

Graduate Council Action Summary

2013/2014



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Graduate Council Members

Nancy Kelly, Council Chair <i>English</i>	Faculty Representative
John Hancock, Council Vice – Chair <i>Behavioral Science</i>	Faculty Representative
Catherine Canney <i>Assistant Vice-President and Dean of Graduate and Continuing Education</i>	Administrator Representative
Ann Hogan <i>Center for Excellence in Education</i>	Administrator Representative
Anne Howard <i>Special Education</i>	Faculty Representative
Lisa Moison <i>Extended Campus & Professional Studies</i>	Administrator Representative
Gang Luo <i>Applied Communications</i>	Graduate Student
Joseph McAloon <i>Business Administration</i>	Faculty Representative
Renee Scapparone <i>Business Administration</i>	Faculty Representative
Lael Augat <i>Graduate and Continuing Education</i>	Recorder

New Courses

MEd Curriculum and Teaching

13-14-01 - Universal Design for Learning: Student Affect and Engagement – EDUC 7093 - 3 Credits

This course examines the relevant research regarding the interdependence of affect and cognition, the underpinnings of motivation, and how UDL promotes deep engagement in learning. Participants will apply these theoretical constructs to their instructional practice.

Offered through extended campus partner, The Center for Applied Special Technology (CAST).

13-14-02 - Universal Design for Learning: Addressing Learner Variability – EDUC 7094 - 3 Credits

In this introductory course, participants learn the research basis for application of UDL to lesson design. Participants also explore helpful technology tools that support instruction that address the needs of all learners.

Offered through extended campus partner, The Center for Applied Special Technology (CAST).

13-14-03 - Universal Design for Learning: Addressing Learner Variability in Mathematics Instruction – EDUC 7095 - 3 Credits

In this introductory course, participants learn the research basis for and application of UDL to math lesson design. Participants also explore helpful technology tools that support math instruction that address the needs of all learners.

Offered through extended campus partner, The Center for Applied Special Technology (CAST).

Graduate Education Programs

13-14-05 - Sheltered English Immersion (SEI) – EDUC 7096 – 3 Credits

This course prepares teacher candidates with the knowledge and skills to effectively shelter their content instruction, so that our growing population of English language learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

13-14-06 - Sheltered English Immersion (SEI) endorsement Course for Teachers (CES) – EDUC 7097 – 3 Credits

The Sheltered English Immersion Course prepares Massachusetts teachers with knowledge and skills necessary to effectively shelter their content instruction. This course is designed for students in licensure programs. *Offered through Extended Campus partner, Collaborative for Educational Services (CES).*

13-14-07 - Massachusetts Sheltered English Instruction Teacher Endorsement Course, Long Bridge (DESE) – EDUC 8024 – 2 Credits

The SEI Teacher Endorsement course prepares Massachusetts teachers with knowledge and skills to effectively shelter their content instruction. The Long Bridge course is designed for teachers who have taken two or more Category trainings. This is a required course for teachers in the Commonwealth of Massachusetts. *Offered through the Department of Elementary and Secondary Education (DESE).*

13-14-08 - Massachusetts Sheltered English Instruction Teacher Endorsement Course, Short Bridge (DESE) – EDUC 8023 – 1 Credit

The SEI Teacher Endorsement course prepares Massachusetts teachers with knowledge and skills to effectively shelter their content instruction. The Short Bridge course is designed for teachers who have taken three Category trainings. This is a required course for teachers in the Commonwealth of Massachusetts. *Offered through the Department of Elementary and Secondary Education (DESE).*

13-14-09 – Sheltered English Immersion (BRINE) – EDUC 7099 – 3 Credits

The Sheltered English Immersion course prepares Massachusetts teachers with knowledge and skills to effectively shelter their content instruction. This course is designed for students in licensure programs. Teachers are required to obtain ELL endorsement prior to obtaining a new license. *Offered through Extended Campus Partner, Brine Consultants.*

MA/MAT in English Studies

13-14-12 - Romantic Women Writers – ENGL 9025 - 3 Credits

Romantic-era literature is known for its invocations of the power of the imagination through lyric poetry that illustrates the contemplations of a mind nurtured by the power of nature. While these ideas hold true to well-known male poets of the period (Wordsworth, Coleridge, Shelley, et al), they seem less precise in describing writings by female authors of the Romantic era. This course will examine works by female poets, novelists, and critics from 1789-1834 to uncover how women's writing can adapt, challenge, or controvert well-established ideas about the Romantic era. Our readings will include works from writers such as Helen Maria Williams, Hannah More, Mary Wollstonecraft, Charlotte Smith, Joanna Baillie, Mary Robinson, Anna Barbauld, Dorothy Wordsworth, Felicia Hemans, Letitia Elizabeth Landon, and Mary Shelley.

CAGS/Med in Educational Leadership and Management

13-14-19 - Principles for Success for Effective Administrators – EDLM 8023– 3 Credits

This introductory course lays the foundation for becoming an effective administrator. Candidates build the knowledge, skills, and dispositions of effective administrators –administrators with the capacity to be transforming. 20 field experience hours.

13-14-20 - Data-Informed Decision Making for School Improvement & Student Learning – EDLM 8026 – 3 Credits

Through case studies, applied practice, and research-based practices, candidates investigate data sources for possible application in administrative decision-making to improve teacher effectiveness and student learning, as well as for school improvement. 25 field experience hours.

13-14-22 - Meaningful Family & Community Engagement and Partnerships – EDLM 8027 – 3 Credits

This course prepares administrators with a solid base of knowledge, skills, and dispositions in regard to fostering and sustaining meaningful partnerships with families and community to positively influence the development of students. 15 hour field experience.

13-14-23 - Public School Finance, Human Resources and Personnel Administration – EDLM 8028– 3 Credits

The focus of this course is twofold: 1) establishing the rationale and organizational structure that support effective human resource management; and 2) addressing the fiscal and allocated functions of school administration. 10 hour field experience.

13-14-24 - Instructional and Curriculum Leadership and Evaluation – EDLM 8029 -3 Credits

This course is designed to develop the knowledge and skills essential to leadership roles in the areas of curriculum, instruction, and assessment. 25 hour field experience.

13-14-25 - Collegial Supervision in an Era of Accountability – EDLM 9035 – 3 Credits

The role of the supervisor is examined and practiced as it has evolved from the traditional model to the instructional leadership model – a model that embraces collegiality and professional development in an era of accountability. 100 practicum hours.

13-14-26 - Sheltered English Immersion: Closing the Achievement Gap through Leadership (SEI Endorsement Administrator Course for Leadership/Administrator Candidates) – EDLM 8035 – 3 Credits

This course is designed to prepare educational leadership candidates with the knowledge and skills to effectively consider school policy and structure for sheltered content instruction. 25 field experience hours.

13-14-27 - Dynamics of Planned Change – EDLM 9045 – 3 Credits

The study of planned change, essentially aimed at education, includes review and analysis of sociological and psychological factors inherent in the change process. 100 practicum hours.

13-14-29 - Law, Ethics, & Policies for the Educator- EDLM 8012 - 3 Credits

Constitutional /statutory provisions governing a public school system are examined on local, state, and national levels. Particular attention to the legal and ethical parameters of compliance of federal and state guidelines, legislation, and judicial decisions. 5-hour field experience.

13-14-30 - EDLM 9101 Practicum/Internship Supervisor-Director – EDLM 9700 – 3 Credits

The candidate conducts a 100–hour practicum for school principal licensure. The assignments reflect a variety of experiences to meet the Massachusetts Professional Standards and Indicators for Educational Administrator Licensure.

13-14-31 – Practicum/Internship Principal: PreK-6 (EDLM 9110), 5-8 (EDLM 9120), or 9-12(EDLM 9130) – EDLM 9750 – 6 Credits

The candidate conducts a 300–hour practicum for school principal licensure. The assignments reflect a variety of experiences to meet the Massachusetts Professional Standards and Indicators for Educational Administrator Licensure.

MAT in History

13-14-36 - Teaching Historical Thinking – HIST 8020– 3 Credits

This course addresses current theories, methods, and standards of history curriculum, instruction, and assessment. Topics include teaching for historical thinking and reasoning, linking the goals of teaching history with literacy, and curriculum trends.

MS in Forensic Nursing

13-14-42 - Advanced Pathopharmacology and Epigenetics in Forensic Nursing – NURS – 3 Credits

This course examines the interplay of pathophysiology, pharmacology, and epigenetics related to advanced practice forensic nursing care. Course focus is on the mechanisms which result in disruptions of physiological systems that produce disease.

13-14-46 Advanced Investigations into Standards Based Math for the ECE – MTED – 3 Credits

Course is designed to strengthen the ECE teacher’s content knowledge in number sense and algebra and apply this knowledge in Pre K- Grade 2 students. Topics include numeration and number theory; algebraic expressions; equations

and inequalities. Pedagogy topics include strategy and vocabulary development and lesson creation. *Offered through extended campus partner, Brine Consultants.*

13-14-48 - Teaching Graphic Novels in Secondary English Language Arts – EDUC – 3 Credits

Create a collaborative classroom teaching graphic novels in secondary education. Deconstruct and analyze the comics medium as a mode of effective storytelling and genre study. *Offered through extended campus partners, Northeast Consortium for Staff Development (NCSD).*

13-14-56 Collaborative Co-teaching: Meeting the Needs of all Students – EDUC – 3 Credits

This course is designed to provide teachers with an understanding of collaborative and co-teaching models and prepare them to implement these models in their schools and classrooms. Understanding the elements and foundations of co-teaching are critical in creating a positive learning environment for students. *Offered through extended campus partner, Collaborative for Educational Services (CES).*

Course Changes

13-14-10 – Business Administration Course Deletions

Removing following courses from the catalog:

- MGMT 7001 – Quantitative Methods of Business
- MGMT 7002 – Accounting for Graduate Students
- MGMT 7003 – Foundations of Finance/Economics
- MGMT 7004 –Foundations of Management/Marketing

Courses being removed as they were originally incorporated to act as prerequisites for students that did not have an undergraduate degree in business. Most students are now entering program with suitable prerequisites and these courses have not been offered in several years.

13-14-18 - Projects in Educational Technology – ETEC 9200 – course description change

New course description:

Completion of a comprehensive project utilizing educational technology in elementary, middle school, special, or secondary is required. Additional projects focus on associated school and school-district-based technology leadership. The course addresses competencies for developing and sustaining a comprehensive technology plan to improve teaching and learning.

13-14-21 - Seminar: Research in Educational Leadership – EDLM 8050 – 3 Credits

New course description:

This course acquaints candidates with the current research in educational administration and how to assess its effectiveness and pertinence to educational problems and issues in our cultures. Candidates will design an action research project.

13-14-44 -ENGL 8050- Course Title Change

Currently named “Graduate Study & Research in English” will be renamed to “Advanced Research in English Studies.”

13-14-45 - Special Education Course Deletions

Removing following courses from the catalog:

- SPED XXXX Topics in Special Education
- SPED 7025 Pedagogy in Reading/Language Arts
- SPED 7110 Students with Disabilities: Issues in Assessment and Education of Bilingual and Non-English Speaking Students
- SPED 7300 Working with Families that include Children with Disabilities
- SPED 8021 Curriculum Frameworks and Alternate Assessment
- SPED 8025 Alternate Assessment in the Content Areas
- SPED 8950 Assessment Practices in the Content Areas
- SPED 9000 Research in Special Education
- SPED 9100 Research in Reading Education
- SPED 9150 Woodcock/Johnson III

Program Changes

M.S. in Counseling

13-14-04 - Forensic Case Work Certificate Program – Behavioral Sciences

Program to be terminated and removed from the catalog. No students currently enrolled in program.

Business Administration

13-14-11 - MBA- Change to Admissions Standards and Criteria

With removal of MGMT 7001, 7002, 7003, and 7004 from catalog. The program description was altered to reflect deletion.

13-14-13 - C.A.G.S Educational Leadership and Management Supervisor/Director Initial License

Program has been revised to meet new DESE standards.

Admissions Requirements change

Candidates will be admitted to the program if a set of required criteria are completed satisfactorily. Requirements include: a completed application form; **undergraduate transcript to show a cumulative grade point average (GPA) at or above 3.0**, which is waived if an applicant has a relevant graduate degree from an accredited institution; evidence of successful passage of the Communication and Literacy portion of the Massachusetts Educator Licensure Tests; three positive professional references, including the recommendation checklist which scores applicant characteristics and is aligned to the Education Unit Dispositions Assessment; an essay that is at standard as assessed with an admissions rubric, which is used across all educator licensure graduate programs.

C.A.G.S. Educational Leadership and Management Initial Licensure Supervisor/Director

Current Program	SH	Proposed Program	SH
EDLM 9005 Dynamic Perspectives in Education	3	EDLM 9005 Dynamic Perspectives in Education (5-hour field experience)	3
EDLM 9000 The Principal: Organization and Administration of Schools	3	EDLM 8023 Principles for Success for Effective Administrators (20-hour field experience)	3
EDLM 9010 Cases and Concepts of Educational Administration	3	EDLM 8026 Data Informed Decision Making for School Improvement and Student Learning (20-hour field experience)	3
EDLM 8050 Seminar: Research in Ed. Leadership (25-hour field experience)	3	EDLM 8050 Seminar: Research in Educational Leadership	3
EDLM 8000 Community Relations (25-hour field experience)	3	EDLM 8027 Meaningful Family and Community Engagement and Partnerships (15-hour field experience)	3
EDLM 8010 Human Resources and Personnel Administration	3	EDLM 8028 Public School Finance, Human Resources, and Personnel Administration (10-hour field experience)	3
EDLM 8030 Public School Finance	3		
EDLM 9020 Collegial Supervision	3	EDLM 9035 Collegial Supervision in an Era of Accountability (100-hour field experience as part of practicum)	3
EDLM 8040 Curriculum Leadership and Evaluation (25-hour field experience)	3	EDLM 8029 Instructional and Curriculum Leadership and Evaluation (25-hour field experience)	3
EDLM 8005 Foundations of Educational Administration	3	EDLM 8035 Sheltered English Immersion: Closing the Achievement Gap through Leadership (25-hour field experience)	3
EDLM 9100 The Dynamics of Planned Change	3	EDLM 9045 Dynamics of Planned Change (100-hour field experience as part of practicum)	3
		EETC 9200 Project in Ed Technology	3
EDLM 8020 Law for the Educator	3	EDLM 8012 Law, Ethics, and Policies for the Educator (5 field experience hours)	3
EDLM 9100 Practicum/Internship Supervisor/Director P-12 (300 hours)	3	EDLM 9100 Practicum/Internships Supervisor/Director P-12 (100 hours)	3
Total Semester Hours	39	Total Semester Hours	39

13-14-14 - M.Ed. Educational Leadership and Management Supervisor/Director Initial License
 Program has been revised to meet new DESE standards.

Admissions Requirements change

Candidates will be admitted to the program if a set of required criteria are completed satisfactorily. Requirements include: a completed application form; **undergraduate transcript to show a cumulative grade point average (GPA) at or above 3.0**, which is waived if an applicant has a relevant graduate degree from an accredited institution; evidence of successful passage of the Communication and Literacy portion of the Massachusetts Educator Licensure Tests; three positive professional references, including the recommendation checklist which scores applicant characteristics and is aligned to the Education Unit Dispositions Assessment; an essay that is at standard as assessed with an admissions rubric, which is used across all educator licensure graduate programs.

M.Ed. Educational Leadership and Management Initial Licensure Supervisor/Director

Current Program	SH	New Program	SH
EDLM 9005 Dynamic Perspectives in Education	3	EDLM 9005 Dynamic Perspectives in Education (5-hour field experience)	3
EDLM 9000 The Principal: Organization and Administration of Schools	3	EDLM 8023 Principles for Success for Effective Administrators (20-hour field experience)	3
EDLM 9010 Cases and Concepts of Educational Administration	3	EDLM 8026 Data Informed Decision Making for School Improvement and Student Learning (20-hour field experience)	3
EDLM 8050 Seminar: Research in Ed. Leadership (25-hour field experience)	3	EDLM 8050 Seminar: Research in Educational Leadership	3
EDLM 8000 Community Relations (25-hour field experience)	3	EDLM 8027 Meaningful Family and Community Engagement and Partnerships (15-hour field experience)	3
EDLM 8010 Human Resources and Personnel Administration	3	EDLM 8028 Public School Finance, Human Resources, and Personnel Administration (10-hour field experience)	3
EDLM 8030 Public School Finance	3		
EDLM 9020 Collegial Supervision	3	EDLM 9035 Collegial Supervision in an Era of Accountability (100-hour field experience as part of practicum)	3
EDLM 8040 Curriculum Leadership and Evaluation (25-hour field experience)	3	EDLM 8029 Instructional and Curriculum Leadership and Evaluation (25-hour field experience)	3
EDLM 8005 Foundations of Educational Administration	3	EDLM 8035 Sheltered English Immersion: Closing the Achievement Gap through Leadership (25-hour field experience)	3
EDLM 9100 The Dynamics of Planned Change	3	EDLM 9045 Dynamics of Planned Change (100-hour field experience as part of practicum)	3
		EETC 9200 Project in Ed Technology	3
EDLM 8020 Law for the Educator	3	EDLM 8012 Law, Ethics, and Policies for the Educator (5 field experience hours)	3
EDLM 9100 Practicum/Internship Supervisor/Director P-12 (300 hours)	3	EDLM 9100 Practicum/Internships Supervisor/Director P-12 (100 hours)	3
Total Semester Hours	39	Total Semester Hours	39

13-14-15 - C.A.G.S Educational Leadership and Management Principal Initial License

This program has been revised to meet new DESE standards

Admissions requirement change

Requirements include: a completed application form; **undergraduate transcript to show a cumulative grade point average (GPA) at or above 3.0**, evidence of successful passage of the Communication and Literacy portion of the Massachusetts Educator Licensure Tests; three positive professional references, including the recommendation checklist which scores applicant characteristics and is aligned to the Education Unit Dispositions Assessment; an essay that is at standard as assessed with an admissions rubric, which is used across all educator licensure graduate programs.

C.A.G.S Educational Leadership and Management Initial Licensure Principal

Current Program	SH	New Program	SH
EDLM 9005 Dynamic Perspectives in Education	3	EDLM 9005 Dynamic Perspectives in Education (5-hour field experience)	3
EDLM 9000 The Principal: Organization and Administration of Schools	3	EDLM 8023 Principles for Success for Effective Administrators (20-hour field experience)	3
EDLM 9010 Cases and Concepts of Educational Administration	3	EDLM 8026 Data Informed Decision Making for School Improvement and Student Learning (20-hour field experience)	3
EDLM 8050 Seminar: Research in Ed. Leadership (25-hour field experience)	3	EDLM 8050 Seminar: Research in Educational Leadership	3
EDLM 8000 Community Relations (25-hour field experience)	3	EDLM 8027 Meaningful Family and Community Engagement and Partnerships (15-hour field experience)	3
EDLM 8010 Human Resources and Personnel Administration	3	EDLM 8028 Public School Finance, Human Resources, and Personnel Administration (10-hour field experience)	3
EDLM 8030 Public School Finance	3		
EDLM 9020 Collegial Supervision	3	EDLM 9035 Collegial Supervision in an Era of Accountability (100-hour field experience as part of practicum)	3
EDLM 8040 Curriculum Leadership and Evaluation (25-hour field experience)	3	EDLM 8029 Instructional and Curriculum Leadership and Evaluation (25-hour field experience)	3
EDLM 8005 Foundations of Educational Administration	3	EDLM 8035 Sheltered English Immersion: Closing the Achievement Gap through Leadership (25-hour field experience)	3
EDLM 9100 The Dynamics of Planned Change	3	EDLM 9045 Dynamics of Planned Change (100-hour field experience as part of practicum)	3
		EETC 9200 Project in Ed Technology	3
EDLM 8020 Law for the Educator	3	EDLM 8012 Law, Ethics, and Policies for the Educator (5 field experience hours)	3
EDLM 9300 Practicum/Internship - Principal Pre-K-6 EDLM 9310 Practicum/Internship - Principal 5-8 EDLM 9320 Practicum/Internship - Principal 9-12 (300 field hours)	3	EDLM 9300 Practicum/Internship – Principal Pre-K-6 EDLM 9310 Practicum/Internship - Principal 5-8 EDLM 9320 Practicum/Internship - Principal 9-12 (300 field hours hours)	6
Total Semester Hours	39	Total Semester Hours	42

13-14-16 - M.Ed. Educational Leadership and Management Principal Initial License

This program has been revised to meet new DESE standards.

Admissions Requirements change

Candidates will be admitted to the program if a set of required criteria are completed satisfactorily. Requirements include: a completed application form; **undergraduate transcript to show a cumulative grade point average (GPA) at or above 3.0**, which is waived if an applicant has a relevant graduate degree from an accredited institution; evidence of successful passage of the Communication and Literacy portion of the Massachusetts Educator Licensure Tests; three positive professional references, including the recommendation checklist which scores applicant characteristics and is aligned to the Education Unit Dispositions Assessment; an essay that is at standard as assessed with an admissions rubric, which is used across all educator licensure graduate programs.

M.Ed. Educational Leadership and Management Initial Licensure Principal

Current Program	SH	Proposed Program	SH
EDLM 9005 Dynamic Perspectives in Education	3	EDLM 9005 Dynamic Perspectives in Education (5-hour field experience)	3
EDLM 9000 The Principal: Organization and Administration of Schools	3	EDLM 8023 Principles for Success for Effective Administrators (20-hour field experience)	3
EDLM 9010 Cases and Concepts of Educational Administration	3	EDLM 8026 Data Informed Decision Making for School Improvement and Student Learning (20-hour field experience)	3
EDLM 8050 Seminar: Research in Ed. Leadership (25-hour field experience)	3	EDLM 8050 Seminar: Research in Educational Leadership	3
EDLM 8000 Community Relations (25-hour field experience)	3	EDLM 8027 Meaningful Family and Community Engagement and Partnerships (15-hour field experience)	3
EDLM 8010 Human Resources and Personnel Administration	3	EDLM 8028 Public School Finance, Human Resources, and Personnel Administration (10-hour field experience)	3
EDLM 8030 Public School Finance	3		
EDLM 9020 Collegial Supervision	3	EDLM 9035 Collegial Supervision in an Era of Accountability (100-hour field experience as part of practicum)	3
EDLM 8040 Curriculum Leadership and Evaluation (25-hour field experience)	3	EDLM 8029 Instructional and Curriculum Leadership and Evaluation (25-hour field experience)	3
EDLM 8005 Foundations of Educational Administration	3	EDLM 8035 Sheltered English Immersion: Closing the Achievement Gap through Leadership (25-hour field experience)	3
EDLM 9100 The Dynamics of Planned Change	3	EDLM 9045 Dynamics of Planned Change (100-hour field experience as part of practicum)	3
		EETC 9200 Project in Ed Technology	3
EDLM 8020 Law for the Educator	3	EDLM 8012 Law, Ethics, and Policies for the Educator (5 field experience hours)	3
EDLM 9300 Practicum/Internship - Principal Pre-K-6 EDLM 9310 Practicum/Internship - Principal 5-8 EDLM 9320 Practicum/Internship - Principal 9-12 (300 field hours)	3	EDLM 9300 Practicum/Internship - Principal Pre-K-6 EDLM 9310 Practicum/Internship - Principal 5-8 EDLM 9320 Practicum/Internship - Principal 9-12 (300 field hours hours)	6
Total Semester Hours	39	Total Semester Hours	42

13-14-17 - M.Ed. and C.A.G.S Educational Leadership and Management Non-Licensure *These programs have been revised to meet new DESE standards*

Admissions Requirements change

Candidates will be admitted to the program if a set of required criteria are completed satisfactorily. Requirements include: a completed application form; **undergraduate transcript to show a cumulative grade point average (GPA) at or above 3.0**, which is waived if an applicant has a relevant graduate degree from an accredited institution; evidence of successful passage of the Communication and Literacy portion of the Massachusetts Educator Licensure Tests; three positive professional references, including the recommendation checklist which scores applicant characteristics and is aligned to the Education Unit Dispositions Assessment; an essay that is at standard as assessed with an admissions rubric, which is used across all educator licensure graduate programs.

M.Ed. and C.A.G.S Educational Leadership and Management Non-Licensure

Current Program	SH	Proposed Program	SH
		EDLM 9005 Dynamic Perspectives in Education	3
EDLM 9000 The Principal: Organization and Administration of Schools	3	EDLM 8023 Principles for Success for Effective Administrators	3
EDLM 9010 Cases and Concepts of Educational Administration	3	EDLM 8026 Data-Informed Decision Making for School Improvement and Student Learning	3
EDLM 8050 Seminar: Research in Ed. Leadership	3	EDLM 8050 Seminar: Research in Educational Leadership	3
EDLM 8000 Community Relations	3	EDLM 8027 Meaningful Family and Community Engagement and Partnerships	3
EDLM 8010 Human Resources and Personnel Administration	3	EDLM 8028 Public School Finance, Human Resources, and Personnel Administration	3
EDLM 8030 Public School Finance	3		
EDLM 9020 Collegial Supervision	3	EDLM 9035 Collegial Supervision in an Era of Accountability	3
EDLM 8040 Curriculum Leadership and Evaluation	3	EDLM 8029 Instructional and Curriculum Leadership and Evaluation	3
EDLM 8005 Foundations of Educational Administration	3	Approved Elective	3
EDLM 9100 The Dynamics of Planned Change	3	EDLM 9045 Dynamics of Planned Change	3
Approved Elective		ETEC 9200 Project in Ed Technology	3
EDLM 8020 Law for the Educator	3	EDLM 8012 Law, Ethics, and Policies for the Educator	3
Approved Elective	3	EDLM 9150 Advanced Seminar in Reflective Practice and Action Research Pre-existing course; add EDLM prefix for that section	3
Total Semester Hours	36	Total Semester Hours	39

13-14-32 - Graduate History Initial Licensure Programs: History Post Baccalaureate & History MAT Track C:

Require EDUC 7XXX Sheltered English Immersion (SEI) course as part of the Education Core for Initial licensure for the following: History Post-baccalaureate and Masters in Teaching Programs leading to Initial licensure (8-12): -Post-baccalaureate Certificate Program, History concentration, Initial Licensure (8-12) - Master of Arts in Teaching History, Initial Licensure (8-12) Track C.

Plan of Study

History Post-Baccalaureate – Initial

Credits	Course Sequence	Completed	Waived	Date
	Education Core for Initial Licensure**			
3	SEED 7015 Introduction to Strategies of Effective Teaching, 25 hour pre-practicum***			
3	SPED 3800 Teaching Adolescents with Special Needs OR SPED 7709 The High School Environment: Educating Students with Special Needs 10 hour pre-practicum***			
3	ENGL 7700 Teaching Reading and Writing (see ENGL 4700) OR EDUC 7014 Reading & Writing in the Content Area OR ENGL 8076 Building Reading and Writing in the Content Area, 25 hour pre-practicum***			
3	EDUC 7XXX Sheltered English Immersion (SEI)			
3	HIST 7850 Advanced Special Methods in Teaching History (see HIST 4850) 25 hour pre-practicum***			
6	HIST 8090 Practicum – Initial (300 hrs)			
21	Total Credits for Certificate			

Plan of Study

MAT History – Initial (Track C)

Credits	Course Sequence	Completed	Waived	Date
21	Education Core for Initial Licensure**			
3	SEED 7015 Introduction to Strategies of Effective Teaching, 25 hour pre-practicum***			
3	SPED 3800 Teaching Adolescents with Special Needs OR SPED 7709 The High School Environment: Educating Students with Special Needs 10 hour pre-practicum***			
3	ENGL 7700 Teaching Reading and Writing (see ENGL 4700) OR EDUC 7014 Reading & Writing in the Content Area OR ENGL 8076 Building Reading and Writing in the Content Area, 25 pre-practicum***			
3	EDUC 7XXX Sheltered English Immersion (SEI)			
3	HIST 7850 Advanced Special Methods in Teaching History (see HIST 4850) 25 hour pre-practicum***			
6	HIST 8090 Practicum – Initial (300 hrs)			
18	Content Core in History			
3	HIST 7450 Historiography (must be taken first—offered fall only)			
3	World History			
3	European History			
3	U.S. History			
3	History Elective			
3	History Elective			
6	Education Research & Leadership			
3	EDUC 8300 Research in Education			
3	EDUC 9100 Reflective Seminar and Action Research			
48	Total Credits for Degree			

13-14-34 - History MAT Track C Initial Licensure (8-12)

Replace HIST 9500 (3cr) Internship with EDUC 9100 (3cr) Reflective Seminar and Action Research as required capstone course. Remove HIST 9500 from Catalog.

13-14-35 - History MAT Track B (Professional License)

Replace HIST 9550 Internship (6 credits) with EDUC 9150 Advanced Seminar in Reflective Practice and Action Research (3 Credits) as the required capstone course in the History MAT Track B Plan of Study. Remove HIST 9550 from catalog.

13-14-37 - History MAT Track B Professional Licensure (8-12)

Require HIST 8XXX Teaching Historical Thinking as part of the History MAT Track B plan of study.

Plan of Study*

MAT History Clinical Track (Track B)

Credits	Course Sequence	Completed	Waived	Date
18	Content Core in History			
3	HIST 7450 Historiography (must be taken first—offered fall only)			
3	World History			
3	European History			
3	U.S. History			
3	History Elective			
3	History Elective			
18	Education Core for Professional Licensure			
3	HIST 8000 Adv. Methods of Teaching at the Secondary Level			
3	HIST 8250 Curriculum and Technology			
3	HIST 8260 Curriculum Design and Development			
3	HIST 8XXX Teaching Historical Thinking			
3	EDUC 8300 Research in Education			
3	EDUC 9150 Advanced Seminar in Reflective Practice & Action Research			
36	Total Credits for Degree			

13-14-39 - Graduate Biology Initial Licensure Programs: Biology Post-Baccalaureate & Biology MAT

Require 7XXX Sheltered English Immersion (SEI) course as part of the Education Core for Initial licensure for the following programs leading to Initial licensure (8-12): -Post-baccalaureate Certificate Program, Biology concentration, Initial Licensure (8-12) - Master of Arts in Teaching Biology, Initial Licensure (8-12).

NEW PLAN OF STUDY: Post Baccalaureate Certificate, Biology Concentration, Initial Licensure (8-12)

Required Courses	Pre-practicum Hours	Credits
Biology 2860: Introduction to Secondary School Teaching OR SEED 7015: Introduction to Strategies for Effective Teaching in the Academic Discipline	25	3
SPED 3800: Secondary Programs for Adolescents with Disabilities OR SPED 7709: The High School Environment-Challenges in Education Students with Disabilities	10	3
ENGL 4700: Teaching Reading and Writing Across the Content Area OR ENGL 8076: Creating Literary Experiences: Building Reading and Writing into the Content Area	25	3
BIOL 4850: Methods in Teaching Science OR SCED 9000: Advanced Methods in Teaching Science	25	3
EDUC 7XXX: Sheltered English Immersion	25	3
BIOL 8003: Practicum		6
TOTAL FOR PROGRAM	110	21

NEW PLAN OF STUDY: Masters of Art Biology Initial Licensure (8-12)

*Prerequisite Courses	Pre-practicum Hours	Credits
Biology 2860: Introduction to Secondary School Teaching OR SEED 7015: Introduction to Strategies for Effective Teaching in the Academic Discipline	25	3
SPED 3800: Secondary Programs for Adolescents with Disabilities OR SPED 7709: The High School Environment-Challenges in Education Students with Disabilities	10	3
Required Courses/Education Core		
ENGL 8076: Creating Literary Experiences: Building Reading and Writing into the Content Area	25	3
SCED 9000: Advanced Methods of Teaching Science	25	3
BIOL 8003: Practicum		6
EDUC 7XXX: Sheltered English Immersion	25	3
Required Courses/Content Core		
BIOL 7400: Bioethics		3
BIOL 9011: Seminar in Biology		3
Electives		12
Required Courses/ Education Research and Leadership		
EDUC 8300: Research in Education		3
EDUC 9100: Action Research Seminar		3
TOTAL FOR DEGREE	110	39

* Prerequisite courses do not count toward the 36 credit degree program. These courses can be taken at the undergraduate or graduate level.

13-14-47 - Course Removal from EDUC Programs

Removal of EDUC 7026- Studying Skillful Teaching from the Programs of Study for M.Ed. Early Childhood, Elementary, and Middle School Education Programs (Initial Licensure).

MEd. Early Childhood Education Program (Initial Licensure)

Current program of Study – 2013/2014	Proposed Program of Study -2014/2015
SPED 7650 – Inclusion of Students with Disabilities in Regular Education <i>3cr.</i>	SPED 7650 – Inclusion of Students with Disabilities in Regular Education <i>3cr.</i>
EDUC 7023 – Education Foundations: Theory and Practice <i>3cr.</i>	EDUC 7023 – Education Foundations: Theory and Practice <i>3cr.</i>
EDUC 7026 – Studying Skillful Teaching <i>3cr.</i> or EDUC 7600 – Strategies for Creating an Effective Learning Environment <i>3cr.</i>	<u>EDUC 7600 – Strategies for Creating an Effective Learning Environment <i>3cr.</i></u>
CRAR 8140 – Creative Teaching <i>3cr.</i>	CRAR 8140 – Creative Teaching <i>3cr.</i>
EDUC 9300 – Educational Research <i>3cr.</i>	EDUC 9300 – Educational Research <i>3cr.</i>
EDUC 9100 – Reflective Seminar and Action Research <i>3cr.</i>	EDUC 9100 – Reflective Seminar and Action Research <i>3cr.</i>
EDUC 7003 – Educational Issues in Child Development <i>3cr.</i>	EDUC 7003 – Educational Issues in Child Development <i>3cr.</i>
EDUC 7120 – Advanced Methods of Integrating Science, Math, and Social Studies in Early Childhood Settings I <i>3cr.</i>	EDUC 7120 – Advanced Methods of Integrating Science, Math, and Social Studies in Early Childhood Settings I <i>3cr.</i>
EDUC 7123 – Advanced Methods of Integrating Science, Math, and Social Studies in Early Childhood Settings II <i>3cr.</i>	EDUC 7123 – Advanced methods of Integrating Science, Math, and Social Studies in Early Childhood Settings II <i>3cr.</i>
EDUC 7222 – Language Arts and Literacy in Early Childhood Settings <i>3cr.</i>	EDUC 7222 – Language Arts and Literacy in Early Childhood Settings <i>3cr.</i>
EDUC 8250 – Family Involvement in Early Childhood Education <i>3cr.</i>	EDUC 8250 – Family Involvement in Early Childhood Education <i>3cr.</i>
EDUC 9400 – Practicum I/Early Childhood Education <i>3 cr.</i>	EDUC 9400 – Practicum I/Early Childhood Education <i>3 cr.</i>
EDUC 9450 – Practicum II/ Early Childhood Education <i>3cr.</i>	EDUC 9450 – Practicum II/ Early Childhood Education <i>3cr.</i>
Credit Total - 39	Credit Total - 39

MEd. Elementary Education Program (Initial Licensure)

Current program of Study – 2013/2014	Proposed Program of Study -2014/2015
SPED 7650 – Inclusion of Students with Disabilities in Regular Education <i>3cr.</i>	SPED 7650 – Inclusion of Students with Disabilities in Regular Education <i>3cr.</i>
EDUC 7023 – Education Foundations: Theory and Practice <i>3cr.</i>	EDUC 7023 – Education Foundations: Theory and Practice <i>3cr.</i>
EDUC 7026 – Studying Skillful Teaching <i>3cr.</i> or EDUC 7600 – Strategies for Creating an Effective Learning Environment <i>3cr.</i>	<u>EDUC 7600 – Strategies for Creating an Effective Learning Environment <i>3cr.</i></u>
CRAR 8140 – Creative Teaching <i>3cr.</i>	CRAR 8140 – Creative Teaching <i>3cr.</i>
EDUC 9300 – Educational Research <i>3cr.</i>	EDUC 9300 – Educational Research <i>3cr.</i>
EDUC 9100 – Reflective Seminar and Action Research <i>3cr.</i>	EDUC 9100 – Reflective Seminar and Action Research <i>3cr.</i>
EDUC 7003 – Educational Issues in Child Development <i>3cr.</i>	EDUC 7003 – Educational Issues in Child Development <i>3cr.</i>
EDUC 7015 Language Arts and Literacy in Elementary Education <i>3cr.</i>	EDUC 7015- language Arts and Literacy in Elementary Education <i>3cr.</i>
EDUC 7025 Teaching Science in the Elementary and Middle School <i>3cr.</i>	EDUC 7025 Teaching Science in the Elementary and Middle School <i>3cr.</i>
EDUC 7222 Language Arts and Literacy in Early Childhood Settings <i>3cr.</i>	EDUC 7222 Language Arts and Literacy in Early Childhood Settings <i>3cr.</i>
EDUC 7040 Advanced Concepts and Methods of Elementary and Middle School Math <i>3cr.</i>	EDUC 7040 – Advanced Concepts and Methods of Elementary and Middle School Math <i>3cr.</i>
EDUC 9600 – Practicum I/Elementary Education <i>3 cr.</i>	EDUC 9600 – Practicum I/Elementary Education <i>3 cr.</i>
EDUC 9650 – Practicum II/ Elementary Education <i>3cr.</i>	EDUC 9650 – Practicum II/ Elementary Education <i>3cr.</i>
Credit Total - 39	Credit Total - 39

13-14-47 - Course Removal from EDUC Programs (continued)

Removal of EDUC 7026- Studying Skillful Teaching from the Programs of Study for M.Ed. Early Childhood, Elementary, and Middle School Education Programs (Initial Licensure).

MEd. Middle School Education Program (Initial Licensure)

Current program of Study – 2013/2014	Proposed Program of Study -2014/2015
SPED 7650 – Inclusion of Students with Disabilities in Regular Education 3cr.	SPED 7650 – Inclusion of Students with Disabilities in Regular Education 3cr.
EDUC 7023 – Education Foundations: Theory and Practice 3cr.	EDUC 7023 – Education Foundations: Theory and Practice 3cr.
EDUC 7026 – Studying Skillful Teaching 3cr. or EDUC 7600 – Strategies for Creating an Effective Learning Environment 3cr.	EDUC 7600 – Strategies for Creating an Effective Learning Environment 3cr.
CRAR 8140 – Creative Teaching 3cr.	CRAR 8140 – Creative Teaching 3cr.
EDUC 9300 – Educational Research 3cr.	EDUC 9300 – Educational Research 3cr.
EDUC 9100 – Reflective Seminar and Action Research 3cr.	EDUC 9100 – Reflective Seminar and Action Research 3cr.
EDUC 7013 – Middle School Structures and Curriculum 3cr.	EDUC 7013 – Middle School Structures and Curriculum
EDUC 7024 – Educational Issues in Early Adolescent Development 3cr.	EDUC 7024 – Educational Issues in Early Adolescent Development 3cr.
EDUC 7014 – Reading and Writing in the Content Areas 3cr.	EDUC 7014 – Reading and Writing in the Content Areas 3cr.
EDUC 9700 – Practicum I/Middle School 3cr.	EDUC 9700 – Practicum I/Middle School 3cr.
EDUC 9750 – Practicum II/Middle School 3cr.	EDUC 9750 – Practicum II/Middle School 3cr.
<i>For Humanities License:</i> EDUC 7225 Language Arts and Literacy at the Middle Level 3cr. EDUC 8360 Advanced Social Studies in Education 3cr.	<i>For Humanities License:</i> EDUC 7225 Language Arts and Literacy at the Middle Level 3cr. EDUC 8360 – Advanced Social Studies in Education 3cr.
<i>For Math/Science License:</i> EDUC 7025 – Teaching Science in the Elementary and Middle School 3cr. EDUC 7040 – Advanced Concepts and Methods of Elementary and Middle School Math 3cr.	<i>For Math/Science License:</i> EDUC 7025 – Teaching Science in the Elementary and Middle School 3cr. EDUC 7040 – Advanced Concepts and Methods of Elementary and Middle School Math 3cr.
Credit Total - 39	Credit Total - 39

13-14-44 Master of Science in nursing (Forensic Nursing) Online

Addition of a new 3 credit, 8000 level, required course Advanced Pathopharmacology and Epigenetics in Forensic Nursing.

13-14-49 -Program Change: Reading Specialist (Initial Licensure Track)

Remove one elective and replace it with SPED 8300: Language Development and Disorders, putting it back into the plan of study. Course can be waived if taken previously.

Reading Specialist (Initial Licensure Track)

(36 credits, 7/2013)

NAME _____

DATE ACCEPTED _____

CURRENT PLAN OF STUDY	PROPOSED PLAN OF STUDY
PREREQUISITE COURSES/REQUIREMENTS	
An initial teaching license in early childhood, elementary, middle school, or special education is required for the Initial Licensure track for Reading Specialist	
Children or Young Adult Literature Course	Children or Young Adult Literature Course
Child Development course or equivalent	Child Development course or equivalent
Principles and Practices of the Teaching of Reading (or equivalent)	Principles and Practices of the Teaching of Reading (or equivalent)
REQUIRED COURSES	
EDUC 8XXX Topics Sheltered English Immersion (SEI) Endorsement Course for Teachers * OR ELECTIVE	SPED 8300: Language Development, Differences and Disorders OR an Elective if waived by Advisor
SPED/READ 7016 Understanding the Structure of the English Language	SPED/READ 7016 Understanding the Structure of the English Language
SPED/READ 7017 The Psychology of Reading	SPED/READ 7017 The Psychology of Reading
SPED/READ 8017 Specialized Reading Approaches	SPED/READ 8017 Specialized Reading Approaches
SPED/READ 8018 Reading Disabilities and the Assessment of Reading	SPED/READ 8018 Reading Disabilities and the Assessment of Reading
SPED/READ 8019 The Assessment of Writing Skills and Writing Disabilities	SPED/READ 8019 The Assessment of Writing Skills and Writing Disabilities
EDUC 9300 Educational Research	EDUC 9300 Educational Research
SPED/READ 9012 The Reading Specialist: Leadership Roles	SPED/READ 9012 The Reading Specialist: Leadership Roles
SPED 9021 Action Research	SPED 9021 Action Research
All of these must be completed prior to the Practicum: Reading Specialist MTEL <input type="checkbox"/> STAGE REVIEW <input type="checkbox"/>	
READ 9101 Reading Specialist Practicum (Must be taken concurrently with READ 9104)	READ 9101 Reading Specialist Practicum (Must be taken concurrently with READ 9104)
READ 9104 Reading Specialist Practicum Seminar (Must be taken concurrently with READ 9101)	READ 9104 Reading Specialist Practicum Seminar (Must be taken concurrently with READ 9101)
Approved Elective _____	Approved Elective _____
TOTAL HOURS = 36	TOTAL HOURS = 36

Note: Prior to completion of the program of study, candidates are required to take an SEI/ELL content course (either through Fitchburg State (EDUC 7096) or through the district that he or she may work in).

- I have reviewed this proposed plan of study with my advisor. I understand that a **maximum of four courses may be taken prior to matriculation**. I also understand the sequence of courses and that it is **strongly recommended that they be taken in the recommended order**. I further understand that I must complete MTEL examination (Reading Specialist) prior to the practicum experience in order to be licensed as a Reading Specialist.

Student _____

Date _____

Advisor _____

Date _____

13-14-50 - Program Change: Reading Specialist Certificate Program

Remove one elective and replace it with SPED 8300: Language Development and Disorders, putting it back into the required plan of study. Course could be waived if taken previously.

Reading Specialist Certificate Course

(36 credits)

DATE ACCEPTED _____

NAME _____

Current Plan of Study	Proposed Plan of Study
PREREQUISITE COURSES/REQUIREMENTS	
An initial teaching license in early childhood, elementary, middle school, or special education is required for the Initial Licensure track for Reading Specialist	
Children or Young Adult Literature Course	Children or Young Adult Literature Course
Child Development course or equivalent	Child Development course or equivalent
Principles and Practices of the Teaching of Reading (or equivalent)	Principles and Practices of the Teaching of Reading (or equivalent)
REQUIRED COURSES	
EDUC 8XXX Topics Sheltered English Immersion (SEI) Endorsement Course for Teachers* OR ELECTIVE	SPED 8300: Language Development, Differences and Disorders OR an Elective if waived by Advisor
SPED/READ 7016 Understanding the Structure of the English Language	SPED/READ 7016 Understanding the Structure of the English Language
SPED/READ 7017 The Psychology of Reading	SPED/READ 7017 The Psychology of Reading
SPED/READ 8017 Specialized Reading Approaches	SPED/READ 8017 Specialized Reading Approaches
SPED/READ 8018 Reading Disabilities and the Assessment of Reading	SPED/READ 8018 Reading Disabilities and the Assessment of Reading
SPED/READ 8019 The Assessment of Writing Skills and Writing Disabilities	SPED/READ 8019 The Assessment of Writing Skills and Writing Disabilities
SPED/READ 9012 The Reading Specialist: Leadership Roles	SPED/READ 9012 The Reading Specialist: Leadership Roles
All of these must be completed prior to the Practicum: Reading Specialist MTEL <input type="checkbox"/> STAGE REVIEW <input type="checkbox"/>	
READ 9101 Reading Specialist Practicum (Must be taken concurrently with READ 9104)	READ 9101 Reading Specialist Practicum (Must be taken concurrently with READ 9104)
READ 9104 Reading Specialist Practicum Seminar (Must be taken concurrently with READ 9101)	READ 9104 Reading Specialist Practicum Seminar (Must be taken concurrently with READ 9101)
TOTAL HOURS = 27	TOTAL HOURS = 27

Note: Prior to completion of the program of study, candidates are required to take an SEI/ELL content course (either through Fitchburg State (EDUC 7096) or through the district that he or she may work in).

- I have reviewed this proposed plan of study with my advisor. I understand that a **maximum of four courses may be taken prior to matriculation**. I also understand the sequence of courses and that it is **strongly recommended that they be taken in the recommended order**. I further understand that I must complete MTEL examination (Reading Specialist) prior to the practicum experience in order to be licensed as a Reading Specialist.

Student _____

Date _____

Advisor _____

Date _____

13-14-51 - Program Change: Severe Disabilities (all levels) Graduate Program

Replace the approved elective with the Sheltered English Immersion (SEI) course SPED 75XX.

M.Ed. Severe Disabilities (42 credits)

NAME _____

DATE ACCEPTED _____

Current Plan of Study	Proposed Plan of Study
EDUC/SPED 7023 Foundations of Education (REQUIRED Pre-Requisite for anyone without teacher licensure or coursework in education)	EDUC/SPED 7023 Foundations of Education (REQUIRED Pre-Requisite for anyone without teacher licensure or coursework in education)
SPED 7024 Understanding Disability and Diversity (This course is a prerequisite for SPED 8016.)	SPED 7024 Understanding Disability and Diversity (This course is a prerequisite for SPED 8016.)
REQUIRED COURSES	
SPED 8300 Language Development, Differences and Disorders (also offered in Winter)	SPED 8300 Language Development, Differences and Disorders (also offered in Winter)
SPED 8016 Curriculum, Strategies in Reading/LA PreK-8 .	SPED 8016 Curriculum, Strategies in Reading/LA PreK-8 .
SPED 8915 Curriculum, Strategies in Mathematics (PreK-8)	SPED 8915 Curriculum, Strategies in Mathematics (PreK-8)
SPED 8917 Assessments in Reading/Language Arts (<i>SPED 8016 is pre-requisite</i>)	SPED 8917 Assessments in Reading/Language Arts (<i>SPED 8016 is pre-requisite</i>)
SPED 7950 Physical and Medical Aspects of Working with Children with Disabilities	SPED 7950 Physical and Medical Aspects of Working with Children with Disabilities
SPED 8022 Augmentative and Alternative Communication	SPED 8022 Augmentative and Alternative Communication
SPED 8020 Behavior Analysis and Supports for Students with Severe Disabilities**	SPED 8020 Behavior Analysis and Supports for Students with Severe Disabilities**
SPED 8026 Program Development through the Life Span	SPED 8026 Program Development through the Life Span
SPED 9200 Collaboration and Consultation **	SPED 9200 Collaboration and Consultation **
EDUC 9300 Educational Research	EDUC 9300 Educational Research
SPED 8008 Emotional, Behavioral, and Autism Spectrum Disorders	SPED 8008 Emotional, Behavioral, and Autism Spectrum Disorders
	EDUC 7096: Sheltered English Immersion (SEI) for Teachers
All of these must be completed prior to the Practicum:	MTEL GENERAL CURRICULUM <input type="checkbox"/> Math <input type="checkbox"/> STAGE REVIEW <input type="checkbox"/>
SPED 8863 Practicum: Severe Disabilities	SPED 8863 Practicum: Severe Disabilities
SPED 9004 Practicum and Research Application Seminar (<i>must be taken concurrently with SPED 8863</i>)	SPED 9004 Practicum and Research Application Seminar (<i>must be taken concurrently with SPED 8863</i>)
Approved Elective _____	
Total Credits = 42	Total Credits = 42

* Letters denote *recommended* order of courses. ** This course is not intended for individuals in the Behavior Analyst Certificate Program. If you are considering the Behavior Analyst Certificate Program, it is imperative that you talk with your advisor prior to registering for this course

- I have reviewed this proposed plan of study with my advisor. I understand that a **maximum of four courses may be taken prior to matriculation**. I also understand the sequence of courses and that it is **strongly recommended that they be taken in the recommended order**. I further understand that I must complete MTEL examinations (General Curriculum and the Mathematics subtest) prior to the practicum experience in order to be licensed as a Teacher of Students with Severe Disabilities.

Student _____ Date _____

Advisor _____ Date _____

13-14-52 - Program Change: Moderate Disabilities 5-12 Graduate Programs

Replace the approved elective with the Sheltered English Immersion (SEI) course SPED 75XX.

M.Ed. Moderate Disabilities (5-12)

NAME _____

DATE ACCEPTED _____

Old Plan	Proposed Revised Plan of Study
EDUC/SPED 7023 Foundations of Education (REQUIRED Pre-Requisite for anyone without teacher licensure or coursework in education)	EDUC/SPED 7023 Foundations of Education (REQUIRED Pre-Requisite for anyone without teacher licensure or coursework in education)
REQUIRED COURSES	
SPED 7024 Understanding Disability and Diversity	SPED 7024 Understanding Disability and Diversity
SPED 8300 Language Development, Differences and Disorders (also offered in Winter)	SPED 8300 Language Development, Differences and Disorders (also offered in Winter)
SPED 8016 Curriculum, Strategies in Reading/LA PreK-8 .	SPED 8016 Curriculum, Strategies in Reading/LA PreK-8
SPED 8916 Curriculum , Strategies in Mathematics (5-12 only)	SPED 8916 Curriculum , Strategies in Mathematics (5-12 only)
SPED 8011 Differentiating Content Instruction/Inclusive Class	SPED 8011 Differentiating Content Instruction/Inclusive Class
SPED 8008 Emotional, Behavioral, and Autism Spectrum Disorders	SPED 8008 Emotional, Behavioral, and Autism Spectrum Disorders
SPED 8180 Positive Behavioral Supports for Students with Disabilities **	SPED 8180 Positive Behavioral Supports for Students with Disabilities **
SPED 8918 Reading and Writing: Methods for Secondary School Students with Moderate Disab. (to be taken concurrently with SPED 8917)	SPED 8918 Reading and Writing: Methods for Secondary School Students with Moderate Disab. (to be taken concurrently with SPED 8917)
SPED 8917 Assessments in Reading/Language Arts (to be taken with SPED 9130)	SPED 8917 Assessments in Reading/Language Arts (to be taken with SPED 9130)
EDUC 9300 Educational Research	EDUC 9300 Educational Research
SPED 9200 Collaboration and Consultation **	SPED 9200 Collaboration and Consultation **
	EDUC 7096: Sheltered English Immersion (SEI) Course for Teachers
All of these must be completed prior to the Practicum:	MTEL GENERAL CURRICULUM <input type="checkbox"/> Math <input type="checkbox"/> Foundations of Reading <input type="checkbox"/> STAGE REVIEW <input type="checkbox"/>
SPED 8963 Practicum: Moderate Disabilities	SPED 8963 Practicum: Moderate Disabilities
SPED 9004 Practicum and Research Application Seminar (<i>must be taken concurrently with SPED 8963</i>)	SPED 9004 Practicum and Research Application Seminar (<i>must be taken concurrently with SPED 8963</i>)
Elective:	
Total Credits = 42	Total Credits = 42

Letters denote *recommended* order of courses.

** This course is not intended for individuals in the Behavior Analyst Certificate Program. If you are considering the Behavior Analyst Certificate Program, it is imperative that you talk with you advisor prior to registering for this course.

I have reviewed this proposed plan of study with my advisor. I understand that a **maximum of four courses may be taken prior to matriculation**. I also understand the sequence of courses and that it is **strongly recommended that they be taken in the recommended order**. I further understand that I must complete MTEL examinations (General Curriculum and the Mathematics subtest, Foundations of Reading) prior to the practicum experience in order to be licensed as a Teacher of Students with Moderate Disabilities.

Student _____

Date _____

Advisor _____

Date _____

13-14-53 - Program Change: Moderate Disabilities Prek-8 Graduate Programs

Replace the approved elective with the Sheltered English Immersion (SEI) course SPED 75XX.

M.Ed. Moderate Disabilities (Prek-8) (42 credits, 7/2013)

NAME _____

DATE ACCEPTED _____

Old Plan	Proposed Revised Plan of Study
EDUC/SPED 7023 Foundations of Education (<i>REQUIRED Pre-Requisite for anyone without teacher licensure or coursework in education</i>)	EDUC/SPED 7023 Foundations of Education (<i>REQUIRED Pre-Requisite for anyone without teacher licensure or coursework in education</i>)
REQUIRED COURSES	
SPED 7024 Understanding Disability and Diversity	SPED 7024 Understanding Disability and Diversity
SPED 8300 Language Development, Differences and Disorders (also offered in Winter)	SPED 8300 Language Development, Differences and Disorders (also offered in Winter)
SPED 8016 Curriculum, Strategies in Reading/LA PreK-8 .	SPED 8016 Curriculum, Strategies in Reading/LA PreK-8
SPED 8915 Curriculum , Strategies in Mathematics (PreK-8 only)	SPED 8915 Curriculum , Strategies in Mathematics (PreK-8 only)
SPED 8011 Differentiating Content Instruction/Inclusive Class	SPED 8011 Differentiating Content Instruction/Inclusive Class
SPED 8008 Emotional, Behavioral, and Autism Spectrum Disorders	SPED 8008 Emotional, Behavioral, and Autism Spectrum Disorders
SPED 8180 Positive Behavioral Supports for Students with Disabilities **	SPED 8180 Positive Behavioral Supports for Students with Disabilities **
SPED 9130 Advanced Identification and Remediation of Reading/Language Based Learning Disabilities. (to be taken concurrently with SPED 8917)	SPED 9130 Advanced Identification and Remediation of Reading/Language Based Learning Disabilities. (to be taken concurrently with SPED 8917)
SPED 8917 Assessments in Reading/Language Arts (to be taken with SPED 9130)	SPED 8917 Assessments in Reading/Language Arts (to be taken with SPED 9130)
EDUC 9300 Educational Research	EDUC 9300 Educational Research
SPED 9200 Collaboration and Consultation **	SPED 9200 Collaboration and Consultation **
	EDUC 7096: Sheltered English Emersion (SEI) Endorsement course for teachers
All of these must be completed prior to the Practicum:	MTEL GENERAL CURRICULUM <input type="checkbox"/> Math <input type="checkbox"/> Foundations of Reading <input type="checkbox"/> STAGE REVIEW <input type="checkbox"/>
SPED 8963 Practicum: Moderate Disabilities	SPED 8963 Practicum: Moderate Disabilities
SPED 9004 Practicum and Research Application Seminar (<i>must be taken concurrently with SPED 8963</i>)	SPED 9004 Practicum and Research Application Seminar (<i>must be taken concurrently with SPED 8963</i>)
Elective:	

Letters denote *recommended* order of courses.

** This course is not intended for individuals in the Behavior Analyst Certificate Program. If you are considering the Behavior Analyst Certificate Program, it is imperative that you talk with you advisor prior to registering for this course.

I have reviewed this proposed plan of study with my advisor. I understand that a **maximum of four courses may be taken prior to matriculation**. I also understand the sequence of courses and that it is **strongly recommended that they be taken in the recommended order**. I further understand that I must complete MTEL examinations (General Curriculum and the Mathematics subtest, Foundations of Reading) prior to the practicum experience in order to be licensed as a Teacher of Students with Moderate Disabilities.

Student _____

Date _____

Advisor _____

Date _____

13-14-54 - Early Intervention Certificate Program and associate courses removal

Removal of Early Intervention Certificate Program from catalog and courses: SPED 6600 Early Intervention (3cr) and SPED 8900 Early Intervention Practicum (6cr). Program will no longer be offered.

Policy Changes

13-14-43 - Computer Science Graduate Program Admissions GRE Criteria Change

Admissions criteria regarding GRE currently reads as follows;

“Official GRE test scores (quantitative and analytical subtests must be taken and scores must be at least in the 50th percentile.)” The new criteria will now read as follows; “Official GRE test scores (quantitative and analytical subtests must be taken.) Scores exceeding the 50th percentile are desired but not required for admission.”

In addition, the catalog page Computer Science, M.S. will have “The Graduate Record Exam (both quantitative and analytical subtests) must be taken. Scores exceeding the 50th percentile are desired but not required for admission” inserted at the end of the first paragraph under the heading “Admissions Standards and Criteria.”

13-14-55 - Education MEd Programs Admissions Policy Change

Elimination of the Graduate Record Exam (GRE) and /or Miller's Analogies Test (MAT) as part of the admissions requirements for the following programs: Curriculum and Teaching, Early Childhood (initial and professional), Educational Leadership, Elementary (initial and profession), Middle School (initial and professional), and Special Education.