

## Summer Session 2009 Course Listing

### Lynch Graduate School of Education

#### COURSES BY SESSION

Registration begins March 31, 2009

**SESSION I, Mon/Wed Courses: May 13-June 29**

**SESSION I, Tues/Thurs Courses: May 14-June 23**

**(No Classes May 18, Commencement & May 25, 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 6:30pm-9pm*

#### **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-6:30pm*

#### **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 4pm-6:30pm*

#### **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 6:30pm-9pm*

### **ED 450.01 Foundations of Educational Administration**

Brings a foundational focus to the work of educational administration, centering on the core work of teaching and learning, and exploring how that central work is supported by the cultural, technical, political, and ethical systems of the school. That work is deepened as administrators support learning as meaning making, as involving a learning and civil community, and as involving the search for excellence. Students are asked to research the realities at their work sites using the concepts and metaphors developed in the course, and to propose improvements to those realities.

*CANCELLED*

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

*Cross Listed with PY 460*

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 6:30pm-9:00pm*

### **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 6:30pm-9pm*

### **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-6:30pm*

### **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-6:30pm*

**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.

*M/W 6:30pm-9pm*

**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.

*M/W 4pm-6:30pm*

**PY 440.01 Principles and Techniques of Counseling**

*Introductory course, not appropriate for counseling majors.*

*PY 440 taken during the summer term does not satisfy the requirement for counseling psychology majors due to content differences from the fall term.*

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.

*M/W 6:30pm-9:00pm*

**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 6:30pm-9pm*

**PY 529.02 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.

*M/W 6:30pm-9pm*

**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-6:30pm*

### **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-6:30pm*

**SESSION II, Mon/Wed courses: July 1-August 10**

**SESSION II, Tues/Thurs courses: June 30-August 4**

### **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.

*T/TH 1:30pm-4pm*

### **ED 435.08 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.

*\*DONOVAN SCHOLARS ONLY\**

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

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

Designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of disabilities on a child's cognitive, social, and academic development. Creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in early childhood, elementary, and secondary education. It draws from the

general disciplines, special/remedial education, psychology, and health sciences within a context of integration rather than separation.

*T/TH 4pm-6:30pm*

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

Designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of disabilities on a child's cognitive, social, and academic development. Creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in early childhood, elementary, and secondary education. It draws from the general disciplines, special/remedial education, psychology, and health sciences within a context of integration rather than separation.

*\*DONOVAN SCHOLARS ONLY\**

*M/W 1pm-3:30pm*

**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.

*M/W 6:30pm-9pm*

**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 6:30pm-9pm*

**ED 517.01 Survey of Children's Literature in the 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-6:30pm*

**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-6:30pm*

**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-6:30pm*

**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 6:30pm-9pm*

**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 6:30pm-9pm*

**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 4pm-6:30pm*

**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.

*T/TH 1pm-4:30pm*

**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 6:30pm-9pm*

**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 6:30pm-9pm*

**INSTITUTES (See course dates and times below)****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 29-July 16*

*Monday-Thursday 4pm-6:30pm*

**ED 451.01 Human Resources Administration**

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.

*June 22-July 3*

*Monday-Friday 4:30pm-7:30pm*

**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 6- July 16*

*Monday-Thursday 8:30am-3:30pm*

### **ED 618.01 Finance and Facilities Management**

Provides basic frameworks for understanding school finance and school facilities management. Students will gain an understanding of how public education is funded at the federal, state, and local levels. Contemporary issues relating to such funding will be closely examined, including issues of fiscal equity and the operation of state and federal categorical aid programs. Students will also examine school district and school site budgeting processes, and relate them to educational planning.

*June 29-July 10*

*Monday-Friday 1pm-4pm*

*NOTE: INSTRUCTOR CHANGE TO JEFF MARSDEN*

### **ED 804 Catholic Higher Education Administration and Leadership**

This course explores contemporary issues, organizational and governance structures, and distinct characteristics of successful leadership for administrators at Catholic colleges and universities with a focus 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.

*July 7, 9, 21, and 23*

*Tuesday/Thursday 4:30pm-6:50pm*

*Students will participate in the Institute for Administrators from Monday, July 13 through Friday, July 17. View the schedule and locations at*

*<http://www.bc.edu/schools/lsoe/cce/highered/iache/schedule.html>.*