Project Assistantship
Office of Research and Engagement
One 15 hr/week project assistantship is available for Spring 2015.

**Responsibilities include:** Assisting the Associate Dean for Research and Engagement with proposal development, grant management, workshops, report writing, and data collection and management.

**Qualifications include:** Excellent written and oral communications skills; excellent organizational skills; ability to work with various constituencies in the United States and elsewhere - including faculty members, administrators, and students; appreciation of diversity and multi-cultural values in domestic and international contexts.

To apply, please send a brief cover letter and CV to educore@educ.umass.edu.
TEACHING ASSISTANTSHIPS for Secondary Student Teaching Supervision
Department of Teacher Education and Curriculum Studies

Teaching assistantships for EDUC 500M and 500S (STEP-UTS): Three 10 hour/week assistantships are available to supervise middle and high school English, history, science and mathematics student teachers for the Spring 2015. Employment is contingent upon student enrollment.

Responsibilities include: Supervision of student teachers, including site visits to schools for observations and conferences with student teachers and supervising practitioners; writing observation reports; weekly email contact; mandatory attendance at monthly supervisor meetings; support of students in completing the university; timely completion of ongoing documentation and evaluation of student performance. Supervisors are required to participate in an orientation session on Tuesday, January 20th, 2015, and in student teaching seminars/support sessions on Thursdays from 5-7 pm.

Qualifications: Excellent interpersonal, organizational and communication skills. Technology skills are required, including the use of Tk20, Excel, email and maintaining student databases. Must have middle or high school classroom teaching experience and subject matter expertise in at least one content area. Previous supervision coursework and/or experience is preferred.

Applicants should EMAIL a letter of interest, resume, and names and contact information for two references to Ann Stephany, Field Experience Specialist, at stephany@educ.umass.edu.
Application deadline: November 10, 2014.

FORMATION OF DISSERTATION COMMITTEE

JENNIFER LEE O’DONNELL Proposed Dissertation Title: Seguimos luchando: Women educators’ trajectories in social movement based popular education projects in Buenos Aires, Argentina

Statement of Problem: Feminist education scholars critique the work of political activist and educator Paulo Freire for its lack of consideration of issues particularly relevant to women - laws, policies, customs, and institutions which, if considered, may increase their participation in practices that could secure the social, economic, and political equality of the sexes. Popular women educators working in social movements throughout Buenos Aires, however, have been instrumental in redefining the field through the building of popular power among disadvantaged groups; fostering ties among civil, state, and political sectors; and constructing knowledge and developing skills in diverse learning communities. Though considerable research is being done on students and educators working within popular education projects, the work I will dispense fills a gap in the knowledge that traces popular women educators’ practices as they develop and change across various stages of their careers.

Chairperson: Dr. Laura Valdiviezo
ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

ILEANA VASU  November 6, 2014, 11:00 a.m.  21C Furcolo Hall.
Chairperson:  Dr. Sandra Madden

Graduate Student Travel Grant Information  2014–2015

Guidelines: Grants are awarded exclusively for travel to recognized conferences that occur between September 1, 2014 and August 31, 2015 for the purpose of presenting the results of research or original artistic works conducted during graduate coursework at UMass Amherst. Graduate students are eligible for one grant per year.

Awards are for presentations rather than to attend a conference, facilitate a session, or conduct research. Awards will be made to the individual student rather than for a project (divided among several students). Grant funds vary by department and apply to registration, transportation, and lodging expenses documented by receipts. Meals, copying, and other incidentals are not reimbursable. Students are strongly encouraged to share travel expenses with others attending the conference.

The link to the Graduate Student Travel Grant application on the College of Education website is: http://www.umass.edu/education/students/current/travel-grant-programs

Directions to the Student:
As soon as you receive verification from the conference organizers of acceptance to present (and no later than the date of travel), email the completed application (including expense summary page and the confirmation from the conference organizers) to Kristin Tyler, ktyler@educ.umass.edu

Have your advisor or project faculty member send an email of support to Kristin Tyler.

If a grant is awarded, submit the email notification and the receipts for approved travel expenses to Kristin Tyler, 123 Furcolo (ktyler@educ.umass.edu) within 30 days of travel to receive reimbursement.

Required application packet contents (submit to Kristin Tyler):
- Application form
- Expense summary
- Evidence or confirmation of invitation to present
- Short email of support from advisor to Kristin

The Beacon Deadline is FRIDAY

- Deadline for submissions is 5:00 P.M. Friday for inclusion in the following issue.
- All assistantship notices will run in two issues. For information about preparing assistantship notices refer to the Faculty Resources pages (How to Write a Beacon Ad) of our website.
- Please submit notices of examinations and formation of dissertation committees to Kristin Tyler at ktyler@educ.umass.edu. These types of announcements will run for one week.
Tuition Waiver for Externships Fall 2014 and Spring 2015

In all future requests for approval of externship waivers, please use this new form and note that all forms must be typed:

http://www.umass.edu/gradschool/sites/default/files/Appendix%20Bvf.doc

The only change is the addition of a line for your dean's signature.

The general externship policy can be found here:
http://www.umass.edu/gradschool/funding-support/graduate-assistantship-office/externship-policy-procedures

M.Ed. and Educational Specialist Degree (Ed.S.) Candidates

February 2015 Degree Deadlines

The Degree Eligibility Form and College of Education Master's Form M-2 or Form ES-2 for the Ed.S. must be completed (typed) and submitted to Kristin Tyler in the Office of Academic Affairs, 123 Furcolo, no later than December 5, 2014. This is to allow time for processing and obtaining the necessary signatures of Dr. Linda Griffin, Associate Dean for Academic Affairs and Graduate Program Director, and Dean Christine McCormick (Department Head). Your advisor must sign the College of Education Master's Form M-2 or ES-2, but NOT the Degree Eligibility Form. Please note that hand-written forms will not be accepted.

Forms can be downloaded from the following URL. If you have any difficulty, please open the documents in Internet Explorer or Safari:

http://www.umass.edu/education/students/current/forms

Ed.D. and Ph.D. Candidates February 2015 Degree Deadlines

Doctoral students planning on a February 2015 degree must submit their typed Doctoral Form D-8 to Kristin Tyler to schedule their final oral defense at least 4 weeks in advance of the defense date. Students should schedule their defense no later than November 26, 2014 to have time to make any necessary edits. Rooms are reserved by contacting Robert Heath (rheath@umass.edu).

The typed Doctoral Degree Eligibility Form, the typed Form D-9 (Result of Final Oral Examination) and one original signature page must be submitted to Kristin Tyler in Room 123 Furcolo no later than December 5, 2014.

The Doctoral forms can now be typed into and are found at the following URL:

http://www.umass.edu/education/students/current/advising-guidelines/doctoral-guidelines

Kristin will submit these forms to the Graduate School after they are signed by Dr. Linda Griffin, Associate Dean for Academic Affairs and Graduate Program Director, and Dean Christine McCormick (Department Head).

The dissertation must be submitted electronically and other required materials must be submitted to the Graduate School (Room 534 Goodell) by 4:30p.m., December 15, 2014. THIS IS A FIRM DEADLINE!
The College of Education’s

Statistical Consulting Service

Students and Faculty from the UMass Center for Educational Assessment (Research, Educational Measurement, & Psychometrics Doctoral Concentration) are available for consultation free of charge.

Providing assistance with:

- Research Design
- Drawing Samples
- Modes of Data Collection
- Reliability & Validity Studies
- Survey Development
- Interpretation and Presentation of Results
- Regression or ANOVA Analysis
- Multivariate Analysis

- Factor Analysis
- Power Analysis
- Longitudinal and Multi-Level Data Analysis
- Structural Equation Models
- Statistical Software Support including Excel, SPSS, SAS, Mplus, and R
- And more!

Drop In Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location (Office)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>4 pm – 6 pm</td>
<td>Hills South, 149A</td>
</tr>
<tr>
<td>Tuesday</td>
<td>10 am – 12 pm</td>
<td>Hills South, 251</td>
</tr>
<tr>
<td>Wednesday</td>
<td>4 pm – 6 pm</td>
<td>Hills South, 149A</td>
</tr>
<tr>
<td>Thursday</td>
<td>4 pm – 6 pm</td>
<td>Hills South, 168</td>
</tr>
</tbody>
</table>

To schedule an individual appointment (outside of drop in hours), simply fill out an information form at:

https://sites.google.com/site/UMassStatConsulting/

Questions? Please email jdickey@educ.umass.edu or aleagarcia@educ.umass.edu

Research, Educational Measurement, and Psychometrics
Promoting sound educational research and testing practices since 1968
FORMATION OF DISSERTATION COMMITTEE

LORETTA MINOR  Proposed Dissertation Title:  Within Reach: An Examination of Community College Faculty Teaching Approach

Statement of Problem: Scholars on community colleges have concluded that the student-centered approach to teaching is the hallmark of community colleges (Lanaan, 2006; Kozeracki, 2002). Several characteristics have been associated with a student-centered pedagogical approach to good teaching, which includes: Students actively participate in their own learning (Bain & Zimmerman, 2009); students are a source of knowledge in the classroom and share in the production of knowledge that is learned; and, teachers are more like guides on the sides instead of the sage on the stage (King, 1993). Furthermore, since the late 1980s and early 1990s, more research has begun to argue that a student-centered approach to teaching has produced meaningful learning experiences for students (Weimer, 2013). This body of research on student learning argues that meaningful classroom experiences occur when students are viewed as active participants in knowledge creation and learning lasts longer than the types of experiences that occur when it is presumed that students are empty vessels with no knowledge (Marton, Hounsell, & Entwistle, 1984). Therefore, a student-centered approach to teaching is considered an important aspect of good teaching because students retain what they have learned, even after graduating from college (Bain, 2004; Weimer, 2013). Meaningful learning experiences are more desirable in the classroom setting (Marton & Saljo, 1984) in order for students to retain what they have learned.

Given the desirable outcomes a student-centered approach to teaching is thought to produce, might be one reason this pedagogical approach has been linked to the teaching approach employed by community college faculty. However, the claim that a student-centered approach to teaching is the most used at community colleges is not supported by empirical research. First, there is a dearth of published research on the teaching approaches of community college faculty. Second, the few researchers that have examined the teaching approaches employed by faculty at community colleges argued that the student-centered missions at the community college runs counter to faculty being able to use a student-centered approach to teaching (Garrison, 1967; Grubb, 1999). Thus, in an era in which community colleges are increasingly being held accountable for meeting their transfer mission, unearthing the teaching approaches that community college faculty employ in their teaching becomes a critically important to understand.

The purpose of this study is to identify the teaching approach employed by community college faculty. The four questions that are undergirding this study are:

1) Which teaching approach does community college faculty identity most with as the one they use in their own teaching?
2) What specific methods does community college faculty employ in their teaching?
3) What learning outcomes do community college faculty believe their teaching approach achieves in terms of student learning?
4) Is the teaching approach that community college faculty say they employ in their teaching consistent with the methods they actually employ in their teaching?

Chairperson:  Dr. Benita Barnes