

# Summer 2011 Course Schedule

## Lynch Graduate School of Education

### Now Enrolling

Please use this link to get real-time instructors and classroom locations for the following courses:  
<http://www.bc.edu/offices/stserv/academic/courses/meta-elements/doc/search.agora.html>

The **Summer 2011** term offers 2 sessions and institute courses with varying times. **Session 1, Mon/Wed** courses start on May 18-June 29; **Tues/Thurs** courses start May 19-June 23. **Session 2, Mon/Wed** courses start on July 6-August 10; **Tues/Thurs** courses start June 28-August 2. **Institute courses** have varying start and end dates. Please refer to the specific course to obtain the dates.

**SESSION I, Mon/Wed courses: May 18-June 29**

**SESSION I, Tues/Thurs courses: May 19-June 23**

**(No classes May 23, BC Commencement & May 31, Memorial Day)**

### **ED 346.01 Teaching Bilingual Students**

**\*FOR ELEMENTARY ED MAJORS ONLY\***

Deals practically with instruction of teaching English Language Learners, Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment. *T/TH 4pm-6:45pm*

### **ED 346.02 Teaching Bilingual Students**

**\*FOR SECONDARY ED MAJORS ONLY\***

Deals practically with instruction of teaching English Language Learners, Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment.

*T/TH 4pm-6:45pm*

### **ED 435.01 Social Contexts of Education**

Examines the historic and evolving development of the major social factors that together create the diverse, competing, and often unequal social contexts influencing the quality and type of education different groups of students experience in particular school sites and across school sites. Major requirements for the course include creating a sociological portrait of a selected school site and developing an interdisciplinary curriculum unit/action project focusing on key issues facing the community and/or the school and its students.

*M/W 7pm-9:45pm*

### **ED 447.01 Literacy and Assessment in the Secondary School**

Designed to address the subject of teaching reading in the content areas of secondary schools. Demonstrates effective teaching strategies appropriate for all students, including those with special needs. Focuses extensively on concepts, strategies, and issues related to assessment.

*M/W 4pm-6:45pm*

LSOE Summer 2011 Course Schedule, updated May 5, 2011

**ED 473.01 Teaching Writing**

This course presents research on children's (K-8) writing development, writing processes, and writing in the classroom. Instructional methods for teaching writing will be explored. Students are expected to participate in extensive writing as part of the course.

*T/TH 7pm-9:45pm*

**ED 492.01 Deaf/Blind Seminar**

Presents histories of deaf, blind, and deaf/blind services. Discusses various etiologies of deaf-blindness along with their implications for intervention with persons with deaf-blindness. Provides overview of legislation and litigation relating to special services for individuals with deaf-blindness. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.

*T/TH 4pm-6:45pm*

**ED 528.01 Understanding Learning Disabilities and Education**

*Prerequisite: ED 044 or ED 438, or waiver for equivalent experience*

General and special educators are responsible for serving students with learning disabilities, only some of whom have an identified disability. Course topics include: theories and knowledge of what learning disabilities are characteristics of students with LD across the life span, and major approaches to service delivery and instruction. This course is appropriate for educators working at the elementary level and higher.

*M/W 4pm-6:45pm*

**ED 529.01 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School**

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

*T/TH 4pm-6:45pm*

**ED 771.01 Organization and Administration of Higher Education**

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.

*M/W 7pm-9:45pm*

**ED 867.01 Diversity in Higher Education: Race, Class, and Gender**

The purpose of this course is to provide students with the opportunity to examine the theoretical scholarship and empirical research on race, class, and gender in American higher education. The course readings are interdisciplinary in nature and require students to identify research claims and their relationship to higher education practice and policy in the U.S. We explore such issues as admissions and affirmative action policy, sexual harassment, and access and financial aid practices.

*T/TH 4pm-6:45pm*

**PY 440.01 Principles and Techniques of Counseling**

**NOT APPROPRIATE FOR MENTAL HEALTH OR SCHOOL COUNSELING STUDENTS**

Provides an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice

components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision.

*T/TH 7pm-9:45pm*

**PY 441.01 Issues in Counseling Men**

Examines issues related to counseling men by examining the influence of socially constructed roles on men, their families, and broader society. Specifically examines how men's roles impact on their personal development through the life span as well as on men's health, roles as partners and fathers, and how men approach mental health services. Covers issues specific to counseling men from access to services to creating therapeutic environments for men. Uses case analysis of transcripts and videotapes.

*M/W 7pm-9:45pm*

**PY 529.01 Psychology of Drug and Alcohol Abuse**

Designed for the student who is interested in the study of both the theoretical and applied aspects of alcohol and substance abuse. The course will focus on the psychological, physiological, sociological, and economic aspects of addiction in society.

*T/TH 7pm-9:45pm*

**PY 605.01 Ethical and Legal Issues in Counseling Psychology**

Topics include professional codes and ethical principles; laws governing mental health professions; confidentiality, privacy and record keeping; client rights and malpractice; issues in supervision; dual role relationships; psychological assessment; and, issues specific to minorities, children and specialized treatment modalities and techniques. Emphasis is on the preparation of mental health counselors and other mental health professionals.

*M/W 4pm-6:45pm*

**PY 605.02 Ethical and Legal Issues in Counseling Psychology**

Topics include professional codes and ethical principles; laws governing mental health professions; confidentiality, privacy and record keeping; client rights and malpractice; issues in supervision; dual role relationships; psychological assessment; and, issues specific to minorities, children and specialized treatment modalities and techniques. Emphasis is on the preparation of mental health counselors and other mental health professionals.

*T/TH 4pm-6:45pm*

**SESSION 2 COURSES**

**SESSION II, Mon/Wed courses: July 6-August 10**

**SESSION II, Tues/Thurs courses: June 28 -August 2**

**ED 374.01 Management of the Behavior of Students with Special Needs**

The behavior management challenges presented by some students with special needs are addressed in this course. Following discussion on the diagnosis and functional analysis of these behaviors, substantial emphasis is given to the practical application of applied behavior analysis techniques. Alternative and/or cooperative strategies for classroom use are also discussed.

*M/W 1pm-3:45pm*

**ED 425.01 Topics in Catholic Education**

This course examines the culture of Catholic schools and what makes them unique within the larger

United States school context, exploring how the history of these schools, the influence of the Catholic Church, and the events of the recent past have influenced the culture of Catholic schools. Topics include religious who served these schools, recent closures and reorganizations of Catholic schools, international perspectives on Catholic schools, and student achievement in Catholic schools.

*M/W 4pm-6:45pm*

**ED 435.08 Social Contexts of Education**

***\*FOR DONOVAN SCHOLARS ONLY\****

Examines the historic and evolving development of the major social factors that together create the diverse, competing, and often unequal social contexts influencing the quality and type of education different groups of students experience in particular school sites and across school sites. Major requirements for the course include creating a sociological portrait of a selected school site and developing an interdisciplinary curriculum unit/action project focusing on key issues facing the community and/or the school and its students.

*T/TH 12:30pm-3:15pm*

**ED 438.01 Instruction of Students with Special Needs and Diverse Learners**

This course focuses on the education of students with disabilities and other learners from culturally and linguistically diverse backgrounds. The goal of the course is to promote access to the general curriculum for all students through participation in standards-based reform. Universal Design for Learning (UDL) provides the theoretical framework for this course. Through an examination of historical milestones, landmark legislation, systems for classification, approaches to intervention and the daily life experiences of diverse learners, students acquire knowledge about diversity and the resources, services and supports available for creating a more just society through education.

*T/TH 4pm-6:45pm*

**ED 438.08 Instruction of Students with Special Needs and Diverse Learners**

***\*FOR DONOVAN SCHOLARS ONLY\****

This course focuses on the education of students with disabilities and other learners from culturally and linguistically diverse backgrounds. The goal of the course is to promote access to the general curriculum for all students through participation in standards-based reform. Universal Design for Learning (UDL) provides the theoretical framework for this course. Through an examination of historical milestones, landmark legislation, systems for classification, approaches to intervention and the daily life experiences of diverse learners, students acquire knowledge about diversity and the resources, services and supports available for creating a more just society through education.

*M/W 1pm-3:45pm*

**ED 447.02 Literacy and Assessment in the Secondary School**

Designed to address the subject of teaching reading in the content areas of secondary schools. Demonstrates effective teaching strategies appropriate for all students, including those with special needs. Focuses extensively on concepts, strategies, and issues related to assessment.

*T/TH 4pm-6:45pm*

**ED/PY 460.01 Interpretation and Evaluation of Research**

This course is designed to improve the student's understanding of the research literature in education and psychology. It concentrates on developing the understandings and skills needed by the competent reader of research reports. Emphasis is placed on the accurate interpretation of

statistical data and on the evaluation of published research.

*T/TH 4pm-6:45pm*

### **ED 495.01 Human Development and Disabilities**

From conception through adolescence, with concern for the results of physiological malfunction at any stage of development. Presentation, discussions, readings and observation will permit the student to understand the most prevalent handicapping conditions. Included is a consideration of aids and prosthetic devices and medical interventions employed by those with sensory and/or motor handicaps.

*M/W 4pm-6:45pm*

### **ED 517.01 Children's Literature/Elementary and Middle School**

Examines theoretical perspectives of literacy criticism applicable to using literature in elementary and middle school classrooms. It provides an overview of genre including non-fiction, describes literature programs, and examines current controversies in the field of children's literature.

*T/TH 4pm-6:45pm*

### **ED 542.01 Teaching Reading and Language Arts**

Examines reading development from preschool through early adolescence from a variety of instructional perspectives. Students will gain understanding of major theoretical perspectives on reading and its development and will learn a variety of strategies for teaching reading. Also introduces methods for assessing children's reading skills and weaknesses to plan instruction. Discusses children's literature and teaches students strategies for using literature as part of an instructional program. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

*M/W 4pm-6:45pm*

### **ED 595.01 Assessment and Instruction for Students with Reading Difficulty**

*Prerequisite: ED 542 or equivalent*

Examines the methods and materials related to formal and informal assessment, analysis and interpretation of the results of assessment, and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.

*T/TH 4pm-6:45pm*

### **ED 621.01 Bilingualism, Second Language, and Literacy Development**

Explores first and second language and literacy development of children raised bilingually as well as students acquiring a second language during pre-school, elementary, or secondary school years. Also addresses theories of first and second language acquisition, literacy development in the second language, and factors affecting second language and literacy learning. Participants will assess the development of one aspect of language or language skill of a bilingual individual and draw implications for instruction, parent involvement, and policy.

*T/TH 7pm-9:45pm*

### **ED 621.02 Bilingualism, Second Language, and Literacy Development**

Explores first and second language and literacy development of children raised bilingually as well as students acquiring a second language during pre-school, elementary, or secondary school years. Also addresses theories of first and second language acquisition, literacy development in the second language, and factors affecting second language and literacy learning. Participants will assess the development of one aspect of language or language skill of a bilingual individual and draw

implications for instruction, parent involvement, and policy.

*M/W 7pm-9:45pm*

**ED 774 The Community-Junior College**

Examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

*T/TH 4pm-6:45pm*

**PY 418.01 Applied Developmental Psychology: Emphasis on Child**

Will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. Designed for individuals beginning their professional development in education who plan to work with children.

*M/W 7pm-9:45pm*

**PY 447.01 Applied Developmental Psychology: Emphasis on Adolescent**

Helps teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Focuses on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. Half of each semester is devoted to analysis of case studies. Designed for individuals beginning their professional development in education who plan to work with adolescents.

*M/W 4pm-6:45pm*

**PY 447.02 Applied Developmental Psychology: Emphasis on Adolescent**

Helps teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Focuses on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. Half of each semester is devoted to analysis of case studies. Designed for individuals beginning their professional development in education who plan to work with adolescents.

*M/W 4pm-6:45pm*

**PY 528.01 Multicultural Issues**

For students in Counseling Psychology; other students by permission only.

Assists students to become more effective in their work with ethnic minority and LGBT clients. Increases students' awareness of their own and others' life experiences, and how these impact the way in which we approach interactions with individuals who are different from us. Examines the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and presents an overview of relevant research.

*T/TH 7pm-9:45pm*

**PY 642.01 Introduction to Play Therapy**

Examination of various theoretical approaches to play therapy as a treatment modality for school age and preschool children. Discusses techniques, methods, and processes of play therapy, as well as strengths and limitations of this treatment approach.

*T/TH 7pm-9:45pm*

INSTITUTE COURSES (See specific course dates and times below)

LSOE Summer 2011 Course Schedule, updated May 5, 2011

**ED 374.01 Management of the Behavior of Students with Special Needs**

The behavior management challenges presented by some students with special needs are addressed in this course. Following discussion on the diagnosis and functional analysis of these behaviors, substantial emphasis is given to the practical application of applied behavior analysis techniques. Alternative and/or cooperative strategies for classroom use are also discussed.

*June 27-July 15, M/T/W/Th 1pm-3:45pm*

**ED 551.01 Foundations of Ecology in the Urban Context: Boston as a Field Study Model**

This course explores urban ecosystems in order to provide ways for teachers, community leaders and urban professionals to participate in defining a common forum for initiating community-based urban research. Each day incorporates both classroom lectures and field visits that build upon course curriculum that is focused on Boston as an example of an urban ecosystem. The goals are to 1) build a base for understanding how ecosystems evolve to accommodate urban development, 2) establish sound scientific observation and sampling techniques for teachers to implement in the classroom, and 3) serve as a round-table for discussions about policy and strategies that promote enhanced community stewardship. Presenters include Boston College science faculty and technical staff, teachers participating in our extended program and environmental professionals.

*July 5- July 14, 8:30am-3:30pm*

**ED 698.01 Leadership Colloquium on Universal Design for Learning****\*BY DEPT PERMISSION ONLY**

This advanced graduate level seminar examines the current body of work generated by the UDL framework. Included are selected readings, guest presentations, facilitated conversations, online reflections, and other activity-based collaborations among participants and guests. Final products will include the development of proposals offering promising applications of UDL theory to research and practice in order to improve education for ALL learners. Permission of instructor is required. Syllabus available on request (jacksonr@bc.edu).

*June 7-June 30, T/Th 4pm-8pm*

**ED 804.01 Catholic Higher Ed Administration & Leadership**

This course explores contemporary issues, organizational and governance structures and distinct characteristics of successful leadership for administrators at Catholic Colleges and Universities, focusing on effective campus policy development, strategic planning, and assessment. Students will engage current research, historical literature, Church documents, lectures and group exercises. A unique component to this course is participation in the Institute for Administrators in Catholic Higher Education - a five-day seminar for senior administrators and leaders in Catholic higher education from around the globe where internationally recognized scholars and practitioners address the challenges and opportunities that Catholic higher education faces on a daily basis. For more information about the Institute for Administrators in Catholic Higher Education, visit the website: <http://www.bc.edu/schools/lsoe/cce/highered/iache/schedule.html>

*July 5-July 28, Tues/Thurs 4pm-6:45pm and July 11-14 at the Institute for Administrators in Catholic Higher Education, 3 credits*

**ED 805.01 Institute for Administrators in Catholic Higher Education**

Each July, the Institute for Administrators in Catholic Higher Education hosts a five-day seminar providing a singular opportunity for administrators and leaders at Catholic colleges and universities around the globe to interact with some of the nation's most outstanding scholars and practitioners as they address issues that Catholic higher education faces on a daily basis. For more information, please visit the website: <http://www.bc.edu/schools/lsoe/cce/highered/iache/schedule.html>

*July 11-July 14*

*1 credit*

**ED 953.09 Instructional Supervision**

**PSAP STUDENTS ONLY**

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral, community-nested, artistic, motivating, and collaborative activity. Will stress the need for a restructuring of supervision as an institutional process.

*July 5-July 8 Tues-Fri 8:30am-3:30pm*

**PY 471.01 Psychological Responses to Humanitarian Crises**

This course develops a critical framework for understanding the psychological and social effects of selected natural and unnatural disasters and current responses to them. Course goals include: the development of a critical understanding of gendered oppression in contexts of war and humanitarian crises; an analysis of selected psychosocial interventions in the context of development and humanitarian aid; a critical analysis of international human rights as potential resources; and, the formulation of programmatic responses for mental health and human rights workers seeking to creatively respond to women and child survivors in collaboration with community-based indigenous workers and advocates.

*May 19-June 9, T/TH 12-3:30; 6/3/11 10:30am-3:30pm -3:30pm*