821      1      *ADV VALIDITY THEORY*                      TU 9:00-11:45                      SIRECI,S.                      3**  
**57232                      HILLS N423**

This course presents and discusses the major theories regarding the concept of "test validity" and the major practices involved in test validation. The skills taught in this course will enable students to be experts in testing tests.

**EDUC 822      1      *SEM SP ED RESEARCH*                      TU 4:00-6:30                      KREZMIEN,M.                      3**  
**57233                      HERTER HALL 204**

The purposes and processes used for synthesizing research findings and completing literature reviews for the purpose of evaluating knowledge claims in the field of special education will be covered in this course.

**EDUC 830      1      *INT SCH PSY PRE DOC*                      BY ARRGT                      HINTZE,J.                      3-6**  
**54522                      SEE INSTRUCTOR**

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

**EDUC 844      1      *HIST OF HI ED IN AM*                      TU 7:00-9:30                      WELLS,R.                      3**  
**54676                      HILLS 267**

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

**SCHOOL OF EDUCATION  
SPRING 2010**

EDUC 862 54642	1	<i>ED PLANNING/EVALUATN HILLS 483</i>	TU 4:00-6:30	RALLIS,S.	3
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The purpose of this course is to provide general understanding and practical experience in program evaluation as applied to the area of education. Various methods of program evaluation will be studied. One major goal of the course is for students to use at least one of these methods in an actual program evaluation they will conduct in some specific area within the broad scope of education, including higher education and student affairs. The following topics will be studied: research, assessment, and evaluation; evaluation design; data collection and analysis; quantitative vs. qualitative research methods; literature reviews; writing reports and publications.

EDUC 863 54511	1	<i>ADMIN FIELD EXPERNC SEE INSTRUCTOR</i>	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 880 54647	1	<i>CUR ISS SPED ADMIN SEE INSTRUCTOR</i>	BY ARRGT	BOSCARDIN,M.L.	3
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Contemporary issues facing administrators. Topics include special education finance, law, and policy.

EDUC 886 54512	1	<i>GROUP COUNSELING HILLS 373</i>	TH 11:15-2:15	DIMMITT,C.	3
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Theory and practice of group counseling with special emphasis on individual needs, group processes and societal/community context.

EDUC 891N 57235	1	<i>S-ADV PSYCHOMETRIC I HILLS N423</i>	M 9:00-11:45	HAMBLETON,R.	3
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This course deals with advanced topics in psychometric methods and educational statistics. Topics include: differential item functioning, univariate and multivariate selection theory, equating, score scales and norming, generalizability theory, and Bayesian inference.

EDUC 892A 59107	1	<i>S-RSCH PE TCH ED SEE INSTRUCTOR</i>	BY ARRGT	GRIFFIN,L.	3
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Course focuses on current issues in school-based physical education. Topics include curriculum issues; instructional innovations; physical education in American elementary, middle, and high schools; pre-service teacher education program models in physical education; research on teaching and teacher development in physical education.

EDUC 897A 54543	1	<i>ST-PROF JORNL WRITG SEE INSTRUCTOR</i>	BY ARRGT	ADAMS,M.	3
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Students learn education journal editorial procedures such as composite manuscript reviews, book reviews, annotated bibliography of year's writing in Social Justice Education for publication in Equity & Excellent in Education.

EDUC 897B 57236	1	<i>ST-RES SCIENCE/MATH FURCOLO 230</i>	TH 4:00-6:30	CLEMENT,J.	3
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Current topics in mathematics and science education research. Research design and reporting techniques, research on: learning mechanisms, teaching strategies, formative evaluation, and summative evaluation.

EDUC 899	1	<i>ED.D. DISSERTATION</i>	N/A	BERGER,J.	1-9
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**SCHOOL OF EDUCATION  
SPRING 2010**

54513

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 54568	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 54569	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 54753	1	<i>HONORS COLLOQ 497I</i> SEE INSTRUCTOR	BY ARRGT	EDWARDS,S.	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 tools to better their writing and expand their creative imagination.

HUMDEV 252 57237	1	<i>BASIC CONCEPTS IN HD</i> FURCOLO 222	W 4:00-6:30	WASHINGTON,E.	3
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Human development from a number of perspectives: historical, philosophical, cross-cultural, biological, political, moral, and intellectual.

HUMDEV 270 54754	1	<i>CHILD DEVELOPMENT</i> BOYDEN PE 249	TUTH 9:30-10:45	HAMILTON,C.	3
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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 54755	2	<i>CHILD DEVELOPMENT</i> BOYDEN PE 249	TUTH 11:15-12:30	KARLSON,A.	3
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See Section 1 description.

HUMDEV 270 54756	3	<i>CHILD DEVELOPMENT</i> BOYDEN PE 249	TUTH 1:00-2:15	WASHINGTON,E.	3
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See Section 1 description.

HUMDEV 370 57238	1	<i>HD ADOLES&amp;YG ADULT</i> LGRT 202	W 4:00-6:30	KARLSON,A.	3
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Human development during the second decade of life. Emphasis on biological, psychological, and sociological aspects. Theories of adolescent development.

HUMDEV 600	1	<i>INFNCY:1ST STAGE DEV</i>	TU 4:00-6:30	NUGENT,J.K.	3
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**SCHOOL OF EDUCATION  
SPRING 2010**

57239

**FURCOLO 222**

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

<b>SCHPSY 899</b>	<b>1</b>	<b><i>PH.D. DISSERTATION</i></b>	<b>N/A</b>	<b>LAPAN,R.</b>	<b>1-9</b>
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54758

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.