Have an idea for a sustainability project on campus?

APPLY FOR FUNDING THROUGH THE SUSTAINABILITY INNOVATION & ENGAGEMENT FUND (SIEF)

APPLICATION DEADLINE: February 16, 2018
APPLY ONLINE: tinyurl.com/SIEF2018
Externship forms due January 25

Spring 2018 externship forms and documents are due January 25, 2018 to Kristin Tyler in the Office of Academic Affairs (W114 Furcolo). Forms must be typed and original ink signatures are required.

Please see the Graduate Assistantship Office website for the full externship policy, procedures, and forms at: http://www.umass.edu/gradschool/funding-support/graduate-assistantship-office/externship-policy-procedures

Calling All Artists

Seeking: painters, creative writers, craft makers, quilters, photographers, sculptors, and more.

BUILDING BRIDGES
A UMass Public Art and Engagement Initiative

If you are a worker at UMass, enjoy creative expression and would like to participate in a fun and engaging worker-artist exhibition process then please contact us for more information:
Call or email Jacob Carter at 413-545-6263 or jacarter@umass.edu

A collaboration between Labor/Management Workplace Education, Human Resources and Community Engagement and Service-Learning. Funded by the Associate Chancellor for Equity and Inclusion.

Do you have a message for the College’s monitors?
Send it well in advance of the event or activity’s start date (please) to dms@educ.umass.edu

The monitors are HORIZONTAL so sending your graphic in a horizontal format is a good idea!
Learn about and apply for our Master's Degree:
PK-12 Educational Leadership
(non-licensure)

Schools of all types need innovative, dynamic leaders who know how to create meaningful and sustainable change. Earn a master’s degree in educational leadership from the College of Education. Applications are open for our fall 2018 cohort.

https://www.umass.edu/education/departments/epra/pk12_ed_leadership_m-ed
College of Education Scholarships

To apply for a scholarship please go to
https://www.umass.edu/education/students/prospective/scholarships

The application deadline is March 9, 2018.
College of Education Offers New Undergraduate Program in Special Education

In response to the shortage of special education teachers nationwide and to fill the need particularly in Massachusetts, the College of Education has developed a new undergraduate-level, evidence-based teacher training program in special education leading to licensure in moderate disabilities for PreK-8 or 5-12.

In developing the program, the college's special education faculty conducted a needs assessment with regional special education directors and practicing special education teachers. This information was used in designing the program to ensure that its students become exceptional teachers who are highly trained to help students with disabilities and to help their families as well.

Students in the program will complete a primary major in education with a concentration in special education and a secondary major of their choice.

Deadline to apply is Feb. 15 for the fall 2018 semester.

The undergraduate-level special education program was developed in alignment with the state Department of Elementary and Secondary Education special education licensure requirements, and the Council for the Accreditation of Educator Preparation (CAEP) and Council for Exceptional Children (CEC) standards, which guide the licensing component of the special education teacher training program.

“In this program, students will learn to be catalysts for change, helping to increase educational opportunities and outcomes for children with disabilities and their families,” said Michelle Hosp, coordinator for the special education program.

For more information, contact Hosp at michellehosp@umass.edu
FORMATION OF DISSERTATION COMMITTEE

ASHLEY CARPENTER  Proposed Dissertation Title:  Bridging the gap: The assessment of student transition and cultural capital.

Statement of Problem:  The transition from high school to college is both challenging and stressful for most students; however, this transition is even more daunting for students of Color, first-generation students, and low-income students. First generation, low-income, Black and Latinx students have the lowest college enrollment rates among traditional college-aged students. Even though there are higher numbers of minoritized students graduating from high school, many do not enroll into postsecondary institutions --- and if they do attend college, they persist at much lower rates than their peers. Considering these systemic and institutionalized inequities, research has found that pre-college programs can serve as a vital tactic in improving the college readiness of students of diverse backgrounds. However, there are a limited number of published studies that examine issues of college readiness and transition from the perspectives of pre-college program students and alumni --- who viscerally confront the challenges that impact their educational experiences. Therefore, this study will examine the experiences of a group of Upward Bound college students who use their cultural wealth to transition and persist through postsecondary education.

Chair:  Dr. Chrystal George Mwangi

FORMATION OF DISSERTATION COMMITTEE

CYNTHIA SHUTTLETON  Proposed Dissertation Title:  Contact with Discipline and Academic Motivation: Examining the Mediation and Moderation Effects on Academic Performance in Secondary School

Statement of Problem:  Academic motivation is a key factor in students’ academic and behavioral success in schools. Empirical evidence suggests that there is a strong relationship between students’ academic motivation and their academic performance, and that there is a relationship between academic performance and contact with school discipline systems. However, there is a limited understanding of how discipline effects students’ academic motivation. Understanding the nature of this relationship will contribute to a currently limited understanding of how academic motivation and discipline are related. This relationship becomes increasingly important with high school students, where academic performance in school can affect future outcomes such as employment and pursuit of higher education. With more information about this relationship, schools can consider methods to support student academic motivation and potentially consider changes to school discipline systems that are more supportive of student academic motivation and performance. This study will add to the research by examining the relationship between academic motivation, academic performance, and discipline in high school students (grades 9-12) to understand whether more contacts with school discipline in high school predict lower ratings of academic motivation and lower overall academic performance, or if academic motivation mediates or moderates the known relationship between contact with school discipline and academic performance.  Chair:  Dr. Sarah Fefer
RESEARCH ASSISTANTSHIP

Department of Teacher Education and Curriculum Studies
One 10 hours per week research assistantship is available for spring 2018.

Responsibilities include: Assisting faculty member with EDUC 619 Introduction to Qualitative Research course and Honors 391AH Seminar: Interviewing as a Qualitative Research Tool offered spring, 2018. Assist with data analysis of an ongoing research project. Other duties as assigned.

Qualifications: Doctoral student with strong communication skills, teaching experience and solid background in qualitative research methods. Preference given to doctoral students in the comprehensive exam or dissertation phase of their program of study.

To apply, please submit a cover letter and a curriculum vita as an email attachment (type Research Assistantship in subject line of email) to: Linda Griffin (lgriffin@educ.umass.edu)

APPLICATION DEADLINE: January 15, 2018

FORMATION OF DISSERTATION COMMITTEE

VICTORIA MALANEY Proposed Dissertation Title: Exploring Multiracial Identity & Racial Consciousness: College Student Experiences with Racism and Monoracism at a Predominately White Institution

Statement of Problem: Since the late 1970s, student development theories have been developed to assist higher education practitioners and researchers to understand the perspectives of evolving student populations. However, within higher education research less attention has focused on creating student development theories that explore the racialized realities of multiracial undergraduates. Current iterations of multiracial identity theories (Renn, 2000; 2003; Root, 1998) fail to analyze racial identity development alongside student experiences with racial oppression. With an increasing number of multiracial Americans attending college campuses nationwide, exploring how multiracial undergraduates articulate their racial consciousness and how they experience racism and monoracism at a Predominately White Institution (PWI) will allow for a better understanding of how this unique student population understands their racial identity. This study will also examine how multiracial students articulate how they might encounter different forms of racial oppression (i.e., microaggressions) during their college experiences and if they can notice when racism occurs. While racial identity development theories have helped educators make sense of students lives, much more insight is needed for student affairs practitioners and for the development of institutional policies to better support multiracial students when they explore their racial identity at predominately White institutions. Chair: Dr. Chrystal George Mwangi
ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

Raja Almutairi, January 26, 2018 Furcolo. Chair: Dr. John Hosp

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

EMILY PERLOW, January 31, 2018, 1:00 p.m. room S115 Furcolo. “Plazing Inside the Fratriarchal Frame: American College Fraternity Men’s Gender Identity and Hazing.” Chair: Dr. Ryan Wells

It’s not too early to think about it

We encourage you to visit the 2018 Commencement website, www.umass.edu/commencement, that is now live and can be a great resource for Commencement information.

Santiago-Ortiz receives predissertation research grant

Aurora Santiago-Ortiz, a doctoral student in social justice education, was awarded a predissertation research grant from the UMass Amherst Graduate School. The Graduate School awards these competitive grants to Ph.D. students who have completed at least one semester of graduate study at the time of application but have not yet filed their dissertation prospectus. The grants offer early career graduate students the opportunity to evaluate the feasibility of planned dissertation research, generate pilot data, or establish the necessary networks to carry out planned dissertation research, among other activities. Grants are not intended to fund dissertation research itself.

Santiago-Ortiz’ intended research project focuses on an undergraduate program that specializes in participatory action research (PAR) in the University of Puerto Rico, Humacao Campus, which trains students to engage in PAR with community partners. The grant will support Santiago-Ortiz in conducting participant observations at the university in Puerto Rico, and in beginning the process of developing criteria to select participants for an intergroup dialogue (IGD) course that will contribute to greater knowledge about interpersonal community-university relationships, among other things.
College of Education
Graduate Assistantships Appointment and Reappointment
Policies and Procedures

The College of Education employs students to assist in instruction and projects and makes every effort to provide graduate assistantships that augment students’ academic preparation. The number of available assistantships varies from semester to semester as these positions are contingent upon multiple sources of funding. Therefore, the College must take many factors into account when making decisions regarding the allocation of assistantships. More specifically, financial support in the form of graduate assistantships will be prioritized to support students who have:

- Full-time status
- Specialized knowledge and skills related to the assistantship duties
- Good academic progress or demonstrated potential to make good academic progress

Criteria for reappointment include:

- Good academic standing and progress
- Experience
- Previous performance
- Available funding

Departments and Principal Investigators, with Department Chair approval, will post open and available assistantships, listing duties, qualifications, and application instructions in the Beacon, the College’s weekly newsletter, available at https://www.umass.edu/education/news/beacon. Graduate students seeking assistantships should follow the instructions in the Beacon for applying to specific assistantships. Reappointments are not posted.

Assistantship policies and application procedures will be available on the college website, and posted annually in the Beacon and in locations in Furcolo Hall by academic departments.

Assistantships will be for at least 10 hours per week, unless approved otherwise by the Department Chair.

Appointment and Reappointment

Hiring Authorities and/or supervisors will review application materials and make recommendations for awarding assistantships to the relevant Department Chairs according to the schedule established by the Graduate Assistantship Office. Final decisions to award assistantships rest with the relevant Department Chair.

By December 1 or April 15 of each semester, Department Chairs or designee will notify each graduate student holding an assistantship, in writing, their expectations regarding whether or not they will be offered assistantships the following semester. Students with fall appointments will be notified by December 1 of fall semester; students with spring appointments or academic year appointments will be notified by April 15 of spring semester.

Graduate School guidelines regarding assistantships can be found at http://www.umass.edu/gradschool/funding-support/graduate-assistantship-office/appointment-procedures

November 2017
Keep up to date on how the university is responding to the executive order on immigration and other federal actions that affect Umass Amherst students, staff and faculty.

https://www.umass.edu/federal-actions/

Drupal Brown Bag sessions

January 12 and February 9
12-1 p.m.
Slobody Building 3rd floor Suite C1
101 University Drive
Contact Brian Devore
bdevore@umass.edu

For a fourth straight year, the University of Massachusetts Amherst is among the nation’s top 30 public universities, ranked 29th by the 2018 Best Colleges guide released today by U.S. News & World Report.