FITCHBURG STATE UNIVERSITY

School of GRADUATE, ONLINE AND CONTINUING EDUCATION

Graduate Council Action Summary

2024/2025

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SGOCE 24-25-04 - Intro to Cybersecurity
Department: Computer Science

Course Description:
This course will introduce students to basic cybersecurity concepts, including risk management, threats, vulnerabilities, and defense techniques. Topics include CIA, threats, attacks, defense, access control and password management, security policies, cyber resilience, physical security, endpoint security, cloud security, incident response and disaster recovery plan, risk assessment, and management.

Rationale:
The department is planning to create Cybersecurity concentration to address the growing demand for the cybersecurity professionals. As one of the required courses for the concentration, it provides students with introductory knowledge of basic cybersecurity concepts, including risk management, threats, vulnerabilities, and defense techniques.

Proposal approved by President Hodge on June 30, 2025.

SGOCE 24-25-05 - Digital Forensics
Department: Computer Science

Course Description:
This course introduces the fundamental concepts behind the collection and analysis of the digital evidence left behind in a digital crime scene. Topics include Windows, Linux, Macintosh File Systems, forensics tools, the identification, preservation, collection, examination, analysis, and presentation of evidence. Laws and ethics related to computer forensics and challenges in computer forensics will also be discussed.

Rationale:
Cybersecurity is becoming increasingly an important area and digital forensics is one of the important part of it.
Digital forensics professionals are critical in investigating a cybercrime and determining exactly what was done and how it was done. They attempt to recover and/or repair stolen or damaged data files, and to work with other information security experts to prevent it from happening again.

Digital Forensics has been offered as a topics course in our MS CS program and received very positive feedback from the students. The department is planning to create a Cybersecurity concentration for its MS CS program and Digital Forensics will be one of the core courses for the concentration.

Proposal approved by President Hodge on June 30, 2025.

SGOCE 24-25-06 - Advanced Database Management
Department: Computer Science

Course Description:
This course will cover a variety of topics in advanced database management including object-oriented Databases, object relational Databases,, transactions and query processing. Topics include RDBMS Architecture, Object-Relational Data Model, Query Optimization, NoSQL Databases, and ColumnStore Databases.

Rationale:
This course has been offered twice as a topics course and was received very positive feedbacks. It provides advanced topics in the database managements including the fundamentals of the object-oriented and object-relational models, NOSQL databases, and ColumnStore Databases.

Upon successful completion of this course, students will:
- understand the basic concept of the fundamentals of the object-oriented and object-relational models.
- have the knowledge of NOSQL databases
• Understand how to critically evaluate a research paper in the discipline and how to discuss the paper

Proposal approved by President Hodge on June 30, 2025.

SGOCE 24-26-09 - Comics and the Graphic Novel as Literature
Department: English

Course Description:
This course will examine illustrated narrative and sequential storytelling as literature, considering the distinct narrative and visual elements of this particular form. We will primarily consider comic books and graphic novels, with specific focus on current texts from the late 20th and early 21st centuries. This course will combine theoretical analyses and close reading to examine texts across multiple genres including science fiction, memoir, and novel adaptations. Potential authors include Scott McCloud, G Willow Wilson, and John Lewis (with Andrew Aydin and Nate Powell).

Rationale:
This course has been offered as a topics class twice and run very successfully. Many of our graduate students are public school teachers and often, or would like to, teach graphic novels in their classrooms. The structure of this course provides them the opportunity not only to study comics and graphic novels as a distinct medium in and of itself but also to consider how to bring our work into their own classrooms. This course will run on an irregular basis, no more than every other fall semester.

Proposal approved by President Hodge on June 30, 2025.

SGOCE 24-25-10 - Restorative Approaches to Justice
Department: Behavioral Sciences

Course Description:
This course combines a seminar-style overview of restorative justice and therapeutic jurisprudence. This course explores theories, concepts, and practices of restorative approaches to justice, including mediation, victim-youth conferences (justice circles), advocacy, community organizing, specialized courts, and nonviolent social action campaigns. These concepts and policies are examined in contrast to the traditional criminal justice system and its outcomes. Examples of these practices will come from a global perspective, including many from the United States.

Rationale:
This course provides a global perspective of restorative justice practices in a historical and social context. This course examines the development of social control from private disputes to the current system and provides an examination of restorative jurisprudence as the next step in social control. This course fits well into the curriculum because it provides the legal philosophy and justification for the use of these approaches. This course also brings in international examples to show it *What are the Learning Outcomes for the Course? Number of Credits: Discipline Prefix or Prefixes: Brief rationale if more than one prefix: Level of Course: Brief rationale for level choice:: The course will be: Requirement Elective Elective or Requirement Note/Special: Is there a similar undergraduate course? Does this course affect offerings in any other department or program? Course Enollment Expected Average Enrollment: This course is a replacement for: Course # / Name Has the course been offered previously as a "Topics" course? Is this an Extended Campus Course? Which semester will this course be offered for the first time?: How often thereafter to be offered?: Course Requirements Prerequisite course(s) if any: Additional Requirements Laboratory Hours: Fieldwork Hours: Pre-Practicum Hours: Practicum Hours: Other Requirements (specify): Syllabus Upload New Course Syllabus Upload: Signatures Click on the Submit Form button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.   Graduate Council is being used.

Proposal approved by President Hodge on June 30, 2025.

SGOCE 24-25-17 - Classroom Management
Department: Education

Course Description:
The purpose of this course is to provide pre-service teachers with group and individual behavior management and instructional procedures that can be used in a variety of educational environments. Course content will provide both theoretical understanding and practical application of strategies aimed at creating safe, encouraging, and effective learning environments. Emphasis will be placed on the use of evidence-based instructional procedures.

Course Objectives:

Standard II: Teaching All Students

Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

B.2 Learning Environment indicator: Safe Learning Environment

1. Creates and maintains a safe, supportive, and inclusive environment by:
   ● Establishing, with student input, classroom routines and systems to support student learning.
   ● Modeling and reinforcing respect for and affirmation of their own and others' differences related to background, identity, language, strengths, and challenges (self- and social awareness).
   ● Supporting student accountability for the impact of their actions.
   ● Enabling students to take academic risks and share ideas freely.
   ● Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.

Rationale:
The new Department of Elementary and Secondary Education (DESE) Guidelines for the Professional Standards for Teachers that came out in June 2024 have specific PSTs addressing the creating of positive learning environments including management. Exit surveys data has consistently demonstrated a need for additional content in the area of classroom management from our teacher candidates. Therefore the adding of the Classroom Management course enables us to meet these requirements and to provide our candidates with the necessary knowledge and skills needed in the field.

The expected outcomes include having candidates demonstrating stronger skills in the area of classroom management during their practicum as measured by the Candidate Assessment of Performance (CAP) required by DESE for licensure as well as an increase in positive statements in this area within the exit survey.

Proposal approved by President Hodge on May 5, 2025

SGOCE 24-25-18 - Advanced Math Pedagogy in the Elementary Classroom
Department: Education

Course Description:
Candidates will develop a deeper knowledge of the Massachusetts Mathematics Curriculum Frameworks and math content in !the areas of Mathematical Pedagogy, Algebraic Thinking, Data Analysis and Probability, and Measurement and Geometry, building upon the foundational concepts explored in EDUC 7640: Mathematics: Curriculum, Assessment, Panning, and Teaching for all Learners. Content will be taught using best practices of instructional methodologies for teaching early childhood and elementary mathematics. Shifting of instructional practices to teach Common Core standards will be emphasized as candidates examine, create and model grade level learning activities. Candidates will learn to use data of student learning during specific lessons focused on precise objectives to evaluate their own teaching effectiveness to improve student learning. Candidates will be required to complete 20 hours of field experience.

Course Objectives:
Detailed course objectives within the syllabus.
Standard 1: Curriculum, Planning, and Assessment
1. Subject Matter Knowledge
2. Curriculum Literacy
3. Purposeful Assessment
4. Accessible Assessment
6. Analysis and Conclusions

Standard 2: Teaching All Students
7. High Expectations and Support
8. Engaging Instruction
9. Inclusive Instruction
10. Positive Relationships
11. Critical Thinking
12. Reflective Practice

13. Judgment

<u>Rationale:</u>
The addition of the second mathematics course is to address indepth methodology and content associated with grades 2-6 as well as to meet the 6 credit requirement put forth by the National Council on Teacher Quality (NCTQ,).

Proposal approved by President Hodge on May 5, 2025

New Programs

<u>SGOCE 24-25-07 - Cyber Security Concentration</u>
Department: Computer Science

<u>Catalog Description</u>
Briefly describe new program/concentration as it will appear in the university catalog:
The Cybersecurity concentration offers students the opportunity to develop the necessary skills and knowledge to pursue a career in the field of cybersecurity such as network security, ethical hacking, digital forensics, and other related areas. It will provide the students with the necessary skills and knowledge in keeping computer systems and electronic data safe.
The concentration will be built on the core requirements for MS CS by directing the section of CSC 7000+ free electives towards cyber security. Students who choose the cybersecurity concentration will be required to take the following 4 courses besides the existing 6 required core courses:

CSC 7XXX Introduction to Cybersecurity
CSC 8025 Computer & Networking Security
CSC 8026 Ethical Hacking
CSC 8027 Digital Forensics

<u>Rationale:</u>
Data are everywhere. As more companies, organizations, government agencies, and individuals rely on these data for their routine business, there is growing demand for cybersecurity professionals and specialists. Students will have the ability of the following:
- Understand the fundamentals of the cyber-security domain and related issues
- Identify and define key knowledge areas of cybersecurity.
- Identify cyber threats, assess risks, design and implement security solutionsExplain concepts related to applied cryptography, including plain text, cipher-text, symmetric cryptography, asymmetric cryptography, digital signature, message authentication code, hash functions, and modes of encryption operations.
- Describe some classical encryption/decryption techniques.
- Understand the basic principles and distinct uses of public-key cryptosystems.
- Implement some modern encryption/decryption algorithms such as DES, AES, RSA, and etc.
- Explain the concepts of malicious code, including viruses, Trojan horses, and worms.
- Describe threats to networks, including sniffing and spoofing, and explain techniques for ensuring network security, including encryption, authentication, firewalls, and intrusion detection.
- Analyze data to detect attacks, communicate security concerns effectively
- Understand cybercrimes and the tools used to recover and/or repair stolen or damaged data files.
- Understand the concept of Windows, Linux, Macintosh File Systems, forensics tools, the identification, preservation, collection, examination, analysis, and presentation of evidence.
- Learn to explore the vulnerabilities in various systems and operate the industry-leading tools and framework to perform penetration testing on different target systems.
- Stay updated on emerging cyber threats, all while applying critical thinking and problem-solving skills to protect sensitive information and systems within an organization

Proposal approved by President Hodge on June 30, 2025.

Program Changes

SGOCE 24-25-03 - Remove IDIS 9000 Advanced Research Methods and add EDUC 9300 Education Research
Department: Behavioral Sciences

Program Change:
This change affects students who are currently enrolled in the EdS in Education Studies Program. Typically, there are less than 3 students per year who need to take this course.

Rationale:
Due to low enrollment, we don't run IDIS 9000 and advise students to take EDUC 9300 . IDIS 9000 is only for students in the EdS in Education Studies, where as, EDUC 9300 serves many students in SGOCE. The content in IDIS 9000 and EDUC 9300 is the same.

Proposal approved by President Hodge on June 30, 2025.

SGOCE 24-25-08 - Remove Geographic Requirements
Department: Earth, History and Political Science

Program Change:
This proposal seeks to remove the geographic distribution requirements from the History MA program for both the thesis and non-thesis writing tracks and allow students to meet the requirement with any HIST graduate course.

It also seeks to remove the language requiring an "area of specialization"

This proposal passed the EHPS curriculum committee on 1/28/25 by a vote of 12-0-1.

Rationale:
1. These requirements predate the online MA program and does not reflect our curriculum which includes Topics courses that rotate depending on the instructor

2. The History MA program offers a range of courses through its faculty participation and curriculum planning

3. The program allows students to remain in it for 6 years. It is impossible for students to take only one area or professor within that time period.

4. The History MA program is a curated program that provides content and methodology across the discipline but is not currently designed to offer "specialization" in particular sub-fields through course work.

5. It will simplify workflows with the registrar's office and eliminate case-by-case adjustments to degree evaluations

Proposal approved by President Hodge on May 5, 2025

SGOCE 24-25-15 - Master of Science in Criminal Justice
Department: Behavioral Sciences

Program Change:

The Master of Science in Criminal Justice was created in three separate programs: Criminal Justice, MPTC Concentration, MS (online), Criminal Justice, M.S. - Professional Studies Concentration and Criminal Justice, M.S. - Community Justice Concentration. They have different missions, program goals, and curriculum requirements. However, they share a core program. To streamline and clarify the program, we propose that we create one Criminal Justice M.S. with two concentrations. We will have one main program with shared goals and core curriculum. This change allows students to select a concentration if they wish and move between the concentrations easily.

We do not anticipate any increased need for faculty in the immediate future. We anticipate the continued enrollment numbers with steady growth over time. We hope to increase student recruitment with a more holistic approach to justice through this program and two concentration options.

Rationale:

The Master of Science in Criminal Justice developed organically over several years. The Criminal Justice, MPTC Concentration, MS started in 2015 as part of FSUs 4 + 1 program where undergraduate students may earn a bachelors and masters degrees in 5 years and complete the police academy. At first, the program included a face-to-face component but in the first year, it became clear that it would not work. Recent graduates were becoming employed by police departments and did not necessarily have regular schedules. By the fall of 2019, the program adapted to asynchronous online that allowed students to take fewer courses at a time, again because graduates were working full time law enforcement positions. By 2018, it became clear that a second path was needed for the 4 + 1 master program because some students did not want to complete the academy. In 2019, the Professional Studies concentration began and substituted CJ 9840, the Capstone project, for CJ 8200, the Recruit Officer course.These programs were listed under Criminal Justice Police Certification Concentration, MS until 2022-2023 catalog.

In 2022, the catalog listed these two programs separately as Criminal Justice Police Certification Concentration, M.S. and Criminal Justice, M.S. - Professional Studies Concentration, respectively, allowing graduates from other universities to enter the professional studies program. In 2023, FSU added another concentration– Community Justice concentration, M.S. Criminal Justice to the catalog.These programs developed organically to meet students' needs that could not be anticipated until the programs started.

This proposal will streamline the program, allow for a better assessment program to be developed, and to provide a clearer message about the program to potential students. It also allows for an easy transition from one concentration to another should a student choose to do so.

Proposal approved by President Hodge on June 30, 2025.

SGOCE 24-25-20 - EDUC 7023 - Prerequisite
Department: Education

Program Change:
One of the courses currently required within the Elementary Education (PreK-2) program is EDUC 7023: Education Foundations: Theory and Practice. This course will now become a prerequisite to the program. This course is often waived due to similar courses taken at the undergraduate level and is already a prerequisite for the Special Education Graduate Licensure programs.

By moving EDUC 7023 to a prerequisite and removing SPED 8008 the following courses can be added to the program without increasing the number of required credits:
---EDUC 7XXX: Classroom Management
---EDUC 7XXX: Advanced Math Pedagogy in the Elementary Classroom.

Rationale:
The suggested changes are proposed to address the following state requirements: 1. The new Department of Elementary and Secondary Education (DESE) Guidelines for the Professional Standards for Teachers hat came out in June 2024 have specific PSTs addressing the creating of positive learning environments including management. Exit surveys data has consistently demonstrated a need for additional content in the area of classroom management from our teacher candidates. Therefore the adding of the Classroom Management course enables us to meet these requirements and to provide our candidates with the necessary knowledge and skills needed in the field. In order to meet the requirements put out by the National Council for Teacher Quality (NCTQ) SPED 7024: Understanding Disabilities and Diversity will be replaced by a second math methods course. The NCTQ requires 6 credits in Mathematics content within the program.

Proposal approved by President Hodge on May 5, 2025

SGOCE 24-25-23 - Program Change
Department: Education

Program Change:
One of the courses currently required within the Early Childhood Education (PreK-2) program is EDUC 7023: Education Foundations: Theory and Practice. This course will now become a prerequisite to the program. This course is often waived due to similar courses taken at the undergraduate level and is already a prerequisite for the Special Education Graduate Licensure programs.

The course SPED 8008: Emotional, Behavioral, and Autism Spectrum Disorders will be removed from the program in order to make room from an additional course. The important content within this course will be added to the already existing content in SPED 7024: Understanding Disabilities and Diversity.

By moving EDUC 7023 to a prerequisite and removing SPED 8008 the following courses can be added to the program without increasing the number of required credits:

---EDUC 8500 : Development Assessment in Early Childhood (this was a course in the program and is needed to differentiate lthe program from Elementary Education)

----EDUC 7XXXX: Classroom Management

Rationale:

The suggested changes are proposed to address the following state requirements:

1. The new Department of Elementary and Secondary Education (DESE) Guidelines for the Professional Standards for Teachers !that came out in June 2024 have specific PSTs addressing the creating of positive learning environments including management. Exit surveys data has consistently demonstrated a need for additional content in the area of classroom management from our teacher candidates. The removal of SPED 8008:Emotional, Behavioral, and Autism Spectrum Disorders enables us to add the Classroom Management course without increasing credit requirements within the program.

2. In order to prepare for the next DESE Program Approval it is important to have a minimum of one course differentiating the ECE program from the Elementary Ed licensure program. Therefore, by reinstating EDUC 8500: Development Assessment in Early Childhood we are meeting these needs. (This course would replace EDUC 7023: Education Foundations: Theory and Practice)

Proposal approved by President Hodge on May 20, 2025

SGOCE 24-25-25 - Program Change - Create One Criminal Justice M.S. with Two Concentrations
Department: Criminal Justice

Program Change
The Master of Science in Criminal Justice was created in three separate programs: Criminal Justice, MPTC Concentration, MS (online), Criminal Justice, M.S. - Professional Studies Concentration and Criminal Justice, M.S. - Community Justice Concentration. They have different missions, program goals, and curriculum requirements. However, they share a core program. To streamline and clarify the program, we propose that we create one Criminal Justice M.S. with two concentrations. We will have one main program with shared goals and core curriculum. This change allows students to select a concentration if they wish and move between the concentrations easily.

Rationale:
The pre-requisite course, BIOL 7012, has not been offered in at least 5 years and the course, EDUC 8060, does not require any content from BIOL 7012 since it has been offered from a STEM perspective. Being Initial Licensure program is not applicable anymore.

Proposal approved by President Hodge on May 20, 2025

SGOCE 24-25-30 - Program Change - Replace READ 8132 with EDUC 7235
Department: Education

Program Change:
Replacing the course, READ 8132-Content Area Reading and Writing: Fostering Literacy in Middle and High School with EDUC 7235-Culturally Responsive Instruction.

Rationale:
This change, replacing READ 8132 with EDUC 7235, necessitated by the changes imposed by the state licensure accrediting body, Department of Elementary and Secondary Education (DESE) and the national accreditor of our licensure programs, Association for Advancing Quality in Educator Preparation (AAQEP).

Proposal approved by President Hodge on May 20, 2025

SGOCE 24-25-32 - EDUC - Replacing EDUC 7116 & READ 8132

Program Change:
This proposal requests:

1. Replacing one of the required courses, EDUC 7116-Becoming a Teacher, with a graduate level elective course for M.Ed in Education 5-12 Ncin-Licensure program
2. Replacing READ 8132-Content Area Reading and Writing : Fostering Literacy in Middle School and High School with EDUC 7235-Culturally Responsive Instruction.

Rationale:
This course is designed to offer the fundamentals of teaching profession and serve as an introductory course for future eachers. However, most of our non-licensure program students are already teachers who are pursuing their professional licensure. Currently, the program has three electives but for teachers to professionalize their license, they need to take 12 credits-4 courses in their content area. This change will offer them the opportunity to take those courses while also completing heir masters degree.

READ 8132 was required to meet a Professional Standards for Teaching (PST) which has recently been updated and removed this requirement. Instead, we now need a dedicated course to address culturally responsive teaching/instruction. This change will allow us to meet the new PST requirements along with the national accreditation requirements (AAQUEP)

Proposal approved by President Hodge on May 20, 2025

Course Change

SGOCE 24-25-11 - Advanced Policy Seminar
Department: Behavioral Sciences

Course Revision Details
Existing Course title and description: CJ 8150 Advanced Policy Seminar --This course combines a seminar-style overview of public policy theories and the policy-making process, including research, analysis, recommendation(s), implementation, and evaluation, along with a clinical approach to gaining experience working as a research team member.
Revised Course title and description: CJ 8150 Justice in Action: This course applies theoretical framework to understand how justice or injustice occurs through the implementation and exercise of power by the police, courts and corrections. In particular, this course explores what has worked well, what has not worked, and what might work in the three areas of the justice system.

Rationale:
The students do not find policy as an exciting title to take. By focusing on the action, students can engage in a more focused policy discussion around philosophical issues of justice, mercy, and responsibility.

Proposal approved by President Hodge on June 30, 2025.

SGOCE 24-25-13 - Social Relations and the Legal System
Department: Criminal Justice

Program Change:
Students find the course title boring and the description is rather vague. Current version: CJ 7260 - Social Relations and the Legal System
This course explores law as a social process that is both a source of order and of conflict.

Proposed Change: CJ 7260 Justice, Law and Society
This course explores the ways in which law is interwoven into our daily lives, especially as it relates to the exercise of power and control through social institutions. Power dynamics will be explored in the exercise of law through different social structures.

Rationale:
This outcome will provide a more nuanced course description and focus for the course. In particular, the course will focus on the use and exercise of power through social institutions.

It is hoped that the change will intrigue students and help them to meet the current situations in the criminal justice field.

Proposal approved by President Hodge on June 30, 2025.

SGOCE 24-25-14 - Recruit Officer Course
Department: Criminal Justice

Program Change:
Current Title and Description: CJ 8200 Recruit Officer Course (12 credits) **Must be completed first and is a pre-requisite for registration into the other courses within the Police Certification Concentration.

Revised Title and Description: CJ 8200 Recruit Officer Course (12 credits)

This course will be taken by all Criminal Justice students who have completed the undergraduate MPTC Police Academy Concentration and who intend to complete the Graduate CJ MPTC Concentration portion of the program. This course will also provide the student the experience necessary for professional development in the policing field.

The Practicum will consist of the field work necessary for completion of the MPTC program and will be conducted under the supervision of MPTC Certified Instructors and FSU faculty members.
The Practicum will involve the following field work sessions:

Defense Tactics Training
Water Safety
Emergency Driving
Highway Safety (Radar, Breath test, Field Sobriety, Occupant Protection)
Firearms
Less Lethal Applied Semintion Training
Patrol Response/Applied Patrol Procedures (includes Motor Vehicle Stops and Arrest/Processing)
Active Shooter
First Aid/CPR
Hazardous Material Response
Health and Wellness
Domestic Violence and Elder Abuse
Response to Person with Mental Illness
Sex Crimes Investigation
Suicide Prevention

Rationale:
The requirement of completion prior to other courses in the concentration is no longer necessary. It has become an impediment for some students. Students need flexibility around when they complete this requirement.

Proposal approved by President Hodge on June 30, 2025.

SGOCE 24-25-19 - Early Literacy in Language Arts
Department: Education

Course Revision Details
Slight adjustments were made to the title and course to address the new early literacy guidelines and PSTS put out by DESE, as well as NCTQ

Rationale:
In order to adjust courses within the programs to meet the changing needs of the Mass Department of Elementary and Secondary Education Professional Standards for Teachers, this course (one out of two courses) has been adjusted to meet ~he new Professional Standards for Teachers, the new Early Literacy Guidelines, as well as the Subject Matter Knowledge (SMKs) standards required by the Department of Elementary and Secondary Education in Massachusetts (DESE

Proposal approved by President Hodge on

SGOCE 24-25-21 - EDUC 7650 - Advanced Instruction and Assessment
Department: Education

Course Change:
Slight adjustments and title change were made to address the. new early literacy guidelines and PSTS put out by DESE as well

Rationale:
In order to adjust courses within the programs to meet the changing needs of the Mass Department of Elementary and Secondary Education Professional Standards for Teachers, this course (one out of two courses) has been adjusted to meet the new Professional Standards for Teachers, the new Early Literacy Guidelines, as well as the Subject Matter Knowledge (SMKs) standards required by the Department of Elementary and Secondary Education in Massachusetts (DESE).

Proposal approved by President Hodge on May 5, 2025

SGOCE 24-25-24 - Applied Communication
Department: Communications Media

Course Change:
As social media continues the push towards highlighting greater video-based content, this course title change reflects how the syllabus prized social media video production. The title Integrated Social Media reflects how students in the class could take the content in the class and implement this into social media platforms. As social media becomes more driven by online video content, the title of the course reflects this change.

Rationale:
This will better reflect the expectations of what students will produce in the class. The learning outcomes will not change, but the course best highlights how the class is focused on social media video content.

SGOCE 24-25-26 - CJ 9680 Cultural Diversity and Communication

Department: Criminal Justice

Course Change:
This course is currently at the 9000 level. With the new program development and the new curriculum map, this course should be at the 8000 level.

Rationale:
The 9000 level courses should be the most difficult and bring all of the program goals together for assessment. This course ldoes not meet those requirements.

Proposal approved by President Hodge on May 5, 2025

SGOCE 24-25-27 - CJ 8100 Program Evaluation
Department: Criminal Justice

Course Change:
This course provides the best course for the assessment of the program goals. Program evaluation bring together all of the program goals. It is currently 8100. It should be a 9000 level course.

Rationale:
The movement of this course from 8000 level to 9000 level makes the most logical sense with the new curriculum map on the !updated program approved last meeting. This course will provide the culmination of their graduate courses.

Proposal approved by President Hodge on May 5, 2026

SGOCE 24-25-28 - CJ 8200 - Recruit Officer Course
Department: Criminal Justice

Course Change:

This course is currently listed at the 8000 level.We would like it to be listed at 7000 level and in the early 7000 numbers if possible, because it is expected to be completed early in the curriculum for MPTC concentration. This course provides students with an overview of the policing role and expectations.

Rationale:
This course should be completed early in the degree. As we have reorganized the program under one Master program, we have examined the courses. This course is not properly in the curriculum with higher number. While students may start in the spring, this course is usually taken in their first summer.

Proposal approved by President Hodge on

SGOCE 24-25-29 - Introduction to Strategies for Teaching Students in Middle and High School
Department: Education

Course Change:
The course content is extensive and the word "introduction" does not align with the depth of the course content.

Rationale:
It will better reflect the content of the course.

Proposal approved by President Hodge on May 20, 2025

SGOCE 24-25-33 - CJ 7350 Advanced Criminal Law and Procedure
Department: Criminal Justice

Course Change:
Currently, the MPTC concentration has 3 required courses. Two are at the 7000 level and one is at the 8000 level. These levels do not correctly reflect the new curriculum map from the program changes approved in March 2025. This course needs to be in the 9000. It will be the culmination course for the MPTC concentration.

Rationale:
As a program and concentration, we have re-evaluated the courses and developed a curriculum map. In this new vision, this course provides the assessment for the MPTC concentration. It relates well to the new concentration goal: Students will demonstrate how policing as an institution works in a culturally diverse democratic society. Students' work will be assessed for the program concentration goal in this course. It makes sense to increase this course from 7000 level to 9000.

Proposal approved by President Hodge on May 20, 2025

SGOCE 24-25-34 - CJ 8350 Community Reentry and Reintegration
Department: Criminal Justice

Course Change:
Currently, this course is one of the required for the Community Justice concentration. It is set at the 8000 level as is one other required course. Proposed change: we would like to have this course as our assessment course of the concentration. It would be best at the 9000 level.

Rationale:
We have changed the program in March 2025. We have created a curriculum map based on the approved changes. Once the map was created, it became clear that this course provided more than the 8000 level. It brings together the other two courses and can be used best to measure the concentration's goals. Therefore, 9000 level makes the most sense for this course.

Proposal approved by President Hodge on May 20, 2025

Course Removal

SGOCE 24-25-12 - Advanced Policy Patrols Operations

Department: Criminal Justice

Rationale:
Superfluous; theoretical content now covered in CJ 7250 Applied Concepts in Policing, practical/applied content covered in CJ 8200 ROC, and report writing covered in both CJ 7250 and CJ 8200. This course last offered SP23 and found to be redundant/no longer necessary.

Proposal approved by President Hodge on June 30, 2025.

SGOCE 24-25-22 - Elementary Education
Department: Education

Course(s) to be removed from the Graduate Catalog: Please indicate all number(s) and title(s)

SPED 7127: Teaching and Learning with Multimedia and Mobile
EDUC 7212: G-Suite for Educators
SPED 7205 : G-Suite for Educators
EDUC 7205: G-Suite For Educators (not in catalog)

Rationale:
There are a number of courses that seem to be duplicates and are often cross listed.
Ex: There is already a course EDUC 7126: Teaching and Learning with Multimedia and Mobile and the course SPED: 7127 is the same course with the exact same name.This course is not specific to a program and is not needed to meet necessary licensure competencies within a program)

Removing the courses listed above makes it easier for students and cleans up the catalog.

EDUC 7126: Teaching and Learning with Multimedia & Mobile will be kept in the catalog.

Proposal approved by President Hodge on May 5, 2025

New Policy/Change Policy

SGOCE-24-25-01 - Graduate students cannot be enrolled in more than one degree/credentialed program at a time
Department: School of Graduate, Online and Continuing Education

Graduate students cannot be enrolled in more than one degree/credentialed program at a time including credit based certificate programs.

Policy Change:
This has been the practice in SGOCE already with the exception of the Applied Behavior Analysis (ABA) Certificate and the Autism Spectrum Certificate. We did not have a masters program option for this content when this practice began and a number of special education students were seeking courses in these areas. However, in 2019-2020 a masters degree option was approved with an ABA concentration (M.Ed. Guided Studies) allowing which includes the courses from the certificate program. An Autism Spectrum Disorders concentration was also added to the M.Ed. in Guided Studies program in 2020 and 2021. These program changes eliminated the need for dual enrollment in the certificate program and a masters degree program for special ed students. We were finding that many students were still choosing to enroll in both programs however very few students were completing the certificate program so the retention and completion rates are very low. Also, there are a number of challenges in maintaining student records after they complete one program as their record remains in the system showing incomplete so it impacts graduation status for students. We have talked this through with the department chairs most impacted and they are in support of this as it will help with overall student advising and tracking. This will assist in clarifying the options for students as some students think they have to be enrolled in both. Since we do not allow this for any other program currently, this statement will help to clarify/ reaffirm this in writing moving forward but does not impact operations/current processes.

The language will be updated on the website to begin in spring 2025 if approved. The application will be updated also so Special Education students will no longer be able to choose both a certificate and a masters degree option for the same admission term.

Rationale:

This has been the practice in SGOCE already with the exception of the Applied Behavior Analysis (ABA) Certificate and the Autism Spectrum Certificate. We did not have a masters program option for these content when this practice began and a number of special education students were seeking courses in these areas. However, in 2019-2020 a masters degree option was approved with an ABA concentration (M.Ed. Guided Studies) allowing which includes the courses from the certificate program. An Autism Spectrum Disorders concentration was also added to the M.Ed. in Guided Studies program in 2020 and 2021. These program changes eliminated the need for dual enrollment in the certificate program and a masters degree program for special ed students. We were finding that many students were still choosing to enrolled in both programs however very few students were completing the certificate program so the retention and completion rates are very low. Also, there are a number of challenges in maintaining student records after they complete one program as their record remains in the system showing incomplete so it impacts graduation status for students. We have talked this through with the department chairs most impacted and they are in support of this as it will help with overall student advising and tracking. This will assist in clarifying the options for students as some students think they have to be enrolled in both. Since we do not allow this for any other program currently, this statement will help to clarify/ reaffirm this in writing moving forward but does not impact operations/current processes.

Proposal approved by President Hodge on March 7, 2025

SGOCE-24-25-02 - Policy Change - To add Graduate Learning Objects to the Institutional List of Learning Priorities and have these posted in the catalog
Department: School of Graduate, Online and Continuing Education

Policy Change:
1. Mastered the Discipline-Based Skills Appropriate for Success in the Field, and will be able to apply them to common problems within the field by integrating knowledge with practice. 2. Demonstrated a Graduate-Level Mastery of the Contemporary Knowledge Base of their field of study. 3. Graduate students will Demonstrate Ethical and Responsible Professional Conduct in their discipline.

Add a Graduate Section at the Bottom of the Currently Listed Institutional Learning Priorities (ILPS) with the following: 1. Mastered the Discipline-Based Skills Appropriate for Success in the Field, and will be able to apply them to common problems within the field by integrating knowledge with practice. 2. Demonstrated a Graduate-Level Mastery of the Contemporary Knowledge Base of their field of study. 3. Graduate students will Demonstrate Ethical and Responsible Professional Conduct in their discipline.

When the University established the IPLS Graduate programs/students were not part of the discussion/final outcome. When we had our last NECHE visit this was discussed and recommended as a consideration given the large number of graduate programs/students served at the University. The three recommended ILP's for graduate programs was developed based on research across other institutions at a national level looking at established ILPs for graduate programs that can be applied across disciplines. Possible ILPS were then presented to Department and Program chairs, Graduate Council and the Provost Council. After careful review key ILPS were voted on as most representative. We then shared the final list at the fall 2024 chairs summer workshop and have landed with the 3 IPLS listed above.

These would appear in the new catalog for 2024-2025 and the website will be updated to reflect this change for the 24-25 year.

Rationale:
When the University established the IPLS Graduate programs/students were not part of the discussion/final outcome. When we had our last NECHE visit this was discussed and recommended as a consideration given the large number of graduate programs/students served at the University. The three recommended ILP's for graduate programs was developed based on research across other institutions at a national level looking at established ILPs for graduate programs that can be applied across disciplines. Possible ILPS were then presented to Department and Program chairs, Graduate Council and the Provost Council. After careful review key ILPS were voted on as most representative. We then shared the final list at the fall 2024 chairs summer workshop and have landed with the 3 IPLS listed above.

Proposal approved by President Hodge on March 7, 2025

SGOCE-24-25-16 - New Policy Change
Department: Registrar

Policy Change:

Fitchburg State University hosts its annual commencement ceremony at the conclusion of each spring semester. Graduating students are highly encouraged to take part in the celebration.

Students must have fulfilled all degree requirements or be on track to complete them by the end of the semester in which the commencement ceremony takes place. A degree will be officially awarded only after all graduation requirements have been fully met. Students may participate in only one commencement ceremony. They must notify the Registrar's Office of their intent to participate at least two weeks prior to the ceremony to ensure their name is included in commencement materials and when applicable, to secure ticket availability. Failure to provide notice within this timeframe may result in ineligibility to participate. If a student declares their intention to walk but does not participate-and fails to notify the Registrar's Office prior to the ceremony-they will be ineligible to participate in any future commencement.

Students approved for participation may choose to attend their scheduled ceremony or request to reschedule to a later ceremony, provided it occurs within two years of their graduation date.

Rational:
Over the last few years an increasing number of students have requested to move their commencement participation date repeatedly, sometimes years out from when they actually graduated. This makes planning for commencement difficult without a strong sense of the potential numbers and administratively is difficult to manage.

Proposal approved by President Hodge on May 5, 2025

SGOCE 24-25-31 - SGOCE - Policy Change
Department: School of Graduate, Online and Continuing Education

Police Change
Update to the Course Changes Language in the Catalog. The language currently listed in the catalog is not correct and does not match the practice or current course schedule as it was written when most all SGOCE courses were 15 week courses and is only relevant for face-to-face courses.

The current policy reads " considered a withdrawal.

Course Changes
Changes to courses (drop/add) must be made by the second meeting. (Class meeting time defined as 2.5 hours) No change in credit is permitted after the second class meeting. After the start of the second class meeting, the dropping of a class will be considered a withdrawal.

Briefly describe new policy or change to existing policy as it will appear in university catalog (if a policy change please provide current and proposed versions):

Students may request a course exchange through the 2nd day of the term for 7-week and 5 week courses or through the 7th day for 15-week courses.
Students may drop a course through the 2nd week of the term for 7-week courses and through the 3rd week for 15-week courses. Refer to the academic calendar for specific deadline dates, and visit the refund schedule on the Student Accounts website to determine eligibility for a refund percentage based on the course drop date.

Rationale:
To accurately describe the current process for course changes for all SGOCE course types and provide better clarity for students.

Proposal approved by President Hodge on May 20, 2025