

Program	Proposal Name	Action	Date
MEd Curriculum and Teaching	New Course - Bureaucracy in Education - EDUC 7005	Approved	11/24/2008
<p>This course focuses on how participants have experienced school – as students, as teachers, and as leaders – and how the organization of schools and districts creates those experiences. The rules under which schools operate, the intention of the educational reforms and movements that underlie those rules and the interaction between those rules and individual goals are examined. The course requires writing similar to that required in schools and districts as well as writing that draws on students’ experiences with schools.</p>			
MEd Curriculum and Teaching	New Course - The Culture of the School - EDUC 7002	Approved	11/24/2008
<p>This course teaches prospective administrators how to create a more flexible culture focused on problem solving, learning, and successful communication in their school/school district community. Prospective administrators learn how to recognize what can be mandated and when mandate make sense, what is susceptible to problem solving and when issues are best dealt with collaboratively, how and when to focus on instructing members of the school/school district community, and how and when not to intervene. There is a particular focus on strategies and techniques for problem solving, collaborative work, and successful instruction of adults.</p>			
MEd Curriculum and Teaching	New Course - Reading in the Content Areas: The Effective Teaching of Informational Text - EDUC 8134	Approved	11/24/2008
<p>This course is designed to provide teaches with a deep understanding of the reading process as well as to provide them with a wide variety of reading-to-learn strategies that can be embedded in content area lessons. This course will assist teachers in helping students become more knowledgeable in the content areas by teaching them to become proficient readers of non-fiction. By integrating scientifically validated reading principles and practices within their discipline, teachers will be able to make their subjects more comprehensible by improving students’ understanding of the text’s content and, therefore, increase achievement in the content areas.</p>			
MEd Curriculum and Teaching	New Course - Literacy Learning for Younger Children - EDUC 7035	Approved	11/24/2008

Program	Proposal Name	Action	Date
MEd Curriculum and Teaching	<p>This course provides students with an in-depth study of elements of an early literacy instructional framework, with a focus on the reading components. Included in the course of study are investigations of the following: Reading comprehension, interactive reading aloud to students, assessment of reading skills, shared reading, guided reading, independent reading, and word study. Students are expected to effectively implement each of these elements into a typical classroom study with a theoretical understanding of why particular decisions are being made.</p>	New Course - Working with a Range of Students in Mathematics - EDUC 7119	Approved 11/24/2008
MEd Curriculum and Teaching	<p>This course focuses on teaching mathematics to diverse students, including, but not limited to, those with special needs. The course focuses on participants' interaction with the "big ideas" of mathematics in order to help students develop a strong sense of understanding what is behind the numbers. Participants observe, analyze, and define children's mathematical learning needs utilizing a variety of evaluative techniques, both of an informal and formal nature. Participants learn to identify the essential knowledge, understandings and skills embodied in a diverse mathematical curriculum. The data obtained through the assessment process assists participants in the planning and implementation of plans for learning including, but not limited to, Individualized Education Plans (IEP's). The evaluation of learning styles (both self and student) is central to this process and is investigated along with a variety of techniques that can be incorporated into instruction of mathematics. Related current research is examined, with findings discussed in class.</p>	New Course - Literacy Learning for Older Children and Adolescents - EDUC 7037	Approved 2/27/2009
MEd Curriculum and Teaching	<p>This course is designed to assist participants in teaching the full range if intermediate students to read and write and to use literacy skills for a variety of purposes. Sessions will focus on implementing effective literacy practices with groups of students, using observations of students' reading and writing behaviors to effectively plan for different learners, and establishing a supportive, well-managed environment for learning. Participants will gain experience in observational assessments, lesson planning, guided reading, writing process, and language/word study.</p>	New Course - Teaching for Mathematical Understanding - EDUC 7118	Approved 11/24/2009

Program	Proposal Name	Action	Date
	<p>This course focuses on the curriculum and pedagogy of standards-based middle school mathematics. Participants engage in problem solving and representing the mathematical concepts and professional teaching standards of middle school mathematics. Participants use graphing calculators, electronic probes, and internet resources. The course addresses the application of the Massachusetts Mathematics Curriculum Framework (MMCF) and the Massachusetts Professional Standards for Teachers (PST). Learning standards from all five strands of the MMCF for grades six through eight are included with an emphasis on developing skills for improving instruction, assessment and student achievement.</p>		
MEd Curriculum and Teaching	New Course - Working with the Struggling Reader - EDUC 8135	Approved	2/27/2009
	<p>This course is designed to give the special education and reading professional research-based background knowledge of the reading process, including reading abilities and disabilities, and reading approaches that include the consideration of motivation and engagement within all the components of the language arts curriculum. This course will focus on helping teachers develop an ability to design and plan effective teaching that will result in comprehensive literacy program for struggling readers of all ages. Students will demonstrate competency in developing and modifying lesson plans as well as reading instruction programs for students with diverse educational and/or cultural needs by assessing, evaluating, designing and implementing a clinical intervention with one student that will require one to one tutoring sessions totaling a minimum of two hours a week.</p>		
MEd Curriculum and Teaching	New Course - Literacy in the Elementary School - EDUC 7036	Approved	2/27/2009
	<p>This course is designed for Lowell teachers who teach balanced literacy to elementary students. The components of balanced literacy will be addressed as they relate to Massachusetts curriculum frameworks: phonemic awareness, phonic, fluency, vocabulary, comprehension, writing, and assessment. Throughout the course, emphasis will be on culturally responsive literacy instruction that incorporates an understanding of the development of motivation and resiliency in a diverse, urban population. Readings from research literature and current practice will frame discussion, inquiry, and analysis of the complexities of teaching literacy. Teachers will use Lowell's current curriculum materials to apply course concepts and strategies in job-embedded assignments and conduct a teacher inquiry connected to a course topic and the needs of the teachers' students.</p>		

Program	Proposal Name	Action	Date
MAT English	Program Change - Plan of Study Eliminate Curriculum and Technology from the current plan of study, as the content is now integrated in almost all other courses students take within the MAT Program. This plan of study modification allows students to explore an additional 9000 level literature course.	Approved	2/27/2009
MEd in Occupational Education	New Course- Growing Agriculture in the Classroom - OCED 7009 Using Massachusetts farms as classrooms, educators will learn how agriculture can enhance their curriculum, meet required frameworks and become part of a multi-disciplinary hands-on curriculum in your classroom. The skills you will develop are: a strong background in current agriculture practices throughout Massachusetts; how to use agriculture in your lessons to reinforce MCAS concepts; how to strengthen your science background with the application of principles to actual agriculture; agricultural literacy. Educators will keep a journal, research topics in agriculture and create lessons for classrooms.	Approved	5/26/2009
Business Administration in collaboration with Behavioral Sciences and Economics, History and Political Science	New Program - Certificate in Not-for-Profit Management The purpose of the Not-for-Profit Management Certificate Program is to provide participants with the skills and abilities necessary to meet the challenges of managing within the complex and competitive arena of not-for-profit organizations. This certificate is comprised of 9 credits of core course work and 6 credits in track specific courses. Students are able to choose between 2 tracks, Track A in Not-for-Profit Management and Track B in Leadership in Public Administration and Government.	Approved	2/27/2009
MBA in Management and Political Science	New Course - Selected seminars in Not-for-Profit Organizations - MGMT/POLS 7000	Approved	2/27/2009

Program	Proposal Name	Action	Date
Not-for-Profit Management	<p>Selected seminars examine trends, current research and contemporary issues in the not-for-profit organization. Seminars vary from semester to semester, reflecting contemporary issues in the discipline and depending upon student and faculty interest. Topics include Public Funding, Social Security, Facilities, Contract Law, Grant Writing, Program Development, Board Development, Fundraising, Museum Management, Management of Change, History of the Public Good, American Culture and the Rugged Individual and Information Technology systems.</p> <p>New Course - Globalization and the American City - POLS 9001</p> <p>The beginning of the 21st Century is marked by a critical and defining nexus which is characterized by a rapid movement of capital, commodities, technology, people, cultures and images traversing national borders. This process in all its complexities is profoundly reshaping the economic and social geography of American cities. Furthermore, the impacts of globalization on the American City are redefining the traditional roles functions on non-profit organizations in the city. The issues, challenges, and opportunities which globalization presents to the American City, its public policy makers, political leaders, non-profit organizations, and the citizen have short-term and long-term implications.</p> <p>This course will examine globalization through the lens of the American city. The challenges, opportunities, issues and decisions facing public officials, policymakers, non-profit organizations, and individual citizens will be presented, debated, and discussed. These goals will be achieved through readings, lectures, discussions, debates, guest speakers, examination, research and writing. Another goal of this course is to develop critical writing skills.</p>	Approved	2/27/2009
Not-for-Profit Management	<p>New Course - Leadership Strategies for Civic Organizations - POLS 9002</p>	Approved	2/27/2009

Program	Proposal Name	Action	Date
Not-for-Profit Management	<p>This course will provide an overview of essential skills and competencies needed for effective leadership in both public and nonprofit civic organizations. Through course readings, case studies, class and online discussions, presentations, and written assignments, students will better understand the complexity and challenges facing leaders in public and nonprofit organizations, or what I like to call ‘civic organizations;, in providing public services. A special focus of this course will be an introduction to the policymaking process and the relationship between research, policy, program implementation, and program evaluation.</p>		
	<p>New Course - Institute in Understanding Government Decision Making - POLS 9003</p>	<p>Approved</p>	<p>2/27/2009</p>
Applied Communication	<p>The Institute for Understanding Government Decision Making focuses on understanding the inner working and political dynamics of government decision making that affects us locally, regionally, nationally, and globally. Invited elected officials, senior-level policymakers, strategic researchers, business leaders, and nongovernmental organization directors are integrated into the daily exploration and application of cutting edge case studies and simulation crisis scenario exercises.</p>		
	<p>New Course - Health Communication - COMM 7300</p>	<p>Approved</p>	<p>4/3/2009</p>
Applied Communication	<p>The course presents an overview of health communication theory and research addressing issues in interpersonal, small group, organizational, public relations, and use of mass media in the health care setting. Students will learn how communication professionals work within a health care setting to help the organization meets its mission of patient care.</p>		
	<p>New Course - Gender Communication - COMM 7301</p>	<p>Approved</p>	<p>4/3/2009</p>
MEd Curriculum and Teaching	<p>The course introduces the principal concepts of gender-based communication. The student will explore the roles that communication plays in presentation and understanding gender roles and gender identities. Through this exploration the student will increase their awareness and understanding of interaction between genders in a variety of context as well as develop an analytic attitude toward gender and communication in everyday life.</p>		
	<p>New Course - Culture Diversity and Urban Teaching - EDUC 7009</p>	<p>Approved</p>	<p>4/3/2009</p>

Program	Proposal Name	Action	Date
MEd Curriculum and Teaching	<p>This course is designed to generate an understanding of culturally responsive teaching and the development of expert practice in working with diverse racial and ethnic student populations. Expert practice includes all professional and instructional activities that facilitate student learning. Participants will analyze and discuss research on culture, cultural identity and community-writ large- the sociological, political, racial and economic factors that impact society and writ small-how race ethnicity and SES impact the lives and learning of urban students with a focus on Lowell students.</p> <p>New Course - Studying Skillful Teaching Using Data SST 3 - EDUC 8129</p>	Approved	4/3/2009
MEd Curriculum and Teaching	<p>While providing an overview to a comprehensive model of the knowledge base on teaching, Studying Skillful Teaching: Using Data Day to Day focuses on 1) Planning lessons that are clear and accessible to all student; 2) Communicating high expectations; and 3) Using a variety of assessments to inform planning, teaching, and reflecting on lessons. Participants will learn both how to collect and analyze data and how to respond to data by drawing on research-based instructional strategies. In addition, a strong theme throughout the course is strengthening understanding and respect for our students' diverse cultural backgrounds.</p> <p>New Course - Algebra for the Elementary School Teacher - MTED 8001</p>	Approved	4/3/2009
MEd in Early Childhood, Elementary and Middle School Education	<p>This course is designed to strengthen the elementary school teacher's knowledge of topics in algebra and how to apply this knowledge in the classroom. Topics will include numeration and number theory; algebraic expressions; equations and inequalities; relations and functions; graphing relations and functions; and polynomial and rational functions.</p> <p>New Course - Designing Differential Instruction in the Contact Area - EDUC 7590</p>	Approved	4/3/2009

Program	Proposal Name	Action	Date
Applied Communication	<p>This course is suitable for all content areas and all grade levels. The focus is on using Understanding by Design and Universal Design for Learning to develop differentiated curriculum in the content areas. Candidates will participate in authentic experiences as they design curriculum, instruction and assessment that differentiate in ways that foster meaningful and successful learning for all students in all content areas.</p> <p>New Course - Social Marketing - COMM 8114</p> <p>Social marketing utilizes techniques from the field of marketing to address social issues mainly through changing the behavior of target groups that benefit society. The focus is on the consumer, learning what people need to make life changes. In this course, students will learn the techniques to design and intervene in social issues a community faces.</p>	Approved	4/3/2009
MAT in History & History Post- Baccalaureate Program	<p>Policy Change - Admission requirement revisions</p> <p>Minimum 3.0 overall GPA. Applicants who do not hold a bachelor’s degree in the subject area must also submit a passing score on the MTEL subject area subtest.</p>	Approved	5/26/2009
MEd in Early Childhood, Elementary and Middle School Education	<p>Program Change - Initial Licensure Track in Early Childhood, Elementary and Middle School</p> <p>The M.Ed. in Early Childhood Education, M.Ed. in Elementary Education, and M.Ed. in Middle School Education Programs in the Initial Licensure Track are designed for those individuals who have completed an appropriate baccalaureate degree but without an initial license who wish to acquire the competencies and requirements for the initial license of the selected programs: early childhood education, elementary education or middle school education.</p>	Approved	5/26/2009
Education Leadership and Management	<p>Policy Change - Comprehensive Examination</p>	Approved	5/26/2009

Program	Proposal Name	Action	Date
	All EDLM licensure and non-licensure candidates, excluding Technology Leadership candidates, must register for EDLM 9999 Comprehensive Examination to take the comprehensive examination as part of their program of study after they have completed at least 33 credits of program coursework. For a full policy consult the latest EDLM Faculty and Student Handbook or contact the program chair.		
MEd Curriculum and Teaching	New Course - Advanced Topics in Conversation of Natural Resources - EDUC 7111 Conservation issues that occur in response to human use of the natural environment are examined and analyzed from a variety of physical, social and political perspectives. This interdisciplinary science course investigates the three science content areas of earth, life and content of chemistry and physics as they relate to conservation and natural resource issues in the context of the science and technology curriculum frameworks.	Approved	5/26/2009
MEd in Special Education: Reading Specialist	Program Change - Creation of two tracks Addition of MEd in Special Education: Reading (Non-Licensure) and Certificate in Reading (Licensure Only - Reading Specialist).	Approved	5/26/2009
MEd in Special Education: Reading Specialist	New Course - Practicum Seminar - READ/SPED 9104 Concurrent with SPED/READ 9101: Practicum: Reading Specialist, candidates complete a portfolio demonstrating competence in instruction, assessment and leadership in the areas of reading and writing. Candidates complete two case studies and a staff development project.	Approved	5/26/2009
MEd in Special Education: Reading Specialist	Program Change - Practicum Requirement and Addition of Practicum Seminar	Approved	5/26/2009
MEd in Special Education: Reading Specialist	Program Change - Research Requirement	Approved	5/26/2009

Program	Proposal Name	Action	Date
MEd in Special Education: Reading Specialist	Program Change - Requirements and Plan of Study	Approved	5/26/2009
MAT in English	New Course - American Historical Fiction: Practice and Theory - ENGL 9050	Approved	5/26/2009
	This course typically examines several sub-genres of the American historical novel, looking in each case at multiple primary text and excerpts from scholarly approaches to the sub-genre. At the broad level, this course's goal is to help us think about how we read and define a literary genre, both in terms of our own individual analyses and the ongoing critical conversation; concurrently, or specific goal is to develop working definitions for both the "American" and the "historical fiction" contained within our title. Studied authors may include Nathaniel Hawthorne, Charles Chesnutt, William Faulkner and Leslie Marmon Silko.		
MAT in English	New Course - Genre, Adaptation and Hybridity - ENGL 9017	Approved	5/26/2009
	In this course we will study writers who create literature in more than one genre or who defy genre by destabilizing fixed systems of classification. Artistic combinations include poet/novelist, poet/musician and novelist/screenwriter. There are three sections to the course. First we will consider an author's thematic and stylistic consistencies from one genre to another, as well as his or her reasons for choosing to write in one genre instead of another. Second we will consider the links between originals and adaptations. The final section of the course examines hybridity as a concept in identity and its corresponding multi-generic textual expression.		
MEd Science Education	Program Change - Plan of Study	Approved	5/26/2009
	Eliminated the one credit course Research in Science Education.		
MAT Biology	Program Change - Plan of Study	Approved	5/26/2009
	Eliminated the one credit course Research in Science Education.		
MS in Counseling	Program Change - Suspend the Marriage and Therapy Certificate Program	Approved	5/26/2009
MEd in Education	Policy Change - Admission requirements	Approved	5/26/2009

Program	Proposal Name	Action	Date
<p data-bbox="128 764 394 911">MEd in Special Education: Moderate and Severe Disabilities</p>	<p data-bbox="415 224 1556 293">Students must complete an essay of no more than one page in response to one of the following questions:</p> <ol data-bbox="415 302 1640 716" style="list-style-type: none"> <li data-bbox="415 302 1640 375">1. Tell about a positive situation in which you helped a person and made a significant difference in that person's life? <li data-bbox="415 383 1640 456">2. What are the most important factors in establishing a long-term working relationship with students, friends, etc.? <li data-bbox="415 464 1640 716">3. Tell us about a significant event that involved you in a teaching or helping role. <ul data-bbox="415 496 1010 716" style="list-style-type: none"> <li data-bbox="415 496 1010 529">• Describe the situation as it occurred at the time. <li data-bbox="415 537 1010 570">• What did you do in that particular situation? <li data-bbox="415 578 1010 643">• How did you feel about the situation at the time you were experiencing it? <li data-bbox="415 651 1010 683">• How do you feel about the situation now? <li data-bbox="415 691 1010 716">• What would you change, if anything? <p data-bbox="415 878 800 911">Program Change - Plan of Study</p> <p data-bbox="415 919 1640 1024">Remove SPED 8862-Severe Disabilities Clinical Experience and SPED 8962-Moderate Disabilities Clinical Experience and replace with SPED 8861-Practicum Severe Disabilities and SPED 8961-Practicum Moderate Disabilities.</p>	Approved	5/26/2009