Access The Beacon, on-line at: http://www.umass.edu/education/publications.htm. If you have problems accessing this link, go to the School of Education home page, click on The Beacon button on the left. Earlier issues may be found by going to Publications on the School of Education home page.

**FACULTY/STAFF/STUDENT ACTIVITIES, HONORS, AND AWARDS**

**CALL FOR NEWS**

If you know of a student, faculty or staff member, who has been honored with an award or is involved in an interesting activity, please email Linda Neas at llascal@educ.umass.edu. Thank you for your assistance!

---

**NCATE**

**Standard 6: Unit Governance and Resources**

**UNIT BUDGET**

**UNACCEPTABLE**

Budgetary allocations to the unit, either in total or in comparison with other units on campus or similar units at other campuses do not support programs at levels necessary for candidates to meet standards.

**ACCEPTABLE**

The unit receives sufficient budgetary allocations at least proportional to other units on campus or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.

**TARGET**

Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P–12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners.

---

**BEACON DEADLINE:** Please submit Beacon announcements to: Room 123A Furcolo Hall or to llascal@educ.umass.edu. The deadline remains 3:30 p.m. on Monday. All assistantships will run for two issues unless otherwise indicated. Examinations and dissertation proposals run for only one issue.
ATTENTION: GRADUATE ASSISTANTS

A copy of the School of Education Graduate Assistantship Appointment and Reappointment Policies and Procedures, revised as of February 2007, is attached to this week’s Beacon and is available at the Provost Office at http://www.umass.edu/provost/appoint/index.html.

FALL 07 ASSISTANTSHIPS AVAILABLE
(by department)

Please note: All available positions are contingent upon funding.

Teacher Education & Curriculum Studies

Teaching Assistantship in Child and Family Studies Concentration

Fall 2007 Graduate Teaching Assistantship in undergraduate Child Development course, Human Development 270. This is a 10 hour per week position.

Responsibilities include: Development and preparation of class materials, including reading lists and packets and scanning non-PDF articles on to the course web-site; preparing and leading discussion groups; assisting in the review and evaluation of student projects; assisting in Lecturing; preparing, selecting and returning audio-visual materials; preparing hand-outs.

If interested, please submit your resume and a cover letter that highlights your relevant experience and qualifications to:
Dr. J. Kevin Nugent, jknugent@educ.umass.edu.
Review of applications will begin immediately.

Educational Policy, Research & Administration

The Center for Educational Assessment in the Department of Educational Policy, Research, and Administration has an open student research assistantship position during the summer of 2007.

Responsibilities include: Running workshop pertaining to the development of measurement and statistical skills for visiting scholars from Indonesia.

Qualifications include: All candidates must have extensive knowledge of item response theory, classical test theory, test development, test validity and reliability, score reporting, statewide assessment systems, basic and advanced statistical techniques, Statistical Package for the Social Sciences (SPSS), and decision accuracy.

To apply, please contact Dr. Craig S. Wells, (413)577-1726, cswells@educ.umass.edu.

No positions available this week in the following:
Dean’s Office;
Educator Licensure Office;
Office of Academic Affairs;
School of Education Business Office;
Student Development and Pupil Personnel Services.

An understanding heart is everything in a teacher, and cannot be esteemed highly enough. One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feeling. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.
Carl Jung

Carl Jung was a Swiss psychiatrist, influential thinker, and founder of analytical psychology.

ANNOUNCEMENTS

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

Karen St.Cyr. June 28th, 4pm, 20 Furcolo Hall.

Chairperson: Dr. Allan Feldman.

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

Matthew DiBartolomeo. July 9th, 10am, 151 Hills South.

Chairperson: Dr. Joseph Berger.

UPCOMING CONFERENCES/WORKSHOPS

12TH ANNUAL NEW ENGLAND CONFERENCE ON MULTICULTURAL EDUCATION

This year the 12th Annual New England Conference on Multicultural Education moves to the beautiful new Connecticut Convention Center, Hartford, CT on Oct. 11, 2007 where the conference will easily house 42 great workshops and two outstanding keynote speakers. This conference is ideal for Pk-12 teachers, higher education faculty and others interested in educational equity.

Download brochure at:

Register online at http://www.aces.k12.ct.us/conferences/

THE 9TH ANNUAL AUTISM SUMMER INSTITUTE

Raising Expectations: Presuming Competence!
The Importance of High Expectations for Learning, Communication and Friendship

The goal of the Autism Summer Institute is to provide strength-based perspectives about students with Autism Spectrum Disorders (ASD) to improve the quality of education in inclusive settings. Participants will gain skills and knowledge that will help support the full participation of students with ASD in their schools and communities. This Institute offers a unique combination of keynote presentations and workgroups. The registration fee includes participation in all four days activities. A separate fee has been established for those interested in attending one or more keynote presentations.

Dates: August 13-16, 2007

Time: August 13-15: 8:00 am to 3:30 pm; August 16: 8:00 am to 12:00 pm

Location: University of NH, Holloway Commons, Durham, NH

Registration Fee: $399*
* Self-Advocate, Student, & Parent rate: $299
* Keynote only rate: $60 each

Keynote Presenters:
Monday - Ros Blackburn
Tuesday - Jamie Burke
Wednesday - CarolAnn Edscorn
Thursday - Donna Williams

Course Credit:
Participants may earn 4 academic credits by attending the Autism Summer Institute and registering for the associated class in the Fall 2007 semester. To download a complete description of the class and its requirements go to: http://iod.unh.edu/pdf/ASI%20Course%20Info.pdf

Please contact the course instructor, Cheryl M. Jorgensen, Ph.D., at cheryl.jorgensen@unh.edu with questions and permission to register.

Full participation in the Autism Summer Institute qualifies for 22 Staff Development Hours

ENGLISH FOR SPECIFIC PURPOSES (ESP) INSTITUTE

The Indiana Center for Intercultural Communication (ICIC) in the I.U. School of Liberal Arts at Indiana University-Purdue University (IUPUI) is pleased to offer the Eighth Annual English for Specific Purposes (ESP) Institute on July 9-20, 2007. Coordinated by Dr. Ulla Connor,
courses taught by Dr. Ulla Connor and Dr. William Rozycki.

**What is the ESP Institute?**

An intensive, two-week institute to introduce ESL practitioners and English language educators to English for Specific Purposes.

Two courses, offered through IUPUI meet for two weeks:

**Linguistics T600**: Issues in ESP (3 credit hours), M-F

This course will provide learners with the historical and theoretical background of ESP, especially ESP in the U.S. Theories and models for teaching ESP will be evaluated.

**English G541**: Materials Development for TESOL (4 credit hours), M-F

This course looks at needs analysis and the creating/adapting of ESL teaching materials for use in specific settings.

Workshops by visiting ESP researchers/practitioners, guest speakers from Indiana companies addressing workplace issues, presentations by ESL professionals.

**For whom is the ESP Institute designed?**

- Individuals currently involved in English for academic or professional purposes
- Teachers of English as a second language (ESL) or as a foreign language who wish to acquire skills for teaching ESP in the workplace

**What are the benefits of completing the ESP Institute?**

- Acquisition of the skills and knowledge base to set up a basic ESP program (needs analysis, syllabus and course design, materials development, program implementation, evaluation)
- Accessibility to ICIC staff and resources on future language training issues
- Opportunity to continue studies toward a 21-credit hour certificate in TESL with emphasis on ESP
- Insight into an innovative teaching approach

**How do I register?**

IUPUI/IU students can register via the internet at: [https://onestart.iu.edu/my-prd/Portal.do](https://onestart.iu.edu/my-prd/Portal.do) or (317) 274-1501

Non-IUPUI/IU students should contact the Graduate Non-Degree Program at: [http://www.iupui.edu/~resgrad](http://www.iupui.edu/~resgrad) or (317) 274-1577

Those wishing to take this for no university credit should contact ICIC directly ($1,000 for both courses, $600 for either T600 or G541 individually)

For more information, please contact: ICIC at (317) 274-2555, icic@iupui.edu, www.iupui.edu/~icic.

**Information for international participants:** For non-credit registration we believe that a tourist visa accommodates this activity. For credit options, internationals would need J-1 visas.

---

**CALL FOR APPLICATIONS/PROPOSALS**

**HAWAII INTERNATIONAL CONFERENCE ON EDUCATION**

**Submission Deadline:** **August 16, 2007**

Sponsored by: Pepperdine University - Graduate School of Education and Psychology; University of Louisville - Center for Sustainable Urban Neighborhoods; New Horizons in Education - The Journal of Education, Hong Kong Teachers’ Association

Web address: [http://www.hiceducation.org](http://www.hiceducation.org)  
Email address: education@hiceducation.org

The 6th Annual Hawaii International Conference on Education will be held from **January 5 (Saturday) to January 8 (Tuesday), 2008** at the Waikiki Beach Marriott Resort & Spa, and the Hilton Waikiki Prince Kuhio, in Honolulu, Hawaii. The conference will provide many opportunities or academicians and professionals from education related fields to interact with members inside and outside their own particular disciplines. Cross-disciplinary submissions with other fields are welcome.

**Topic Areas (All Areas of Education are Invited)**

Submitting a Proposal: You may now submit your paper/proposal by using our new online submission system! To use the system, and for detailed information about submitting see: [http://www.hiceducation.org/cfp_edu.htm](http://www.hiceducation.org/cfp_edu.htm)

(Continued on page 5)
2008 CONTEMPLATIVE PRACTICE FELLOWSHIP
COMPETITION

Now Accepting Applications
Deadline: November 15, 2007

Regular full-time faculty members at colleges and universities in the United States and Canada are eligible to apply for the 2008 Contemplative Practice Fellowships. These fellowships are intended to support scholars for the development of courses that employ contemplative practices to address issues of social conflict and injustice, the amelioration of suffering, and the promotion of peace. Individual scholars, partnerships, or groups of scholars may apply. Approximately ten fellowships will be awarded.

We invite proposals from the full range of disciplinary and inter-disciplinary perspectives in the arts, humanities, social sciences, and sciences. Methodologies that include practical and experiential approaches to the subject matter are especially welcome.

If you have questions, please contact Sunanda Markus, Academic Program Coordinator, at: fellowships@contemplativemind.org.

For further information, application and guidelines go to: http://www.contemplativemind.org/programs/academic/fellowships/index.html

CALL FOR SUBMISSIONS

INTERNATIONAL SEMINAR ON ETHNOGRAPHY
AND LANGUAGE LEARNING

The International Seminar on Ethnography and Language Learning will be held on December 10 to 12, 2007, sponsored by La Universidad Autonoma Benito Juarez de Oaxaca. The theme of this year’s seminar will be: The ethnographic turn in the study of learning additional languages.


The objectives of the seminar will be: to bring together scholars in applied linguistics in language learning and related disciplines to explore new theoretical and methodological perspectives on ethnographic research; to publish a volume of selected articles on the topic; to establish an agenda for national and international ethnographic networks on learning additional languages; to engage teachers and student-teachers in these debates.

We solicit papers addressing one or more of the following questions:
What are the interplays between language, culture, agency and structure in the process of adding language(s) to existing language repertories?

What are the roles of identity construction in additional language learning? (i.e. in what ways do the identity locations of gender, sexuality, social class and ethnicity affect the dynamics of additional language learning?)

What are the cultural and social meanings attached or assigned to language performances by the actors involved (students, teachers, community, etc.)?

What kind of language ideologies frame the social context of additional language learning?

What are the overall political and economic factors that frame the context for additional language learning in Mexico?
Can the everyday lives of language learners be represented by ethnographic narratives?

Can the complexes of postcolonial and poststructural argumentation be represented by the use of ethnographic narratives?

Can we define the role of power and authority in additional language learning through ethnographic analysis?

Can we ethnographically define which Standard of English is being used, learnt and taught in Mexico?

What is the political, social and cultural import of English in Mexico?

What are the ethnographic comparisons of English learnt in the Mexican classroom and the English that is brought back by returning migrants?

Abstracts (700 words long and including description of the objective, setting and methodology of the study) should be sent to:
Dra. Maria de los Angeles Clemente, e-mail: angeles-clemente@hotmail.com


The participants whose abstracts are accepted will submit their papers by October 15th and they will be notified of their acceptance by November 1st. All the participants will receive an electronic copy of the 12 papers accepted, which should be read in order to be able to give feedback to the authors during the seminar.

The participants will have 60 minute sessions (15 minutes to talk about their paper and 45 to discuss it)

All the participants would work on the final versions of their papers in order for them to be published around July 2008 by the UABJO and other universities willing to participate.

Other important dates:
Results on abstracts notified by: August 5th
Maximum abstracts accepted: 20 abstracts
Papers submission deadlines: October 15th
Results on papers notified by: November 1st
Maximum papers accepted: 12 papers
Registration fee: 120.00 USA dollars (official invoices issued by UABJO)
Deadline for articles to be published: March 31st 2008
For further information contact: Dra. Maria de los Angeles Clemente, e-mail: angeles-clemente@hotmail.com

Equity & Excellence in Education

Special Issue: Bilingualism & Biliteracy: Issues of Equity, Access, & Social Justice for English Language Learners

Guest Editors: Karen Cadiero-Kaplan and James L. Rodriguez, Department of Policy Studies in Language & Cross-Cultural Education, San Diego State University Equity & Excellence in Education is currently soliciting manuscripts for a special theme issue on Bilingualism & Biliteracy. We welcome scholarly research that focuses on the array of equity, access, and social justice issues embedded in theory, research, and practice on bilingualism, biliteracy and the education of English Learners in pre-K through 12 classrooms as well as well-documented descriptive articles that examine topics such as the following: sociopolitical factors surrounding bilingualism, biliteracy, and English language learning; educational experiences of children & adolescents in bilingual and English learning classrooms; family and/or community involvement of students in dual language, bilingual and English learning classrooms; the preparation of teachers working with bilingual children/English Learners; research that highlights successful dual language, bilingual, or English learner program models.

In addition, we would like to feature new research and theoretical perspectives that address programs and curricula that: promote bilingualism, biculturalism and biliteracy; promote social justice for bilingual/multilingual children and adolescents; promote academic achievement for all students with a focus on bilingual/multilingual children and adolescents.

In addition, we would like to feature new research and theoretical perspectives that address programs and curricula that: promote bilingualism, biculturalism and biliteracy; promote social justice for bilingual/multilingual children and adolescents; promote academic achievement for all students with a focus on bilingual/multilingual children and adolescents.

Submission Guidelines: Complete manuscripts are due October 1, 2007. Submit three "masked" paper (hard) copies plus a disk with separate cover title page including author contact information. Suggested article length: 25 double-spaced pages. Please indicate in your cover letter that the submission is for the special issue on Bilingualism & Biliteracy.

Mail to: Equity & Excellence in Education, Hills South 370, School of Education, University of Massachusetts, Amherst, MA 01003.

For author guidelines, please visit the journal website (http://www.eee-journal.com). All submissions are peer reviewed. Contact Karen Cadiero-Kaplan, with any questions related to this special issue: kcadiero@mail.sdsu.edu