



THE BEACON

SCHOOL OF EDUCATION

University of Massachusetts Amherst

Access The Beacon online: <http://www.umass.edu/education/publications/beacon.shtml>.

Or go to the School of Education home page and click on The Beacon in the menu under News and Events.

HARD COPIES are available in Furcolo Hall and Hills South.

Teaching Assistantship

Department of Teacher Education and Curriculum Studies

(1) 10 hours/week TA for spring 2010 for Program Supervisor for the LLC ESL/Reading Licensure Program

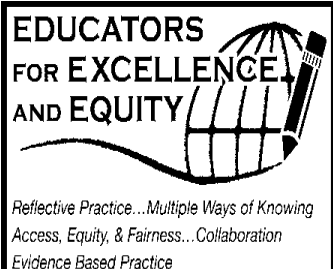
Supervisor of students seeking ESL/Reading Licensure in practicum in the spring semester. Responsibilities include observations, giving verbal and written feedback, problem solving with and supporting ESL/Reading Practicum students, supporting supervising practitioners, conducting three-way meetings, conducting debriefing sessions with BEM/LLC students, timely completion of on-going documentation of student performance, attending monthly program supervisor meetings, and assisting course instructor with final project assessment on Tk20.

Qualifications: Classroom teaching experience as well as communication and problem-solving skills, and experience with Tk20. Applicants should submit letters of interest, resume, and names and contact information for two references to Dr. Nelida Matos at nmatos@educ.umass.edu.

Application deadline: December 18, 2009

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Send your news to: goodnews@educ.umass.edu or dms@educ.umass.edu



The Beacon Deadline is FRIDAY

Please submit *Beacon* announcements to: **Room 126 Furcolo Hall** or to dms@educ.umass.edu

by 5:00 P.M. on **Friday** for inclusion in the following issue.

All assistantship notices will run for two issues;
notices of examinations and dissertation proposals will run for one..

Teaching Assistantships

Department of Teacher Education and Curriculum Studies

EDUC 378: Survey of Children's Literature

Two 10 hours/ week teaching assistantships are available for spring semester 2010 with Dr. Denise Ives. Class meets on Mondays from 9:30 a.m. – Noon.

Responsibilities include: Collaborating with course instructor and other teaching assistants to plan course activities, readings, and requirements; teaching one section of 378; maintaining attendance records and grading student assignments for one section; and holding weekly office hours for students enrolled in the course.

Qualifications include: Interest in and knowledge of children's literature and willingness to function as a team member.

To apply please send a letter of interest and current CV to Dr. Denise Ives,
dives@educ.umass.edu.

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Department of Student Development and Pupil Personnel Services

EDUC 325.

One (10 hours/ week) teaching assistantship is available for Spring 2010 for Educ 325. Educ 325 is designed to teach education and non-education majors the fundamentals of Special Ed. in the U.S.

Responsibilities include: attending weekly class lecture, meeting weekly with instructor to plan/ discuss class, holding weekly office hours, facilitating course instructional planning, helping with grading, and tracking student attendance.

Qualifications include: Teaching experience at any level, computer skills (excel and data management) and strong organizational skills.

To apply, please contact: Robbie Calliham calliham@educ.umass.edu

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SEND news and announcements for The Beacon to
dms@educ.umass.edu

Teaching Assistantship

Department of Student Development and Pupil Personnel Services EDUC 293A

One (15 hours/ week) teaching assistantship is available for Spring (2010) for EDUC 293A.

Responsibilities include: Holding weekly office hours, maintaining class materials in SPARK, managing grading through SPARK, coordinating discussion groups, and general assistance in the course.

Qualifications include: Teaching experience at any level, computer skills (Excel and data management) and strong organizational skills.

To apply, please contact: Dr. Carey Dimmitt, cdimmitt@educ.umass.edu.

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ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

ABDRABU ABU ALYAN December 18, 2009, 9:00 a.m. - 12:00 noon, Room 151, Hills South. **Chairperson: Dr. Jacqueline Mosselson.**

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

LARISSA E. HOPKINS December 10, 2009, 1:00 p.m., Room 151, Hills South. **Chairperson: Dr. Bailey W. Jackson.**

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

HABIBULLAH WAJDI December 14, 2009, 1:00 p.m., Room 157, Hills South. **Chairperson: Dr. David R. Evans.**

Teaching Assistantship

Department of Teacher Education and Curriculum Studies. EDUC 500-STEP Supervisor-Spring '10

10 hours/ week teaching assistantship available to supervise English, History, Science and Math student teachers in Secondary Teacher Education Program.

Responsibilities include: Supervision of 5 student teachers, site visits to schools, conferences with students and supervising practitioners, observation reports, weekly e-mail contact, attendance at monthly supervisor meetings, review of student teaching portfolios, maintaining contact between schools and university, timely completion of ongoing documentation of student performance.

For more info go to: <http://blogs.umass.edu/educ510-madeloni>

Qualifications: Excellent organizational and communication skills. Classroom teaching experience. Preferences given to students who have or are taking EDUC 851.

Applicants should submit letter of interest, resume, and names and contact information for two references to Barbara Madeloni, Director of STEP Student Teaching, 413-577-0495, madeloni@educ.umass.edu.

Application deadline: December 22, 2009

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There were 10,481 visits to and 49,995 pageviews of the SOE website in November, 2009.

The average time spent on our site was 3.57 minutes.

From the University Store and Textbook Annex– 20% discount

The University Store and Textbook Annex will be celebrating its annual Faculty/Staff Appreciation days on **Thursday, December 10th** and **Friday December 11th**.

We will extend a 20% discount on all non-computer- related merchandise. We thank all those in the University community for your support throughout the year and hope you'll stop by and let us express our appreciation in person.

FORMATION OF DISSERTATION COMMITTEE

LORI CORCORAN Proposed Dissertation Title: "Factors Influencing Transition and Persistence in the First Year for Community College Students with Disabilities." **Statement of Problem:** Much research has been conducted on the retention and persistence of college students (e.g. Allen, 1999; Berger & Lyon, 2005; Goodman & Pascarella, 2006; Milem & Berger, 1997; Tinto, 1993). However, despite the voluminous literature on this topic, individuals with disabilities are one group of college students that remains under-studied despite being among the most vulnerable and at-risk populations (Belch, 2004; Lane & Carter, 2006; Vogel & Adelman, 1992). This at-risk population is an increasingly important area of study as the number of college students with documented disabilities continues to grow each year. The percentage of college freshmen reporting disabilities increased from less than 3 percent in 1978 to 11.3 percent in 2004 (<http://nces.ed.gov/fastfacts/display.asp?id=60>). According to Flick-Hruska and Blythe (1992), the increase is due to mainstreaming in high schools, postsecondary institutional efforts to make facilities and programs accessible to students with disabilities, and students' perceptions that higher education provides a choice for more independence as well as advancement in employment opportunities. Although the rates of enrollment for students with disabilities are increasing, the rates of persistence are not. Only 36% of students with learning disabilities received a degree within five years in contrast to 50% of students without a disability in a study from three large school districts in the northwestern United States (Murray, Goldstein, Nourse, & Edgar, 2000). In addition, findings from the National Education Longitudinal Study indicate that students with disabilities are attending community colleges more frequently because they may be less academically prepared for college than those without a disability (Horn & Berkold, 1999). Survey results from 1995-96 indicate that 21% of students with a disability at a public two-year institution reported taking at least one remedial course compared to 14% of students without a disability. In order to better address this concern of persistence, a deeper understanding is needed regarding the factors that influence transition and persistence of first-year college students with disabilities. **Chairperson: Dr. Joseph B. Berger.**

FORMATION OF DISSERTATION COMMITTEE

DANIEL SAUNDERS Proposed Dissertation Title: "Neoliberal Ideology and Higher Education: Examining the Pervasiveness of Economic Rationality in First-Year College Students." **Statement of the Problem:** Scholars have documented meaningful changes in college students over the past thirty years, including their increasingly extrinsic goals and motivations, their embracement of a customer identity, and the pervasiveness of an individualistic approach to higher education. While this new approach to education can be understood as a manifestation of neoliberal ideology, scholars who document and discuss it mostly ignore the influence of neoliberalism. At the same time, critical scholars have discussed the ways in which neoliberalism has transformed higher education, but give little attention to college students. The former body of literature cannot properly understand the historical changes and current realities of college students without placing them within the dominant ideology of neoliberalism, and the latter body of literature cannot fully capture the impact of neoliberalism on higher education without specifically investigating college students. **Chairperson: Dr. Gary D. Malaney.**

Thesis and Dissertation Formatting with Microsoft Word Spring 2010

The Office of Information Technologies offers workshops with detailed instructions on how to format a thesis or dissertation to meet the requirements of the University of Massachusetts Graduate School with Microsoft Word for Windows or Macintosh. The workshops include margins, footnotes, bibliographies, page numbering, headings, table of contents, etc. as well as advice about electronic submission. Because Word 2007 is quite different from previous versions of Word, there are two workshops: one for users of Word 2007 (including people who will be working in the OIT classrooms), and one for other versions of Word (Mac or Windows).

The workshops

Word 2007

Wednesday, February 17 1:30 PM – 4:30 PM

Tuesday, February 23 9:30 AM – 12:30 PM

Word (other versions)

Thursday, February 18 9:30 AM – 12:30 PM Monday, March 1 1:30 PM – 4:30 PM

Registration

Registration is required and is not complete until you have paid the \$10 fee and told us which version of Word you are using. These classes fill early – do not wait until the last minute to register. To register, go to the Administrative Desk in A119 Lederle GRC (545-9730). For information, send email to workshops@oit.umass.edu

Prerequisite: Some knowledge of the version of Microsoft Word that you are using.

Course materials on Web or CD; course materials are also available on the OIT Web site:

www.oit.umass.edu/workshops/tutorials.html. Or purchase a course packet and CD from OIT for \$5 plus tax. Consulting on formatting issues: contact Elisa Campbell: campbell@oit.umass.edu

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