FITCHBURG STATE UNIVERSITY | School of GRADUATE, ONLINE AND CONTINUING EDUCATION

Graduate Council Action Summary 2025/2026

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Jane Fiske Humanities	Faculty Representative
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School of Graduate, Online and Continuing Education

New Courses

SGOCE 25-26-01 - Writing Content for All Students PreK-6
Department: Education

Course Description:
This course introduces the participants to the concepts, principles, relationships, processes, and applications of writing for all students in the PreKindergarten through Grade 6. Emphasis is placed on acquiring content knowledge focused on differentiating the writing process for multilingual learners, students above grade level, and struggling writers through diverse, research-based writing strategies. The topics of digital writing and the use of technology in the classroom will be addressed. Participants will learn how writing content is crucial to success in all content areas. The Common Core State Standards and Massachusetts Curriculum Frameworks will be included in this course

Rationale:
This course is meant to give students at the graduate level an elective that meets their interest in deepening their understanding of writing within the content areas for educators in the prekindergarten to grade 6 classrooms. The outcomes will bolster a higher understanding of the six traits of writing which will carry over into ELA, math, science, and/or social studies.

Proposal approved by President Hodge on March 18, 2026

SGOCE 25-26-08 - Supervised Experiential Learning - ABA
Department: Education

Course Description:
This course prepares learners for a career in the field of Applied Behavior Analysis. Learners will engage in a minimum of 45 hours of development and implementation of various behavior analytic strategies under the direct supervision of a Board Certified Behavior Analyst (BCBA), and will provide evidence of the strategies they have developed and implemented. Additionally, learners will engage in the initial steps of a thesis project, in which they identify a topic of interest, conduct a thorough literature review, and develop a research question that includes the potential effect of at least one behavior analytic independent variable on at least one behavioral dependent variable.

Rationale:
This course is a necessary component in the accreditation standards going into effect in 2032, and will allow our students to meet the requirements to sit for the exam to become a Board Certified Behavior Analyst.

Proposal approved by President Hodge on March 18, 2026

SGOCE 25-26-09 - Supervised Experiential Learning - ABA II
Department: Education

Course Description:
This course continues to prepare learners for a career in the field of Applied Behavior Analysis. Learners will engage in a minimum of 45 hours of development and implementation of various behavior analytic strategies under the direct supervision of a Board Certified Behavior Analyst (BCBA), and will provide evidence of the strategies they have developed and implemented. Additionally, learners will complete a thesis project, in which they examine and report on the effect of at least one behavior analytic independent variable on at least one behavioral dependent variable. Finally, learners will demonstrate readiness for the BCBA examination by achieving fluency on all test content areas.

Rationale:
This course is a necessary component in the accreditation standards going into effect in 2032, and will allow our students to meet the requirements to sit for the exam to become a Board Certified Behavior Analyst.

Proposal approved by President Hodge March 18, 2026

SGOCE 25-26-11 - Research Dissemination
Department: Education

Course Description:
This advanced course is designed to support students in transforming their research into meaningful professional contributions. Students will work closely with a faculty mentor to refine their research findings and share them with authentic audiences across the field of education. Emphasis is placed on effective communication of evidence-based practices, ethical presentation of data, and professional engagement within scholarly and practitioner communities. This course prepares students to become reflective practitioner-researchers who contribute to ongoing dialogue, strengthen university-school partnerships, and elevate the profession through shared knowledge. Pre-requisites: EDUC 9300 Educational Research and EDUC 9510 Capstone Implementing Best Practices

Upon successful completion of this course, students will be able to:
1. Interpret and synthesize research findings with clarity and accuracy to ensure relevance to diverse educational audiences.
2. Evaluate appropriate dissemination venues (e.g., conferences, professional publications, workshops, podcasts) based on audience, purpose, and impact.
3. Develop professional communication skills for presenting educational research through oral, visual, written, and digital formats.
4. Create dissemination products that translate evidence-based practices into accessible and practical applications for educators and other stakeholders.
5. Engage in reflective practice to evaluate the effectiveness of research communication and its influence on the field.

6. Collaborate with faculty mentors and peers to refine dissemination strategies and ensure ethical and responsible sharing of research findings.
7. Advocate for educational improvement through scholarly outreach that strengthens university-school partnerships and supports practitioner knowledge.

Rationale:
This course is designed to be the final course in a series of 3 courses that engages students in scholarly activities. In the first course, EDUC 9300 Education Research, students choose a topic of interest and write an integrated literature review. In this course, students seek approval on an IRB research proposal. In the second course, EDUC 9510 Capstone: Implementing Best Practices, students conduct a research project and analyze their impact on student learning. The expected outcome for Research Dissemination is for students to share and reflect on their findings and disseminate their results in an appropriate venue.

By the end of this course, students will be able to:

1. Analyze and accurately summarize research findings in ways that demonstrate comprehension, relevance, and applicability to varied educational audiences.
2. Select and justify appropriate dissemination venues by evaluating audience needs, communication goals, and potential impact on educational practice.
3. Demonstrate effective professional communication skills by delivering research presentations and products using oral, written, visual, and digital formats.
4. Produce high-quality dissemination artifacts (e.g., conference presentations, practitioner workshops, podcasts, articles, multimedia products) that translate evidence-based practices for educators and stakeholders.
5. Critically reflect on the strengths and limitations of their dissemination efforts and identify strategies for improvement.
6. Collaboratively refine research communication strategies by engaging in structured feedback cycles with faculty mentors and/or peers. 7. Demonstrate scholarly advocacy by articulating how their dissemination work contributes to educational improvement, supports practitioners, and strengthens university-school partnerships.

Proposal approved by President Hodge on March 18, 2026

SGOCE 25-26-14 - Department: Education

Course Description:
This 1-credit history course introduces graduate students to practical and applied strategies in historical research and analysis, focusing on real-world applications. Specific topics will vary by instructor but include archival research, oral history, podcasting, historical editing and writing, digital projects and AI. Through hands-on assignments and collaborative problemsolving, students will learn strategies and approaches to practicing history to enhance their careers. The course culminates in a short project and reflection that demonstrates applied skills.

Course Objectives:
To enhance students' practical, transferable skills essential for success in a range of historical sub-fields. The tools courses will enhance students' ability to access, assess and communicate historical knowledge to meet the needs of the discipline in the 21st century.

Rationale:
Graduate students in history increasingly enter academic and non-academic careers where technical agility, digital literacy, and methodological versatility are essential, whether in teaching, research, museums, archives, publishing, or consulting. However, many students reach advanced stages of study with only limited hands-on experience in the tools and platforms that underpin contemporary historical practice.

Proposal approved by President Hodge on March 24, 2026

SGOCE 25-26-17 - HIST 9144 - American Revolutions
Department: History

Course Description:
This course investigates the era of revolution and transformation in the Atlantic world from 1754 to 1815. Students will interpret the origins, course, and consequences of the French and Indian War, the American Revolution, the framing of the United States Constitution, the Haitian Revolution, and the early Industrial Revolution. Emphasis is placed on the use of primary sources and historical scholarship to evaluate differing interpretations and to assess how these interconnected movements reshaped the emerging American nation and its people.

Course Objectives:
Learning Objectives By the end of the course, students will be able to:

Identify and analyze major historiographical interpretations of the revolutionary era (1754–1815) and demonstrate competency in key figures, events, debates, and concepts.

Course Outcomes Upon successful completion of this course, students will be able to:

Interpret and contextualize major events and developments in the Atlantic world between 1754 and 1815.

Evaluate differing historical interpretations of the French and Indian War, the American Revolution, the U.S. Constitution, the Haitian Revolution, and the early Industrial Revolution.

Analyze primary sources to construct evidence-based arguments about the revolutionary transformations of the period.

Integrate secondary scholarship to assess debates in the historiography of the era.

Rationale:
This course has been taught and is an important content course for history MA students.

Proposal approved by President Hodge on March 24,2026

SGOCE 25-26-18 - HIST 9000 - African American History
Department: History

Course Description:
This course examines three centuries of the African-American experience through what was built, created and documented by African Americans. Topics include the transatlantic slave trade and abolitionist movements, the contours of slavery and resistance across geographic regions, the construction of race in the Americas, and mapping African-American economic and political action. We will assess contemporary historical scholarship and how historical artifacts have been used to shape historical memory. Finally, this course will provide students with the historical context to understand the Civil Rights movement of the twentieth century.

Course Objectives:
Understand the Origins: Explore the origins and impact of the transatlantic slave trade on African societies and the Americas.

Analyze Slavery: Examine the development and institutionalization of slavery in the American colonies and its impact on African American lives. Evaluate Resistance: Study the various forms of resistance and resilience among enslaved Africans and African Americans.

Revolutionary Contributions: Investigate the contributions and experiences of African Americans during the Revolutionary War and the early republic. Civil War and Reconstruction: Analyze the roles African Americans played in the Civil War and the efforts to reconstruct the nation afterwards.

Cultural Development: Explore the cultural, religious, and social developments within African American communities throughout these centuries.

Rationale:
This course is an important offering in the history graduate program as part of our electives.

Proposal approved by President Hodge on March 24,2026

SGOCE 25-26-19 - HIST 9040 - Colonial America
Department: History

Course Description:
This course offers an advanced exploration of Colonial American history from the sixteenth through mid-eighteenth centuries. Engaging with recent scholarship, students will examine indigenous histories, colonialization, trade, religion, slavery, migration, and imperial conflict within wider Atlantic and global contexts. Emphasis is placed on interpreting colonial America as a complex world in its own right rather than a prelude to revolution, with attention to evolving

historiographical questions of sovereignty, race, and gender. Collaborative discussion, research, and analysis will prepare students for graduate examination and thesis-level work

Course Objectives:
By the end of this course, students will be able to:
1. Interpret major historiographical developments in the study of Colonial America and situate them within broader Atlantic and global frameworks.
2. Analyze primary and secondary sources to assess how environment, religion, commerce, slavery, and imperialism shaped colonial societies. 3. Evaluate recent scholarly approaches to sovereignty, race, gender, and power in colonial contexts.
4. Develop and refine research questions that contribute to current debates in the historiography of early America.
5. Demonstrate advanced research and interpretive skills applicable to graduate examinations and thesis research.

Rationale:
This course is a standard elective offering in history graduate programs and is important in helping students conceptualize the early modern connections between American and world history

Proposal approved by President Hodge on March 24,2026

SGOCE 25-26-20 - HIST - The Great Depression
Department: History

Course Description:
This course explores how Americans experienced the economic calamities of the Great Depression and the policy responses and innovations of the New Deal through radio, film, and photography. Americans debated economic policy and politics in surprising ways: turning gangsters into heroes who found glory and glamor outside the system, finding inspiration in the adventures of Superman, escaping through the hilarious antics of the Three Stooges and the problematic recasting of America's past in Gone with the Wind. Through such cultural artifacts, students will examine media practices and corporatization in the context of politics and regulatory innovations of the worst economic crisis the nation has ever faced.

Course Objectives:
Course Objectives By the end of this course, students will be able to:

Analyze how Americans understood and represented the Great Depression and the New Deal through cultural media such as film, radio, and photography.

Evaluate the intersections of economic policy, popular culture, and public sentiment during the 1930s.

Assess how cultural producers and corporate institutions shaped national narratives of crisis, resilience, and recovery.

Interpret cultural artifacts as historical sources that reveal tensions between economic systems, regulation, and everyday experience.

Develop advanced research and interpretive skills applicable to graduate scholarship in twentieth-century American cultural and political history.

Rationale:
The Great Depression is a popular and important course for students to explore the economic crisis and its implications for politics, policy, and society.

Proposal approved by President Hodge on March 24,2026

SGOCE 25-26-21 - HIST - Media and U.S. Politics
Department: History

Course Description:
This course explores new developments in the historiography of media and US politics. This field has seen tremendous growth in recent years, as political historians have begun to take media - popular print, radio, television, and the internet- seriously as historical sources and forces in the development of modern politics. This course will introduce students to key new works in the field and engage them in research on a related topic, as well as introduce them to the opportunities and challenges of archival collecting and preservation in the fields of audio and video history

Course Objectives:
Course Objectives By the end of this course, students will be able to:
Examine recent historiographical trends in the study of media and U.S. politics and assess their significance within the broader field of modern political history.

Evaluate methodological approaches to using media—print, radio, television, and digital—as both sources and agents of political change.

Analyze how media forms have shaped political communication, identity, and power in the United States across the twentieth and twenty-first centuries.

Develop research projects that integrate media analysis with historical inquiry, demonstrating awareness of archival practices and preservation challenges.

Critically engage with emerging debates about the role of media in political historiography through advanced reading, discussion, and original research.

Rationale:
The study of media has become essential to understanding the evolution of U.S. politics. Over the past several decades, historians have increasingly recognized that political culture, communication, and power are deeply shaped by the forms and technologies through which ideas

circulate. This course addresses that shift by situating media—ranging from newspapers and radio to television and digital platforms—as both sources and agents of historical change. By engaging with recent scholarship and developing original research, students will gain the analytical and methodological tools necessary to interpret the media's role in shaping political discourse, policymaking, and public life. The course also introduces archival and preservation practices vital for conducting research in the expanding field of audio-visual and digital history.

Proposal approved by President Hodge on March 24,2026

SGOCE 25-26-22 - HIST Science: Curriculum, Planning, Assessment and Teaching in the PreK-8 Classroom.
Department: History

Course Description:
This course introduces teacher candidates to curriculum, assessment, planning, and instructional practices for effective science teaching in PreK–8 classrooms. Candidates design and implement inquiry-based, developmentally appropriate science instruction grounded in Universal Design for Learning and responsive to diverse learners. The course examines evidence-based instructional practices, foundational theories of science teaching and learning, and scientific and engineering practices, along with formative and summative assessment methods aligned with state curriculum frameworks and national science standards. Practice-based experiences require candidates to design, implement, and reflect on science lessons and assessments in authentic classroom or field-based contexts.

This course is required for all early childhood and elementary education initial licensure candidates. A 10-hour pre-practicum experience is required

Course Objectives:
Massachusetts Department of Elementary and Secondary Education: Professional Standards for Teachers (PSTs): Professional Standards for Teachers (PSTs) addressed in this course.

Standard 1: Curriculum, Planning, and Assessment

Subject Matter Knowledge: Demonstrates sound knowledge of the subject matter by: Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in authentic contexts.

Supporting all students to make connections between the subject matter and real-world issues with impact on their communities and their world.

Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.

Curriculum Literacy: Skillfully uses curricular materials by:

Determining strengths and weaknesses of materials and adapting as necessary to plan evidence-based, inclusive, and culturally sustaining instruction, including identifying opportunities to create meaningful, relevant connections rooted in the local context.

Identifying necessary supplemental resources and/or tiered supports to provide all students access to grade-level instruction. Utilizing a coherent instructional approach that builds student learning towards grade-level standards or individual learning goals over time through aligned lesson goals, scope, sequence, and tasks.

Purposeful Assessment: Uses a variety of formal and informal assessments for specific instructional purposes, including to: Understand each student's strengths and areas for growth.

Measure and monitor students' understanding throughout instruction and their progress toward grade-level standards and/or individual learning goals.

Actively inform instructional decisions.

Accessible Assessment: Implements assessments that are accessible to all students by:

Providing multiple ways and opportunities for students to demonstrate their learning.

Creating opportunities for students to be able to draw from their cultural and linguistic knowledge and personal experiences. Ensuring that assessment tasks, methods, and instruments maintain the rigor and high expectations outlined in the grade level standards and do not perpetuate racial, cultural, or linguistic bias.

Analysis and Conclusions: Analyzes disaggregated data from a wide range of assessments to: Gain information about students' progress towards grade-level standards and/or individual learning goals, including trends across students or student groups.

Reflect on instruction and identify actions to reduce disparate outcomes and improve learning for all students.

Standard 2: Teaching All Students

High Expectations and Support: Supports all students to meet or exceed high expectations for grade appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by:

Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning.

Providing flexible and responsive supports, scaffolds, and tools to meet students' needs.

Communicating clear criteria for success (e.g., models, rubrics, exemplars).

Reinforcing perseverance and effort with challenging content and tasks.

Engaging Instruction: Engages all students as active participants in learning experiences that are relevant, real world, and interactive by:

Providing opportunities for students to make choices, explore topics and apply learning in culturally and linguistically sustaining ways, and through real-world, interactive contexts.

Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to support and motivate learning.

Facilitating purposeful student-to-student academic discourse with equitable student participation in discussion. Integrating digital tools and educational technology that enhance learning experiences and promotes the development of digital literacy skills.

Inclusive Instruction: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by:

Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students.

Providing students with multiple ways to learn content and demonstrate understanding, as appropriate. Positive Relationships: Builds positive, caring relationships to help all students feel valued, respected, equitably supported, and a sense of belonging in the classroom community.

Critical Thinking: Develops students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., issues of identity, equity, power, and justice).

Standard 4: Reflective Practice

Reflective Practice: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.

Professional Responsibilities: Fulfills all routine professional responsibilities, including:

Performing duties of the role in accordance with school and district guidelines.

Connecting students to needed academic and social-emotional supports as available.

Engaging with all colleagues with respect and civility. Adhering to district attendance policies.

Subject Matter Knowledge (SMK) Standards (including Crosscutting and Legacy) addressed in this course: Crosscutting SMKs: For all pre-K—12 educators licensed at the initial teacher level, it is expected that they have the knowledge needed to:

Support the integration of standards for literacy across the content areas as outlined in the 2017 ELA/Literacy Framework. environment, and demonstrate cultural proficiency.

Apply basic principles and concepts for digital literacy and computer science in Computing and Society, Digital Tools and Collaboration, Computing Systems, and Computational Thinking as outlined in the 2016 Digital Literacy Computer Science Framework.

Support English through English Learner education instruction.

Crosscutting SMKs (Reading): Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension:

Instructional practices for supporting comprehension in a variety of genres and content areas. Knowledge of selection criteria for classroom literary and informational text.

Massachusetts Curriculum Frameworks addressed in this course: Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following Massachusetts Curriculum Frameworks: 2016 Science and Technology/Engineering (STE) Curriculum Framework: (i.) Pre-K-8

Rationale:
This course will deliver content knowledge and the methodology of teaching science from PreK to grade 8. The content will be beneficial for students as they become teachers and will aid in their ability to pass their General Curriculum 2 MTEL. Additionally, this will better align with our accrediting bodies.

Proposal approved by President Hodge on March 24,2026

SGOCE 25-26-23 - EDUC - Social Studies and Writing in the PreK-8 Classroom
Department: EDUC

Course Description:
This course introduces teacher candidates to curriculum, assessment, planning, and instructional practices for effective social studies teaching in PreK–8 classrooms. Candidates design and implement inquiry-based, developmentally appropriate instruction grounded in Universal Design for Learning and responsive to diverse learners, with an emphasis on integrating disciplinary writing to support content learning and communication. The course emphasizes equity, culturally sustaining pedagogy, and civic engagement by centering multiple perspectives, inclusive narratives, and connections to students' communities. Instruction aligns with state curriculum

frameworks and national social studies standards and includes practice-based work such as designing lessons, writing-focused tasks, assessments, and instructional materials for authentic classroom contexts.

This course is required for all early childhood and elementary education initial licensure candidates. A 10-hour pre-practicum experience is required

Course Objectives:
Massachusetts Department of Elementary and Secondary Education: Professional Standards for Teachers (PSTs): Professional Standards for Teachers (PSTs) addressed in this course.

Standard 1: Curriculum, Planning, and Assessment Subject Matter Knowledge: Demonstrates sound knowledge of the subject matter by: Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in authentic contexts.

Supporting all students to make connections between the subject matter and real-world issues with impact on their communities and their world.

Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.

Curriculum Literacy: Skillfully uses curricular materials by: Determining strengths and weaknesses of materials and adapting as necessary to plan evidence-based, inclusive, and culturally sustaining instruction, including identifying opportunities to create meaningful, relevant connections rooted in the local context.

Identifying necessary supplemental resources and/or tiered supports to provide all students access to grade-level instruction. Utilizing a coherent instructional approach that builds student learning towards grade-level standards or individual learning goals over time through aligned lesson goals, scope, sequence, and tasks.

Purposeful Assessment: Uses a variety of formal and informal assessments for specific instructional purposes, including to: Understand each student's strengths and areas for growth. Measure and monitor students' understanding throughout instruction and their progress toward grade-level standards and/or individual learning goals.

Actively inform instructional decisions.

Accessible Assessment: Implements assessments that are accessible to all students by:

Providing multiple ways and opportunities for students to demonstrate their learning.

Creating opportunities for students to be able to draw from their cultural and linguistic knowledge and personal experiences. Ensuring that assessment tasks, methods, and instruments

maintain the rigor and high expectations outlined in the grade level standards and do not perpetuate racial, cultural, or linguistic bias.

Analysis and Conclusions: Analyzes disaggregated data from a wide range of assessments to:

Gain information about students' progress towards grade-level standards and/or individual learning goals, including trends across students or student groups. Reflect on instruction and identify actions to reduce disparate outcomes and improve learning for all students.

Standard 2: Teaching All Students High Expectations and Support:

Supports all students to meet or exceed high expectations for grade appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by:

Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning.

Providing flexible and responsive supports, scaffolds, and tools to meet students' needs.

Communicating clear criteria for success (e.g., models, rubrics, exemplars).

Reinforcing perseverance and effort with challenging content and tasks.

Engaging Instruction: Engages all students as active participants in learning experiences that are relevant, real world, and interactive by:

Providing opportunities for students to make choices, explore topics and apply learning in culturally and linguistically sustaining ways, and through real-world, interactive contexts.

Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to support and motivate learning.

Facilitating purposeful student-to-student academic discourse with equitable student participation in discussion.

Integrating digital tools and educational technology that enhance learning experiences and promotes the development of digital literacy skills.

Inclusive Instruction: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by:

Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students.

Providing students with multiple ways to learn content and demonstrate understanding, as appropriate.

Positive Relationships: Builds positive, caring relationships to help all students feel valued, respected, equitably supported, and a sense of belonging in the classroom community.

Critical Thinking: Develops students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., issues of identity, equity, power, and justice). Standard 4: Reflective Practice Reflective Practice: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards. Professional Responsibilities: Fulfills all routine professional responsibilities, including: Performing duties of the role in accordance with school and district guidelines. Connecting students to needed academic and social-emotional supports as available. Engaging with all colleagues with respect and civility. Adhering to district attendance policies. Subject Matter Knowledge (SMK) Standards (including Crosscutting and Legacy) addressed in this course: Crosscutting SMKs: For all pre-K—12 educators licensed at the initial teacher level, it is expected that they have the knowledge needed to: Support the integration of standards for literacy across the content areas as outlined in the 2017 ELA/Literacy Framework. environment, and demonstrate cultural proficiency. Apply basic principles and concepts for digital literacy and computer science in Computing and Society, Digital Tools and Collaboration, Computing Systems, and Computational Thinking as outlined in the 2016 Digital Literacy Computer Science Framework.

Support English through English Learner education instruction.

Crosscutting SMKs (Reading): Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension:

Instructional practices for supporting comprehension in a variety of genres and content areas. Knowledge of selection criteria for classroom literary and informational text.

Massachusetts Curriculum Frameworks addressed in this course: Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following Massachusetts Curriculum Frameworks: 2018 History and Social Science Framework: (i.).

<u>Rationale:</u>
This course will deliver content knowledge and the methodology of teaching social studies with a writing focus from PreK to grade 8. The content will be beneficial for students as they become

teachers and will aid in their ability to pass their Early Childhood MTEL. Additionally, this will better align with our accrediting bodies.

Proposal approved by President Hodge on March 24,2026

SGOCE 25-26-24 - CSC - CSC 7111 - Intro to AI
Department: Computer Science

Course Description:
This course introduces a broad range of fundamental concepts and techniques that enable computers to exhibit intelligent behavior. Topics include search strategies, knowledge representation and reasoning under uncertainty, statistical learning methods, problem solving, planning, and decision-making. The course also covers foundational concepts in machine learning, including deep learning techniques, and explores recent developments in artificial intelligence (AI). Students will develop practical skills in applying AI methods and techniques to solve real-world problems.

Rational:
Brief rationale for level choice: Will serve as an introductory course for the AI

Course Objectives:

1. Introduce foundational concepts of Artificial Intelligence.
2. Provide coverage of core AI methods and techniques.
3. Explain the principles and properties of major AI methods, including their strengths, limitations, and appropriate use cases.
4. Develop students' ability to model and solve problems using AI approaches through programming assignments and real-world problems.
5. Foster critical thinking about recent advances in AI and their ethical, societal, and technical implications.
6. Strengthen students' ability to communicate AI concepts and solutions effectively.

Rationale and Expected Outcomes:

The Computer Science Department is planning to establish an Artificial Intelligence (AI) concentration to address the growing demand for professionals with expertise in AI and related fields. As a required course within this concentration, this course provides students with foundational knowledge of artificial intelligence, including core methods and techniques, as well as the principles and properties underlying major AI approaches. The course also introduces machine learning concepts, including deep learning techniques, and explores recent developments in AI. Through this coursework, students will gain the knowledge and skills necessary to apply AI methods effectively in real-world contexts.

Student Learning Outcomes:

Upon successful completion of this course, the students will be able to:

1. Understand the concepts of Artificial Intelligence (AI) and how to identify systems with

AI.
2. Be familiar with AI techniques, such as search algorithms, knowledge representation, agents, and machine learning.
3. Describe AI methods at a high level and their properties.
4. Develop and evaluate solutions to practical problems using AI techniques.
5. Critically assess recent developments and emerging trends in AI, including their societal, ethical, and technical implications.
6. Communicate AI concepts and solutions effectively, both in written and oral forms, to technical and non-technical audiences.

Course Classification: Will be required for the proposed AI concentration. Also served as a graduate elective.

Proposal approved by President Hodge on May 15, 2026

SGOCE 25-26-35 - CSC - CSC 8350 - Language Processing
Department: Computer Science

Course Description:
Natural Language Processing (NLP) is a core area of artificial intelligence that focuses on computational methods for understanding, modeling, and generating human language. This course provides an introduction to both foundational and modern approaches in NLP. Topics include probabilistic language models, distributed and contextual word representations, machine learning, neural network architectures, and large language models, along with their applications across a variety of NLP tasks. The course also covers classical techniques such as part-of-speech tagging, named entity recognition, and dependency parsing, while exploring recent advances in the field. Students will develop the skills to critically analyze NLP methods, design and implement models, and apply them to solve real-world language processing problems.

Course Rationale and Additional Details

Brief rationale for level choice: (This is an advanced topics course in AI)

Course Objectives:

1. Introduce foundational and modern approaches in NLP, including statistical and neural methods for language processing.
2. Provide students with practical experience implementing and evaluating common NLP algorithms and models.
3. Develop students' ability to design and build solutions for NLP tasks.
4. Expose students to recent advances in NLP, including large language models, and foster critical analysis of their capabilities and limitations.
5. Strengthen students' ability to communicate NLP concepts and solutions effectively to both technical and non-technical audiences.

Rationale and Expected Outcomes:

The Computer Science Department is planning to establish an Artificial Intelligence (AI) concentration to address the growing demand for professionals with expertise in AI and related fields. As a required course within this concentration, this course introduces students to both foundational and modern approaches in Natural Language Processing (NLP). It covers classical techniques such as part-of-speech tagging, named entity recognition, and dependency parsing, while also exploring recent advances in the field. Through this course, students will develop the skills to critically analyze NLP methods, design and implement models, and apply them to solve real-world language processing problems.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Explain and compare foundational and modern approaches in NLP.
2. Implement and evaluate a variety of commonly used algorithms for natural language text processing.
3. Design and implement solutions to common natural language text processing problems, such as text classification, text generation, and language translation.
4. Critically assess recent advances in NLP, including large language models, and discuss their strengths, limitations, and implications.
5. Effectively communicate solutions with technical and non-technical audiences.

Proposal approved by President Hodge on May 15, 2026

SGOCE 25-26-44 - Introduction o Generative Artificial Intelligence
Department: Computer Science

Course Description:
Generative modeling is a central area of modern artificial intelligence, enabling machines to create images, text, code, music, and other forms of content. This course provides an introduction to Generative Artificial Intelligence (GenAI), focusing on its fundamental concepts, techniques, and applications. Topics include models for text and image generation; training methods such as pre-training and fine-tuning; efficient adaptation techniques, including adapters and in-context learning; and key considerations such as fairness and bias in generative systems. Through hands-on projects, students will explore how generative models operate, evaluate their capabilities and limitations, and develop practical skills for effectively using existing models.

Prerequisite course(s):

Passing the Placement Exam or CSC 7131

Course Rationale and Additional Details

Brief rationale for level choice: Will serve as an introductory course for the Generative AI

Course Objectives:

1. Introduce the fundamental concepts of generative AI and core generative techniques.
2. Explain the different types of models used for text, image, and video generation.
3. Implement and apply various training and adaptation methods, including pre-training, fine-tuning, adapters, and in-context learning.
4. Develop and evaluate generative AI solutions using existing tools and frameworks for real-world applications.
5. Critically analyze the capabilities and limitations of generative models, including considerations of fairness, bias, and reliability.

Rationale and Expected Outcomes:

The Computer Science Department is planning to establish an Artificial Intelligence (AI) concentration to address the growing demand for professionals with expertise in AI and related fields. As a required course within this concentration, this course provides an introduction to Generative Artificial Intelligence (GenAI), focusing on its fundamental concepts, techniques, and applications. Topics include models for text and image generation; training methods such as pre-training and fine-tuning; efficient adaptation techniques, including adapters and in-context learning; and key considerations such as fairness and bias in generative systems. Through hands-on projects, students will explore how generative models operate, evaluate their capabilities and limitations, and develop practical skills for effectively using existing models..

Student Learning Outcomes:

By the end of this course, students will be able to:

1. Explain fundamental concepts of GenAI and core generative techniques.
2. Compare different types of models for text, image, and video generation.
3. Implement and apply different training and adaptation methods such as pre-training, fine-tuning, adapters, and in-context learning.
4. Develop and evaluate generative AI solutions using existing tools and frameworks for practical tasks.
5. Critically analyze and assess the capabilities and limitations of generative models, including issues of fairness, bias, and reliability.

Proposal approved by President Hodge on May 15, 2026

SGOCE 25-26-46 - Emerging Materials & Technology
Department: Engineering Technology

Course Description:
This course centers on innovative materials and advanced technologies used in contemporary building systems. Students investigate evolving technological developments and their effective integration through intelligent materials and construction techniques. Emphasis is placed on the

technical performance and aesthetic potential of forward-looking sustainable building systems, including circular economy, and biomimicry-inspired strategies.

Course Objectives:
This course aims to equip graduate students with advanced knowledge and critical evaluation skills related to innovative materials and emerging technologies in contemporary building systems. Students will analyze the technical performance, sustainability impact, and practical integration of advanced materials, intelligent systems, renewable energy technologies, and circular design strategies to support resilient, energy-efficient, and future-ready built environments.

Rationale:
The rapid evolution of building materials, digital technologies, and sustainability requirements is transforming the construction industry. Professionals must evaluate and integrate innovative materials, intelligent systems, and advanced construction technologies to meet growing demands for energy efficiency, resilience, carbon reduction, and circular design. This course addresses the need for graduate-level expertise in assessing emerging materials and technologies, bridging technical performance with environmental responsibility and practical implementation in contemporary building systems. Expected Outcomes: 1. It prepares students to make informed, evidence-based decisions regarding advanced materials and sustainable technologies. 2. It strengthens students' ability to integrate innovation with performance-driven and environmentally responsible design. 3. It enhances industry readiness by equipping students with skills aligned with evolving sustainability standards and technological advancements.

Proposal approved by President Hodge on April 23, 2026

SGOCE 25-26-48 - EDUC 7221 - M.Ed. in Pedagogy and Learning
Department: Education

Course Description:
This course explores how technology can be purposefully integrated into instructional design to enhance teaching and learning. Grounded in research-based frameworks and learning theory, the course equips educators to evaluate, select, and apply digital tools that promote student engagement, creativity, collaboration, and accessibility. Special attention is given to emerging technologies that support differentiated instruction, formative assessment, and inclusive practices. Through exploration and critical reflection, participants will develop the skills and mindset to design innovative, equitable, and future-ready learning experiences.

Course Rationale and Additional Details

Brief rationale if more than one prefix: N/A

Brief rationale for level choice: Already given course number as a topics course, an intro-level graduate course. Doesn’t need specific content knowledge.

Course Objectives:

This course will address the dispositions of the Education Unit Conceptual Framework and DESE Professional Standards for Teachers (PSTs) in the following way(s):
Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:

- Two of the four core concepts outlined in the Massachusetts Curriculum Frameworks for Digital Literacy and Computer Science: Computing and Society, and Digital Tools.
- How digital tools and instructional technologies align with standards-based curriculum and support measurable student learning outcomes (PST I-A-1: Subject Matter Knowledge; I-A-4: Well-Structured Lessons).

Skill: As a result of the learning experiences in the course, you will become better able to:

- Use digital literacy and computer science concepts to help students explore their world, build curiosity, and deepen understanding.
- Provide all students with access to a high-quality digital literacy and computer science program that prepares them for college and careers.
- Design and implement technology-enhanced lessons that use formative assessment data to adjust instruction and meet diverse student needs (PST II-A-3: Meeting Diverse Needs; I-B-1: Variety of Assessment Methods).

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:

- work collaboratively with others to design and implement developmentally appropriate learning experiences.

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

- Make ethical and responsible choices in selecting tools, information, and media to create and share artifacts with students.
- Create inclusive, technology-rich learning environments that uphold high expectations and ensure equitable access for all students, including multilingual learners and students with diverse learning needs (PST *II-B-1: Safe Learning Environment; II-D-3: High Expectations)*.

Rationale and Expected Outcomes: Technology is essential to effective teaching and learning. This course prepares educators to intentionally integrate digital tools to enhance engagement, access, and achievement while adapting to the rapidly changing landscape of technology. Grounded in the Massachusetts Curriculum Frameworks for Digital Literacy and Computer Science and aligned with the Massachusetts Professional Standards for Teachers, the course emphasizes equitable, inclusive, and standards-based practices. Participants will design and apply technology to support differentiation, formative assessment, and culturally responsive teaching.

Student Learning Outcomes: By the end of this course, students will be able to:

- Design standards-aligned, technology-enhanced lessons.
- Select digital tools based on purpose and student needs.
- Use technology for formative assessment and instructional adjustments.
- Apply differentiation and accessibility to support all learners.
- Integrate digital literacy into instruction.
- Demonstrate ethical and responsible technology use.
- Collaborate to design and refine instructional practices.
- Evaluate emerging technologies, including generative AI.

Proposal approved by President Hodge on May 15, 2026

New Programs

SGOCE 25-26-06 - Dual Concentration
Department: Computer Science

Course Description:
The dual concentration for MSCS program offers students the opportunity to develop the necessary skills and knowledge to pursue careers in multiple related fields, such as data science and cybersecurity, allowing them to connect ideas and solve complex problems more effectively. Students who are pursuing the dual concentrations are required to complete the six required core courses for the general MS in computer science plus the specific courses for both chosen concentrations.

the concentration will serve the 1. Students who are interested in pursuing MS CS with a career goal in multiple related fields, allowing them to connect ideas and solve complex problems more effectively. 2. Students who are currently working in the computer and/or IT industry and would like to pursue careers in multiple related fields to increase the competitiveness in their workplaces.

Rationale:
The Master's Degree Program in Computer Science provides the opportunity for graduate students to obtain competitive skills and knowledge to succeed as computer scientists in the constantly developing high-technology market place. Students who are accepted into the program are required to take the following six core courses:

• CSC 7013 - Advanced Mathematics for Computer Scientists
• CSC 7014 - The Practice of Computer Programming
• CSC 7050 - Theory of Computation
• CSC 7132 - Operating Systems and Networking
• CSC 7400 - Object Oriented Analysis and Design
• CSC 8050 - Design and Analysis of Algorithms

Then, students can select a minimum of 15 credit hours of elective courses at the 7000 and above level with advisor approval. In addition, the MS in computer science program also offers the following two concentrations:

• MS in Computer Science with Data Science Concentration: Besides the above six core courses, students are also required to take the four required Data Science courses and an elective.
• MS in Computer Science with Cybersecurity Concentration: Besides the above six core courses, students are also

At this moment, students are allowed to take MSCS with either Data Science concentration or Cybersecurity concentration but not both.

The proposed change is to add an MSCS program with dual concentrations. Students enrolled in a dual concentration must complete the six required core courses for the general MSCS program as well as the course requirements for each concentration. Each course in the program may only be counted once, i.e. If a course serves as a required course for both concentrations, it will be counted only once, and the student must take an elective to meet the total credit requirement for the dual concentrations. Students in a dual concentration will need to take a minimum of 15 courses (45 credits).

Proposal approved by President Hodge on March 18, 2026

SGOCE 25-26-45 - MS of Science in Computer Science w/AI Concentration
Department: Computer Science

Course Description:

Anticipated enrollment/staffing plan (i.e., Who/how many will the program serve?)

The Artificial Intelligence concentration is intended for graduate students who seek to develop specialized expertise in intelligent systems and data-driven technologies. The program is particularly suited for:

- Students with a bachelor's degree in computer science, software engineering, or closely related fields who wish to deepen their knowledge in AI and advanced computing.
- Individuals with strong backgrounds in programming, mathematics, and statistics who are interested in machine learning, data science, and intelligent system design.
- Working professionals in computing or related industries who aim to upskill or transition into AI-focused roles such as machine learning engineer, data scientist, or AI developer.
- Students from related disciplines (e.g., engineering, mathematics, information systems) who possess foundational programming skills and seek to specialize in AI applications.

The concentration is appropriate for both full-time students preparing for advanced technical careers and part-time students balancing professional responsibilities while pursuing graduate education. increase the competitiveness in their workplaces.

Rationale and expected outcomes of the new program:

The rapid advancement of Artificial Intelligence (AI) technologies is transforming industries, economies, and society at large. There is a growing demand for professionals who possess both a strong foundation in computer science and specialized expertise in AI methodologies. The Artificial Intelligence concentration within the Master of Computer Science program is designed to address this demand by equipping students with the knowledge and skills necessary to develop intelligent, data-driven solutions to complex problems.

This concentration provides a structured pathway for students to gain proficiency in key areas such as machine learning, deep learning, natural language processing, computer vision, and data analytics. It integrates theoretical foundations with hands-on experience, enabling students to apply modern AI techniques using industry-relevant tools and platforms. The program also emphasizes ethical considerations, responsible AI development, and the societal impact of intelligent systems.

Expected Outcomes

Upon completion of the AI concentration, students will be able to:

1. Demonstrate a solid understanding of core AI concepts, algorithms, and methodologies.
2. Design, implement, and evaluate machine learning and AI models for real-world applications.
3. Apply appropriate data processing, modeling, and evaluation techniques to solve complex problems.
4. Utilize modern AI frameworks, tools, and computing environments effectively.
5. Critically analyze the performance, limitations, and ethical implications of AI systems.
6. Communicate technical concepts and project results clearly to both technical and non-technical audiences.
7. Work independently and collaboratively on AI-driven projects and research.

This concentration prepares graduates for advanced roles in AI and related fields, as well as for continued study at the doctoral level.

Proposal approved by President Hodge on May 15, 2026

Program Changes

SGOCE 25-26-02 - Allowing students to cross between the MA and Certificate Programs to be cemented in the catalog
Department: English

Program Change:
For the last couple years, we have been allowing our English Studies MA students to take courses in our Creative Writing Certificate program and count them as Electives toward the MA, on a per student/petition basis. We are asking for this change to be cemented in the catalog.

Rationale:
Allowing students to cross between the MA and Certificate programs has definitively helped us recruit new students, and has allowed the students in the program to build their Graduate English experience with a course sequence that most meets their needs for both schedule and interests. We believe putting this in writing will only add to recruitment possibilities, and make clear that our Graduate English programs intersect and are in conversation with each other.

Proposal approved by President Hodge on March 18, 2026

SGOCE 25-26-04 - Pause admission to the EdS in Interdisciplinary Studies - Counseling/Psychology Program
Department: Behavioral Sciences

Program Change:
Pause admissions to the EdS in Interdisciplinary Studies - Counseling/Psychology Program. This program currently has 0 enrolled students.

Rationale:
Enrollment in this program has decreased steadily since the Board of Registration of Allied Mental Health and Human Services Professions changed their licensure regulations to require a 60 credit master's degree for the LMHC. As such, this means that school counseling graduates may not use the EdS as a pathway to obtain their LMHC.

Proposal approved by President Hodge on March 18, 2026

SGOCE 25-26-05 - Pause admissions to the School Counseling Master's Program
Department: Behavioral Sciences

Program Change:

Pause admissions to the School Counseling Master's Program.

Rationale:

With enrollment currently at 6 students, 3 of whom are graduating in May, there is not sufficient enrollment to warrant maintenance of this program. All current students can continue in the program, and we will see their degree.

Proposal approved by President Hodge on March 18, 2026.

SGOCE 25-26-10 - ABA Guided Studies Program Change
Department: Education

Program Change:
This is a change in the name and content of the current Guided Studies - ABA Masters program, to bring it into alignment with the BACB's 2032 accreditation standards. It involves the introduction of new experiential coursework and a more specific focus on Applied Behavior Analysis and Autism, as well as a change in name from "Guided Studies - Applied Behavior Analysis" to "Applied Behavior Analysis."

This program will continue to serve students seeking certification as Board Certified Behavior Analysts, with an expected enrollment of 25 new students per year.

Rationale:
These changes are necessary to meet the accreditation standards going into effect in 2032, and will allow our students to meet the requirements to sit for the exam to become a Board Certified Behavior Analyst.

This new plan of study would be implemented in the Fall of 2026, with new coursework being offered beginning in the Fall of 2027. The majority of the coursework is existing, with two new courses being developed and one existing course being included.

Proposal approved by President Hodge on March 18, 2026

SGOCE 25-26-12 - Add EDUC 9510 and remove IDIS 9400 & IDIS 9500
Department: Education

Program Change:
Currently, the program requires students in the Ed.S. in IDIS program to take either IDIS 9400 Research Project in Interdisciplinary Studies or IDIS 9500 Graduate Thesis for 6 credits. I am proposing to remove that requirement and add EDUC 9510 Capstone: Implementing Best Practices 3 credits and a new course EDUC 9XXX Research Dissemination 3 credits.

Currently, there are 15 students in the Ed.S in IDIS program. I anticipate that 1-3 students will need this course every semester.

Rationale:

I am proposing to restructure the program's culminating experience into a three-course research sequence

1. EDUC 9300 – Education Research: Students select a topic or problem in education and complete a literature review. Students will also need to submit an IRB proposal.

2. EDUC 9510 – Capstone: Students implement an action research project based on their literature review and assess the impact on student learning.

3. New Course – Research Dissemination: This advanced course is designed to support students in transforming their research into meaningful professional contributions

REMOVE:

Developing the ability to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines Developing research skills specific to interdisciplinary project design. The sequence of culminating courses, IDIS 9000 & 9004/5, foster an understanding of how a range of disciplinary lenses can be brought to bear on a problem or issue, and how the research methods from different disciplines can be deployed in meaningful ways to address a range of issues facing our world.

ADD:

1. Demonstrate understanding of the full research process from question development through dissemination.

2. Conduct independent, inquiry-based investigations of contemporary educational issues by identifying problems, gathering evidence, and synthesizing findings to inform practice.

3. Produce scholarly writing, including a well-organized literature review, that integrates, analyzes, and summarizes research to identify educational implications.

4. Apply evidence-based practices and pedagogical theory to design, implement, and evaluate instructional strategies that positively impact student learning.

5. Engage in systematic reflective practice to analyze instruction, student learning, and articulate strategies for professional improvement.

6. Collaborate with faculty, peers, and/or educational stakeholders to refine research and instructional strategies, contribute to professional learning communities, and demonstrate ethical leadership in the field.

7. Communicate research findings effectively through oral, written, visual, and/or digital formats and select appropriate dissemination venues to reach targeted educational audiences.

8. Develop dissemination products (e.g., presentations, workshops, podcasts, publications) that translate evidence-based practices for educators and stakeholders.

This change should begin in the fall 2026. Students currently in the program will be able to take the course as early as spring 2027.

Proposal approved by President Hodge on March 18, 2026

SGOCE 25-26-13 - Remove SPED 7024

Department: Education

Program Change
Remove SPED 7024 as a prerequisite for the program

Rationale:
With other changes to this degree program bringing it into alignment with a behavior analytic course of study, the content of SPED 7024 is no longer required.

To begin Fall 2026.

Proposal approved by President Hodge on March 18, 2026

SGOCE 25-26-25 - Program Change - Remove 7649
Department: Education

Program Change:
These changes are for Early Childhood Education, M.Ed. (PreK-2), Initial Licensure: 1. Remove EDUC 7649. 2. Add EDUC 7XXX (Science: Curriculum, Assessment, Planning, and Teaching). 3. Add EDUC 7XXX (Social Studies and Writing in the PreK-8 Classroom). 4. Add SPED 8019 (Assessing Writing Skills & Writing Disabilities). 5. Make EDUC 7003 (Educational Issues in Child Development) a prerequisite to the program. 6. Increase the credit hours from 39 to 42 for the program.

Rationale:
It is vital that EDUC 7649 (Science & Social Studies) become two courses as Teacher Candidates can gain more understanding of the methodology to teach each content. Additionally, this will benefit the program as it will be better aligned with the expectations of our accrediting bodies. Additionally, the inclusion of SPED 8019 will meet the gaps in instruction that have been identified by DESE's Early Literacy Matrix. EDUC 7003 will become a prerequisite as a vast majority of students have already taken a child development course. To separate EDUC 7649 and add SPED 8019, we will need to increase the total credits by 3.

This will begin in Fall 2026.

Proposal approved by President Hodge on March 24, 2026

SGOCE 25-26-26 - Add SPED 8019

Department: Education

Program Change:
1. Add SPED 8019 (Assessing Writing Skills & Writing Disabilities). 2. Increase the credit hours from 39 to 42 for the program.

Rationale:

In preparation for the DESE literacy site visit, it was clear that the Moderate Disabilities Prek-8 program needs an additional course to meet the standards on the Early Literacy Matrix. More specifically, students need more content in the teaching and assessment of writing.

Proposal approved by President Hodge on March 24, 2026

SGOCE 25-26-33 - Program Outcomes

Department: Nursing

Program Change:
The program outcomes have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Rationale:
The program outcomes have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Proposal approved by President Hodge on March 24, 2026

SGOCE 25-26-34 - Graduate Program Change Proposal - Elem. Educ., M.Ed., 1-6 Initial Licensure

Department: Education

Program Change:
Remove SPED 7024 as a prerequisite for the program

Rationale:
With other changes to this degree program bringing it into alignment with a behavior analytic course of study, the content of SPED 7024 is no longer required.

SGOCE 25-26-49 - Change from 36 credits to 30 credits

Department: Education

Program Change

Proposal to Change degree from 36 credits to 30 credits. Catalog changes below:

Change "A course in curriculum design/development" to "A course in curriculum instruction or assessment"

Change "Focus Area Courses, 18 credits" and below to:

Concentration Courses, 12 credits:

- 12 credits in Content and Pedagogy
- Working with the program advisor, content teachers can apply up to 6 credits outside of EDUC/SPED/READ to match their content area license
- Concentrations include:
    - 5-12 Education
    - Early Childhood Education
    - Elementary Education
    - Special Education
    - Teaching English as a Second Language (TESL)
    - Self-Designed

No courses below the 7000 level will be accepted toward the program without written approval of the program chairperson.

Total for Degree: 30 credits

Population / Enrollment / Staffing Plan

This may increase the number of students, but not initially. Staffing and projected enrollment will stay the same.

Rationale and Expected Outcomes
Reducing the Master's in Pedagogy and Learning from 36 to 30 credits aligns the program with sister institutions, improving competitiveness in the graduate education market. A 30-credit structure reduces cost and time to completion, making the program more accessible to working educators and recent graduates.

Internal enrollment trends support this change, as undergraduate students are consistently choosing to remain in our existing 30-credit graduate program, demonstrating the effectiveness and appeal of this model. Maintaining a higher credit requirement may place the program at a competitive disadvantage.

This revision preserves academic rigor by maintaining high-impact coursework and alignment with professional standards, while improving student outcomes such as program completion rates, timely degree attainment, and readiness to apply advanced pedagogical practices in the field.

Impact on Program Learning Outcomes
Describe how this change affects the department's Program Learning Outcomes. List any outcomes that will need to be revised or updated.

None

Implementation Plan
Once approved, this can be implemented immediately.

Supporting Documentation

Plan of Study:

An old and new Plan of Study must be included with this proposal (please use the program revision template found here)
Side by side comparison link
30 credit plans of study for each concentration link

Proposal approved by President Hodge on May 15, 2026

SGOCE 25-26-50 - Remove the M.Ed. in Education 5-12 Non-licensure program

Department: Education

Program Change:

This proposal is to remove the M.Ed in Education 5-12 Non-licensure program and continue to serve this student population through one of the concentrations of Pedagogy and Learning

Rationale and Expected Outcomes
We will be offering this option for 5-12 teachers who are seeking to get their master's degree to professionalize their licensure as a concentration of the Pedagogy and Learning program. It will better serve this group of students because the coursework will still be tailored towards their grade band, but the electives will have more options, and they will be part of a better-suited cohort of professionals.

Implementation Plan
Once the concentration for Pedagogy and Learning is approved, we will stop accepting students into this program. All the courses will continue to be offered, so graduating the current students will not be an issue.

Proposal approved by President Hodge on May 15, 2026

SGOCE 25-26-52 - Arts Education M.Ed., Concentrations in Art & Music - Place the program on hold: "not accepting applications"

Department: Art & Music

Program Change:

Population / Enrollment / Staffing Plan

Current program enrollment is 11, with 7 students in the Art concentration and 4 in Music. Several will be graduating over the next two semesters, and we believe that not all of the students in the Music Concentration plan to complete their degree coursework.

Rationale and Expected Outcomes
This program serves a fairly narrow audience of art and music teachers in the K-12 system who have an initial license, but need to complete the M.Ed. program to self-apply for Professional Licensure through DESE. Program enrollments have never been robust, but they have particularly suffered over the past 6 years, since the onset of COVID, when several students in the program reconsidered their career choices and withdrew from the program to pursue other career paths. While several new students have matriculated into the program over the past two years, more have graduated and the program size has continued to shrink (see student numbers in the section above). It appears that due to the structural limits on demand for this program, the program is very unlikely to begin to grow again anytime soon. With the program having shrunk and graduations outpacing new applications, we are not currently able to offer the full curriculum, since all art and music courses must be run by arrangement to very small groups of students or as directed studies.

Placing a hold on new applications to the program will provide clarity. All students currently in the program will be supported until they complete their degree requirements, but we will not be accepting new applications.

Implementation Plan
Acceptance of new applications would stop immediately.

Proposal approved by President Hodge on May 15, 2026

Course Change

SGOCE 25-26-15 - EDUC 7218 Writing Content for All Students PreK-Grade 6
Department: Education

Course Revision Details
The current course description is as follows: This course introduces the participants to the concepts, principles, relationships, processes, and applications of writing for all students in the PreKindergarten through Grade 6. Emphasis is placed on acquiring content knowledge focused on differentiating the writing process for multilingual learners, students above grade level, and struggling writers through diverse, research-based writing strategies. The topics of digital writing and the use of technology in the classroom will be addressed. Participants will learn how writing content is crucial to success in all content areas. The Common Core State Standards and Massachusetts Curriculum Frameworks will be included in this course. The new course description would be: This course introduces the participants to the concepts, principles, relationships, processes, and applications of writing for all students through Grade 8. Emphasis is placed on acquiring content knowledge focused on differentiating writing for multilingual learners, students above grade level, and struggling writers through diverse, research-based writing strategies utilizing Common Core State Standards and Massachusetts Curriculum

Frameworks. The current course title is: Writing Content for All Students-PreK-Grade 6 The new course title will be: Content Writing for All Students (PreK-Grade 8)

Rationale
The change in both the description and name of the course are meant to align with the grade-level range of elementary, early childhood, and special education (preK-8) licensure programs. This will include pedagogy on how to teach writing to middle school students as well as younger children. How does this change affect the departments Learning Outcomes for the program? List any changes that need to be made.

Proposal approved by President Hodge on April 23, 2026

SGOCE 25-26-27 - NURS 7200 Nursing Theory
Department: Nursing

Course Revision Details
NURS 7200: Nursing Theory

Course Description:
Catalog Description: This course explores the process of theory development in nursing as a foundation for advanced practice and deeper understanding of the discipline. Emphasis is placed on diversity in relation to theory. Students critically evaluate current nursing theories and examine one selected theory in depth.

Additional Information: This course will provide the opportunity for knowledge development of nursing theory, theoretical foundations, and concept development. Critical analysis and theory critiques will provide the student with an experience to link theory and practice.

Course Outcomes:
At the completion of NURS 7200 the student will:

1. Synthesize knowledge from nursing, social sciences, and liberal arts to evaluate and refine forensic nursing concepts. Subcompetencies: 1.1f, 1.2f, 1.2g, 1.2h, 1.2i, 1.2j, 1.3d
2. Integrate ethical principles and legal mandates with person-centered values to advocate for the rights, dignity, and autonomy of diverse forensic populations in the implementation and evaluation of nursing care. Subcompetencies: 2.1d, 2.1e, 2.2j
3. Synthesize nursing science and interdisciplinary theoretical frameworks to advance health outcomes of clients across a variety of populations to improve practice and health outcomes. Subcompetencies: 4.1h, 4.1i, 4.1j, 4.2h. 4.2j
4. Integrate personal and professional values that exemplify accountability, empathy, integrity, collaborative disposition, and moral courage in the care of diverse populations. Subcompetencies: 9.1h, 9.1j, 9.2j, 9.4d, 9.6e
5. Engage in critical self-reflection and collaborative discourse to advance personal resilience, professional well-being, and continuous acquisition of nursing expertise. Subcompetencies: 10.1c, 10.2i, 10.3p,10.3q

Required Textbook:
Chinn, P. L., Kramer, M. K. & Sitzman, K. (2021). Knowledge Development in Nursing: Theory and Process (11th ed.). Mosby Elsevier

Smith, M. C. (Ed.) (2020). Nursing Theories and Nursing Practice (5th ed.). F. A. Davis Company.

American Psychological Association (2019). Publication Manual of the American Psychological Association, 7th Edition.

Nursing Journals
Make sure you know how to access the FSU Library databases and journals.

The nursing journals that may be helpful in the course include:
Journal of Forensic Nursing
Nursing Research
Journal of Nursing Scholarship
Nursing Science Quarterly
Research and Theory for Nursing Practice

There may be additional journals; please consult with the FSU librarian.

Old Course Outcomes:
At the completion of this course, students will be able to:

1. Synthesize knowledge and practice in conducting a critique of concept analysis.
2. Examine the value of shared theories for nursing science and practice.
3. Incorporate theoretical frameworks in advanced clinical practice and nursing knowledge development.
4. Incorporate concepts of diversity when determining suitability of theories for changes in a healthcare milieu.
5. Apply established ethical and legal guidelines when evaluating research on patient care.
6. Apply a variety of nursing theories to practice, education, research, and administration
7. Actively participate in online discussions to determine areas of future professional development and application of newly acquired knowledge.
8. Identify discipline-specific knowledge that applies to the human-universe-health process.

Rationale:
The course outcomes have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Proposal approved by President Hodge on March 24, 2026

SGOCE 25-26-28 - NURS 7300 - Advanced Clinical Concepts in Forensic Nursing

Department: Nursing

Course Revision Details

Course Description:
This course provides an opportunity to validate current clinical skills and advance professional decision-making within a forensic focus. Topics include performance evaluation, collaboration, and ethical considerations. A clinical component enhances critical thinking, data processing, and clinical judgment to strengthen advanced practice and professional competence.

Course Outcomes:

1. Conceptualize advanced nursing, scientific, and interdisciplinary knowledge to perform comprehensive lifespan health assessments and apply clinical reasoning to critique complex health patterns and deviations. (Domain 1)

2. Evaluate holistic assessment strategies that incorporate physical, cultural, psychosocial, spiritual, and nutritional factors to collaboratively develop person-centered approaches to health promotion and disease prevention. (Domain 2 & 3)

3. Scrutinize current evidence to guide data collection, pattern recognition, and clinical decision-making during advanced health assessments. (Domain 1, Domain 4)
4. Optimize digital health records and clinical information systems to accurately document, analyze, and synthesize assessment data to support evidence-informed nursing judgments. (Domain 8)

Required Textbook:

1. Bickley, L. S. (2016). *Bates' Guide to Physical Examination and History Taking with E-Book and Bates' Nursing Online (13th ed.).* Philadelphia: Lippincott. ISBN - 13:9781496398178

We will be using ***Shadow Health*** to help position you for success in your practice setting. Shadow Health provides a clinical simulation designed to strengthen your clinical reasoning and therapeutic communication skills in a safe learning environment. Here are a few things you will need to complete on your first day to ensure you have the smoothest Shadow Health experience possible.

Old Outcomes:
At the completion of this course, students will be able to:

1. Describe the influence of physiological, psychological, developmental, socio-cultural, and spiritual needs on the client, family, and community when planning care.
2. Demonstrate the ability to record detailed assessments pertaining to interviewing clients.
3. Demonstrate critical thinking when developing nursing diagnosis based on evidence-based practice

4. Design cost effective care based on evidence-based practice.
5. Analyze client outcomes incorporating principles of performance evaluation.
6. Integrate evidenced based practice in the plan of care for clients
7. Design a team approach plan of care for clients and families in crises.
8. Develop the plan of care utilizing nursing theory.

New Outcomes:

1. Conceptualize advanced nursing, scientific, and interdisciplinary knowledge to perform comprehensive lifespan health assessments and apply clinical reasoning to critique complex health patterns and deviations. (Domain 1)

2. Evaluate holistic assessment strategies that incorporate physical, cultural, psychosocial, spiritual, and nutritional factors to collaboratively develop person-centered approaches to health promotion and disease prevention. (Domain 2 & 3)

3. Scrutinize current evidence to guide data collection, pattern recognition, and clinical decision-making during advanced health assessments. (Domain 1, Domain 4)

4. Optimize digital health records and clinical information systems to accurately document, analyze, and synthesize assessment data to support evidence-informed nursing judgments. (Domain 8)

Rationale:
The course outcomes have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Proposal approved by President Hodge on March 24, 2026

SGOCE 25-26-29 - NURS 7400 Contexts and Role for Advanced Practice
Department: Nursing

Course Revision Details
NURS 7400 Contexts and Role for Advanced Practice

Course Description:
Students will acquire a framework for understanding political, social, and economic factors in health service delivery and their relationship to advanced nursing practice. Topics include health economics, planning and policy, diversity and comparative systems, health status indicators, role development, legal and ethical issues, and information management.

Course Outcomes:

1. Integrate knowledge from the sciences and the humanities into the provision of advanced nursing care to diverse populations (Domains 1).
2. Appraise research studies for rigor, credibility, and applicability to clinical practice. (Domains 4).

3. Participate in the promotion of policies to improve public health and advance the nursing profession (Domain 9).
4. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care. (Domains 8)
5. Synthesize research findings to develop evidence-based recommendations for a selected practice issue in the forensic nursing (Domains 4)
6. Construct a comprehensive evidence table that organizes, compares, and interprets current research to support future scholarly work. (Domains 6)

Required Textbook:

1. Joel, L.A. (2022) *Advanced Practice Nursing: Essentials for Role Development. 5th Ed.*
2. Philadelphia PA: F.A. Davis Company.
3. American Psychological Association (2009). *Publication Manual of the American Psychological Association 7th ed.).* Washington, D.C.

Recommended Text

Reid, T. R. (2010). *The healing of America: A global quest for better, cheaper, and fairer health care*. Penguin Books.

Old Outcomes:

1. Formulate and present well-reasoned recommendations regarding selected problems in health care delivery and advanced nursing practice.
2. Compare and evaluate selected methods of health care financing and cost containment for effectiveness, efficiency, and ethical implications.
3. Design systems-change utilizing strategies that *improve* quality of care.
4. Apply change theory to propose solutions to selected problems in health care delivery and nursing practice.
5. Display skill in information management using computing and web browser technology.
6. Analyze and discuss the effects of governmental health and social policy on advanced nursing practice roles and on outcomes in diverse client populations.
7. Construct a professional curriculum vitae
8. Utilize health status indicators to identify planning needs for the health of a selected population.

<u>New Outcomes:</u>

1. Integrate knowledge from the sciences and the humanities into the provision of advanced nursing care to diverse populations (Domains 1).
2. Appraise research studies for rigor, credibility, and applicability to clinical practice. (Domains 4).
3. Participate in the promotion of policies to improve public health and advance the nursing profession (Domain 9).
4. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care. (Domains 8)
5. Synthesize research findings to develop evidence-based recommendations for a selected practice issue in the forensic nursing (Domains 4)

6. Construct a comprehensive evidence table that organizes, compares, and interprets current research to support future scholarly work. (Domains 6)

Rationale:
The course outcomes have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials:
Core Competencies for Professional Nursing Education, as required for continued accreditation.

Proposal approved by President Hodge on March 24, 2026.

SGOCE 25-26-30 - NURS 7700: Nursing Research
Department: Nursing

Course Revision Details
NURS 7700 Nursing Research

Course Description:
This course provides foundational knowledge of nursing research to support evidence-based practice. Students learn to locate, appraise, and analyze qualitative and quantitative studies and apply findings to clinical practice. Each student develops an evidence table on a chosen topic. Prerequisite: an undergraduate statistics course.

Course Outcomes:
1. Integrate knowledge from the sciences and the humanities into the provision of advanced nursing care to diverse populations (Domains 1).
2. Appraise research studies for rigor, credibility, and applicability to clinical practice. (Domains 4).
3. Participate in the promotion of policies to improve public health and advance the nursing profession (Domain 9).
4. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care. (Domains 8)
5. Synthesize research findings to develop evidence-based recommendations for a selected practice issue in the forensic nursing (Domains 4)
6. Construct a comprehensive evidence table that organizes, compares, and interprets current research to support future scholarly work. (Domains 6)

Required Textbook:
1. Flanagan & Beck (2025) Polit, & Beck's Nursing Research : Generating and Assessing Evidence for Nursing Practice. (12th ed.). Wolters Kluwer
2. American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th ed.).* Washington D.C.

Additional Readings will be assigned.

Old Outcomes:
At the completion of NURS7700, the student will be able to:

1. Integrate knowledge from the sciences and the humanities into the provision of advanced nursing care to diverse populations.
2. Design systems change strategies that improve the care environment.
3. Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.
4. Integrate evidence-based strategies and interprofessional perspectives to improve practice and associated health outcomes.
5. Analyze current and emerging technologies to support safe practice environments, and to optimize patient safety, cost effectiveness, and health outcomes.
6. Participate in the promotion of policies to improve public health and advance the nursing profession.
7. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care.
8. Synthesize broad ecological, global, and social determinants of health to design and deliver population health interventions and strategies.

New Outcomes:

1. Integrate knowledge from the sciences and the humanities into the provision of advanced nursing care to diverse populations (Domains 1).
2. Appraise research studies for rigor, credibility, and applicability to clinical practice. (Domains 4).
3. Participate in the promotion of policies to improve public health and advance the nursing profession (Domain 9).
4. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care. (Domains 8)
5. Synthesize research findings to develop evidence-based recommendations for a selected practice issue in the forensic nursing (Domains 4)
6. Construct a comprehensive evidence table that organizes, compares, and interprets current research to support future scholarly work. (Domains 6)

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 March 24, 2026

SGOCE 25-26-31 - NURS 8500 Forensic Science & Technology
Department: Nursing

Course Revision Details

NURS 8500: Forensic Science & Technology

Course Description:
This course introduces forensic sciences as applied to advanced forensic nursing practice. Students examine investigative technologies, crime scene analysis, interviewing, surveillance, and evidence collection. Emphasis is placed on evidence recognition and preservation, victim examination, documentation, ethical–legal tensions, and the forensic nurse's role within the multidisciplinary investigative system.

Course Outcomes:
At the completion of NURS 8500 the student will:

1. Integrate advanced forensic science principles and forensic technologies with nursing knowledge to support ethical, evidence-based forensic nursing practice across diverse populations and settings.
   (Domains 1, 4, 8 | Sub-competencies: 1.2f, 1.2h, 4.1j, 8.3g, 8.3j)
2. Apply systems thinking and complexity science to analyze forensic nursing practice within healthcare, legal, and justice systems, including the impact of organizational, legal, and regulatory structures on outcomes.
   (Domains 3, 9 | Sub-competencies: 3.4h, 3.4k, 9.1h, 9.2i)
3. Demonstrate professional, ethical, and legal accountability in forensic nursing practice through trauma-informed communication, accurate documentation, peer collaboration, and advocacy for patients and families involved in medicolegal processes.
   (Domains 9, 10 | Sub-competencies: 9.4f, 9.4g, 9.6f)
4. Critically appraise, synthesize, and translate forensic and scientific evidence to inform clinical judgment, policy considerations, and expert communication with healthcare, legal, and lay audiences.
   (Domains 4, 8 | Sub-competencies: 4.2f, 4.2j, 4.2k, 8.3k)
5. Utilize informatics, digital tools, and forensic technologies to support the collection, analysis, management, and dissemination of forensic data while ensuring data integrity, security, and ethical use.
   (Domains 8, 10 | Sub-competencies: 8.4g, 8.5h)
6. Collaborate with interprofessional and justice system partners to design and evaluate population-focused, culturally responsive, and legally sound forensic nursing interventions that improve health and justice-related outcomes.
   (Domains 3, 4, 9 | Sub-competencies: 3.4h, 4.2k, 9.1h)

Required Textbook:
1. American Psychological Association. (2020). *Publication manual of the American Psychological Association. - 7th ed.* Washington, DC: American Psychological Association. (ISBN 1433832161)
2. Harris, H. A. and Lee, H. C. (2019). *Introduction to Forensic Science and Criminalistics.* Boca Raton, FL: CRC Press.

Recommended Readings:
1. Lynch V. A., & Duval J. B. (2011). *Forensic Nursing Science.* 2nd Ed. St. Louis, MO:

Elsevier, Mosby.

2. Federal Rules of Evidence. (any unabridged source)

3. Handbook of Forensic Science. U.S. Department of Justice, FBI.

4. Commonwealth of Massachusetts Rules of Evidence. (any unabridged source) [students outside of Massachusetts, use a copy of your own state's Rules of Evidence]

Old Outcomes:

1. Assimilate knowledge from forensic science and technologies to determine appropriate application of interventions across diverse populations.
2. Demonstrate the ability to use complexity science and systems theory in the design, delivery, and evaluation of health care.
3. Promote a professional environment that includes accountability and high-level communication skills when involved in peer review, advocacy for patients and families, reporting of errors, and professional writing.
4. Articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted.
5. Utilize information and communication technologies, resources, and principles of learning to teach patients and others.
6. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.
7. Advocate for the value and role of the professional nurse as member and leader of interprofessional healthcare teams.
8. Evaluate the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes using health information technology & data sources.

New Outcomes:

At the completion of NURS 8500 the student will:

1. Integrate advanced forensic science principles and forensic technologies with nursing knowledge to support ethical, evidence-based forensic nursing practice across diverse populations and settings.
   (Domains 1, 4, 8 | Sub-competencies: 1.2f, 1.2h, 4.1j, 8.3g, 8.3j)
2. Apply systems thinking and complexity science to analyze forensic nursing practice within healthcare, legal, and justice systems, including the impact of organizational, legal, and regulatory structures on outcomes.
   (Domains 3, 9 | Sub-competencies: 3.4h, 3.4k, 9.1h, 9.2i)
3. Demonstrate professional, ethical, and legal accountability in forensic nursing practice through trauma-informed communication, accurate documentation, peer collaboration, and advocacy for patients and families involved in medicolegal processes.
   (Domains 9, 10 | Sub-competencies: 9.4f, 9.4g, 9.6f)
4. Critically appraise, synthesize, and translate forensic and scientific evidence to inform clinical judgment, policy considerations, and expert communication with healthcare,

legal, and lay audiences.
(Domains 4, 8 | Sub-competencies: 4.2f, 4.2j, 4.2k, 8.3k)

5. Utilize informatics, digital tools, and forensic technologies to support the collection, analysis, management, and dissemination of forensic data while ensuring data integrity, security, and ethical use.
(Domains 8, 10 | Sub-competencies: 8.4g, 8.5h)
6. Collaborate with interprofessional and justice system partners to design and evaluate population-focused, culturally responsive, and legally sound forensic nursing interventions that improve health and justice-related outcomes.
(Domains 3, 4, 9 | Sub-competencies: 3.4h, 4.2k, 9.1h)

Rationale:
The course outcomes have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Proposal approved by President Hodge on March 24, 2026

SGOCE 25-26-32 - Advanced Pathopharmacology & Epigenetics in Forensic Nursing
Department: Nursing

Course Revision Details
NURS 8600 - Advanced Pathopharmacology & Epigenetics in Forensic Nursing

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

Course Outcomes:
1. Analyze the interactions among pathophysiology, pharmacology, genetics, and epigenetics in forensic nursing care across the health–illness continuum. *(Domain 1)*
2. Evaluate the influence of genetic and epigenetic factors on substance use disorders and interpersonal violence, with emphasis on vulnerable populations and social determinants of health. *(Domains 1 & 3)*
3. Apply advanced diagnostic reasoning and synthesize current research related to genetic, epigenetic, and patho-pharmacological mechanisms to inform forensic nursing practice and leadership decision-making. *(Domains 2 & 3)*
4. Critically appraise the benefits, limitations, and ethical considerations of DNA analysis in forensic investigations. *(Domains 1 & 9)*
5. Advocate for public health and forensic policies informed by genetic and epigenetic evidence and the social determinants of health to promote equity and trauma-informed care. *(Domains 3, 5, & 10)*
6. Collaborate effectively within medicolegal teams by integrating genetic and epigenetic knowledge into forensic nursing leadership roles. *(Domains 6 & 10)*

Required Textbook:

1. American Psychological Association (2020). *Publication manual of the American Psychological Association. - 7th ed.* Washington, DC: American Psychological Association. ISBN-13: 978-1433832161

2. Beery, T. A., Workman, M. L., & Eggert, J. A. (2018). *Genetics and genomics in nursing and health care (2nd ed.)*. F.A. Davis Company. ISBN-13: 978-0-8036-6083-0

3. Meyer, J. S., Farrar, A. M., Biezonski, D., & Yates, J. R. (2023). *Psychopharmacology: Drugs, the brain, and behavior (4th ed.)*. Oxford University Press. ISBN-13: 978-1605359878

Old Outcomes:

At the conclusion of this course the student will:

1. Analyze the internal and external factors that affect specific pathophysiological states on the health and illness continuum.
2. Evaluate the role genetic and epigenetic modification plays in common complex diseases.
3. Assess the pathogenesis and clinical manifestations of commonly found/seen altered health states due to pharmacokinetic alteration.
4. Determine the pharmacokinetics and pharmacodynamics aspects of forensically significant drugs as applied to selected forensic populations.
5. Synthesize and apply current research-based knowledge regarding pathological and pathopharmacological changes to selected illness states.
6. Identify the role of the forensic nurse in the application of genetically focused public health policies.
7. Describe strategies to incorporate forensic nurses as members of legal-medical teams which have a genetic focus.
8. Apply diagnostic reasoning in assessing and evaluating clients with specific pathophysiologic alterations.

New Outcomes:

1. Analyze the interactions among pathophysiology, pharmacology, genetics, and epigenetics in forensic nursing care across the health–illness continuum. *(Domain 1)*
2. Evaluate the influence of genetic and epigenetic factors on substance use disorders and interpersonal violence, with emphasis on vulnerable populations and social determinants of health. *(Domains 1 & 3)*
3. Apply advanced diagnostic reasoning and synthesize current research related to genetic, epigenetic, and patho-pharmacological mechanisms to inform forensic nursing practice and leadership decision-making. *(Domains 2 & 3)*
4. Critically appraise the benefits, limitations, and ethical considerations of DNA analysis in forensic investigations. *(Domains 1 & 9)*
5. Advocate for public health and forensic policies informed by genetic and epigenetic evidence and the social determinants of health to promote equity and trauma-informed care. *(Domains 3, 5, & 10)*

6. Collaborate effectively within medicolegal teams by integrating genetic and epigenetic knowledge into forensic nursing leadership roles. *(Domains 6 & 10)*

Rationale:
The course outcomes have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Proposal approved by President Hodge on March 24, 2026

SGOCE 25-26-36 - NURS 8000
Department: Nursing

Course Revision Details
Describe the proposed course change by referencing and comparing the current and proposed versions of the course element(s) being changed. Nature of the Course Revision: Indicate which course element(s) are being revised (e.g., title, credits, prerequisites, description, level, or other).

Rationale and Expected Outcomes
Briefly explain the purpose of the change and the expected outcomes.

The **course description** was updated to comply with fifty word maximum. In addition, the **course outcomes** have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Impact on Program Learning Outcomes
If applicable, describe how the revision affects the program's learning outcomes.

The **course outcomes** have been revised to **align** with the **new program learning outcomes.** These changes were done to remain in compliance with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Proposal approved by President Hodge on April 23, 2026

SGOCE 25-26-37 - NURS 8130
Department: Nursing

Course Change Details

Describe the proposed course change by referencing and comparing the current and proposed versions of the course element(s) being changed.

The course description was updated to comply with fifty word maximum. In addition, the course outcomes have been revised to align with the American Association of Colleges of Nursing

(AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Nature of the Course Revision

The course outcomes have been revised to align with the new program learning outcomes. These changes were done to remain in compliance with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Indicate which course element(s) are being revised (e.g., title, credits, prerequisites, description, level, or other). Description and course outcomes changed

Rationale and Expected Outcomes

Briefly explain the purpose of the change and the expected outcomes.

The course outcomes have been revised to align with the new program learning outcomes. These changes were done to remain in compliance with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Proposal approved by President Hodge on April 23, 2026

SGOCE 25-26-38 - NURS 8200
Department: Nursing

Course Change Details

Description

Describe the proposed course change by referencing and comparing the current and proposed versions of the course element(s) being changed.

The course description was updated to comply with fifty word maximum. In addition, the course outcomes have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Nature of the Course Revision

Indicate which course element(s) are being revised (e.g., title, credits, prerequisites, description, level, or other).

Description and course outcomes changed

Rationale and Expected Outcomes
Briefly explain the purpose of the change and the expected outcomes.

The course outcomes have been revised to align with the new program learning outcomes. These changes were done to remain in compliance with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Proposal approved by President Hodge on April 23, 2026

SGOCE 25-26-39 - NURS 8300
Department: Nursing

Course Change Details

Description

Describe the proposed course change by referencing and comparing the current and proposed versions of the course element(s) being changed.

The course description was updated to comply with fifty word maximum. In addition, the course outcomes have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Nature of the Course Revision

Indicate which course element(s) are being revised (e.g., title, credits, prerequisites, description, level, or other). Description and course outcomes changed

Rationale and Expected Outcomes

Briefly explain the purpose of the change and the expected outcomes.

The course outcomes have been revised to align with the new program learning outcomes. These changes were done to remain in compliance with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Impact on Program Learning Outcomes

If applicable, describe how the revision affects the program's learning outcomes.
N/A

Proposal approved by President Hodge on April 23, 2026

SGOCE 25-26-40 - NURS 9500
Department: Nursing

Course Change Details

Description

Describe the proposed course change by referencing and comparing the current and proposed versions of the course element(s) being changed.

The course description was updated to comply with fifty word maximum. In addition, the course outcomes have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Nature of the Course Revision

Indicate which course element(s) are being revised (e.g., title, credits, prerequisites, description, level, or other). Description and course outcomes changed

Rationale and Expected Outcomes

Briefly explain the purpose of the change and the expected outcomes.

The course outcomes have been revised to align with the new program learning outcomes. These changes were done to remain in compliance with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Impact on Program Learning Outcomes
If applicable, describe how the revision affects the program's learning outcomes.

N/A

Proposal approved by President Hodge on April 23, 2026

SGOCE 25-26-41 - NURS 8410
Department: Nursing

Course Change Details

Description

Describe the proposed course change by referencing and comparing the current and proposed versions of the course element(s) being changed.

The course outcomes have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Nature of the Course Revision
Indicate which course element(s) are being revised (e.g., title, credits, prerequisites, description, level, or other).

Course Outcomes changed

Rationale and Expected Outcomes

Briefly explain the purpose of the change and the expected outcomes.

Impact on Program Learning Outcomes

If applicable, describe how the revision affects the program's learning outcomes.

The course outcomes have been revised to align with the new program learning outcomes. These changes were done to remain in compliance with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Proposal approved by President Hodge on April 23, 2026

SGOCE 25-26-42 - NURS 9600
Department: Nursing

Course Change Details

Description

Describe the proposed course change by referencing and comparing the current and proposed versions of the course element(s) being changed.
The course outcomes have been revised to align with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Nature of the Course Revision
Indicate which course element(s) are being revised (e.g., title, credits, prerequisites, description, level, or other). Course Outcomes

Rationale and Expected Outcomes

Briefly explain the purpose of the change and the expected outcomes.
The course outcomes have been revised to align with the new program learning outcomes. These changes were done to remain in compliance with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, as required for continued accreditation.

Impact on Program Learning Outcomes

If applicable, describe how the revision affects the program's learning outcomes.
N/A

Proposal approved by President Hodge on April 23, 2026

SGOCE 25-36-43 - Machine Learning for Data Science
Department: Computer Science

Course Revision Details

Description

Current version:
Course Title: Machine Learning for Data Science

This course provides an overview of the most useful statistical methods for data science applications. Topics to be covered include linear regression, neural networks, and support vector machines. These are paradigms used to find trends and anomalies, and classify data. We will cover supervised and unsupervised learning, choosing and optimizing each technique. Students will implement these methods and concentrate on using a wide variety of machine learning algorithms commonly utilized in data science and analytics. Prerequisite: CSC 7015 (may be taken concurrently.)

Proposed version:
Course Title: Machine Learning

This course provides an overview of widely used statistical and machine learning methods with applications in areas such as artificial intelligence (AI) and data science. Topics include fundamental algorithms such as linear regression, logistic regression, decision trees, support vector machines, k-means clustering, hierarchical clustering, and neural networks. These techniques are used to identify patterns, detect anomalies, and classify data.

The course covers both supervised and unsupervised learning, along with methods for selecting and optimizing models. Students will gain hands-on experience implementing these approaches and working with a broad range of machine learning algorithms commonly used in data science and analytics.

Prerequisite: CSC 7015 (may be taken concurrently).

Nature of the Course Revision

Rationale and Expected Outcomes
The course provides an overview of widely used statistical and machine learning methods and was originally developed as a required course for the Data Science concentration. Because these methods are equally applicable to artificial intelligence, the term “Data Science” has been removed from the course title and description to better reflect its broader scope.

Impact on Program Learning Outcomes

This change has no impact on the learning outcomes of the Data Science concentration. At the same time, the revision enables the course to be incorporated into the proposed AI concentration.

Proposal approved by President Hodge on

SGOCE 25-36-54 - Add COMM 7400 to the MS in Applied Communications Program
Department: Communications Media

Course Revision Details

Description

Adding COMM 7400 - AI in Communication Strategy - to the MS in Applied Communication Program)

Nature of the Course Revision

After removing COMM 7007 - Social Mobilities from the program, we are adding the AI and Data-Based Communication Strategy Certificate course COMM 7400 to the MS in Applied Communication program.

Rationale and Expected Outcomes

An additional focus on AI and Data-Driven digital media will help our students improve their capstones and give them an opportunity to gain hands-on experience with artificial intelligence software and LLMs, all through coursework that is focused on critical thinking and ethical outcomes.

Impact on Program Learning Outcomes

(Learning outcomes should be largely unaffected.)

Proposal approved by President Hodge on May 15, 2026

Course Removal

SGOCE 25-26-16 - Removal of Courses
Department: History

Courses to be removed:
• HIST 7012 - The Modern Secondary School
• HIST 7040 - Introduction to Public History
• HIST 7250 - Judaism and Early Christianity
• HIST 7270 - Amerindian History
• HIST 7300 - Modern Russia: Rebirth and Renewal
• HIST 8000 - Advanced Methods of Teaching at the Secondary Level
• HIST 8010 - Modern Japan and East Asia
• HIST 8020 - Teaching Historical Thinking
• HIST 8090 - Practicum • HIST 8250 - Curriculum and Technology
• HIST 8260 - Curriculum Design & Development
• HIST 9400 - Clinical Experience

Rationale:
These courses have not been taught in a very long time. Most are a combination of the old TAH program and the defunct MAT program. Some others are faculty who have left the university. These are elective courses and part of an effort to align the catalog with our current program and offerings. It will include new course proposals and a renumbering as well.

Proposal approved by President Hodge on March 24, 2026

SGOCE 25-26-55 - Removal of COMM 7007.
Department: Communications Media

Courses to be removed:

RationaleBriefly explain the Rationale for removing the course or courses from the Graduate Catalog.
(We are integrating the core readings and materials of the course into our other Theory course for the program, COMM 7005 - Social Media Theory. This will enable us to add another course that will be more impactful to our students.)

Does the removal of this course affect other courses? (Prerequisite, Corequisite)
(No)

Does the removal of this course affect any programs or plans of study?
(Yes)

Impact on Program Learning Outcomes No impact on program learning outcomes is expected since this course's materials can be moved into the Social Media Theory (COMM 7005) course.

Proposal approved by President Hodge on May 15, 2026

New Policy/Change Policy

SGOCE 25-26-03 - Academic Integrity Policy and Procedures Policy Change
Department: Library

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

Policy Change:
Policy: The policy was modified in the following ways: - Align with current practices in higher education. - Explicitly address the rapidly expanding use of artificial intelligence in academic work. - Establish a clear, positive definition of academic integrity and adoption of more student-friendly language. - Embed the concept of "Being in Community" as a foundational element of academic honesty. Procedures: The procedures were modified in the following ways: - Move the adjudication process from Student Affairs to Academic Affairs. - Create an academic conduct record housed by the Registrar. - Create an Academic Integrity Review Board consisting of a Chair who is an Academic Affairs administrator, two faculty members and one student member who review cases of academic integrity allegations for both undergraduate and graduate students. - Provide enhanced due process for students. - Re-examine reporting and sanction models to include tiered sanctions. that emphasize learning and development. Overall, the goal is to ensure that the revised policy and its associated procedures would be demonstrably student-centered, equitable, and fair in their application. From our standpoint, there are 2 issues that need to be approved. - Revised Academic Integrity Policy - Revised Academic Integrity Procedures.

Rationale:
Overall, the goal is to ensure that the revised policy and its associated procedures would be demonstrably student-centered, equitable, and fair in their application. From our standpoint, there are 2 issues that need to be approved. - Revised Academic Integrity Policy - Revised Academic Integrity Procedures

Proposal approved by President Hodge on March 18, 2026

SGOCE-25-26-07 - Policy Change - Licensure 4+1
Department: School of Economics, History and Political Sciences

Policy Change:
This proposal requests that the HIST MA program accept HIST 7450, and two additional courses numbered HIST 7XXX and above taken by Fitchburg State undergraduate students to be transferred to the HIST MA program upon admission to the program.

The HIST 4+1 Pathway allows Fitchburg State undergraduate students who have a history GPA of 3.0 to enroll in HIST 7450 Historiography as an undergraduate in lieu of their undergraduate

methods course. Upon completion with at least a 3.0, undergraduates may take two additional HIST graduate courses numbered 7000 and above at Fitchburg State University. Upon admission to the History MA program at Fitchburg State, these courses transfer into the History MA program. This will be possible for history students in both the license and non-license tracks of the program. (see attached plan of study in license track change in red)

Rationale:
This will create a 4+1 Pathway for Fitchburg State undergraduate history majors, including those seeking a teacher's license, to move into the History MA program and achieve their History BA/BS, including license, and a History MA within 5 years. This will accelerate student progression and career earnings, making Fitchburg State students more attractive in the job market. Implementation plan (what semester will new policy/policy change begin; will change be phased in Spring 2026 for marketing. All history methods courses are taught in the fall (undergraduate and graduate) so it will be possible to enter the 4+1 program beginning in the Fall of 2026. Attach suggested execution or other supporting files not included in your text above. Attach any letter (s) of support from professional agencies or others within or outside the university.

Proposal approved by President Hodge on March 18, 2026

SGOCE-25-26-51 - MS in Computer Science Change of Concentration Form
Department: Computer Science

Description:
The purpose of the proposal is to update the MS Computer Science Change of Concentration Form. The current form only allows the computer science graduate students to switch between "Data Science Concentration" and "No Concentration". With the additions of the following new concentrations and dual concentrations options, the update of the form becomes necessary.

Policy Change:
The new MS Computer Science Change of Concentration Form should allow the students to select one or two of the following options:

- Data Science Concentration
- Cybersecurity Concentration
- Artificial Intelligence Concentration

When students select any two of the above concentrations, they select the Dual Concentrations of these two concentrations option.

Rationale:
In this changing world, more students are interested in pursuing studies in multiple technologies. The updated form gives students more options. This will also improve the enrollments for the existing graduate courses in computer science.

Implementation Plan: Indicate what semester the new policy/policy change begins; will the change be phased in?
Fall 2026

Proposal approved by President Hodge on May 15, 2026