FITCHBURG STATE UNIVERSITY
GRADUATE AND CONTINUING EDUCATION

Graduate Council Action Summary

2018/2019

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Graduate Council Members

James Alicata Industrial Technology	Faculty Representative
Laura Baker History	Faculty Representative
Brian Bercier Associate Dean of Graduate and Continuing Education	Administrator Representative
Becky Copper Glenz Dean of Graduate and Continuing Education	Administrator Representative
Linda Dupell Registrar	Administrator Representative
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Diane Fors Graduate and Continuing Education	Recorder
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Megan Krell Behavioral Sciences	Faculty Representative
Viera Lorencova Communications Media	Faculty Representative
Frank Mabee English Studies	Faculty Representative
Meena Roy Communications Media	Graduate Student Representative
Renee Scapparone Business Administration	Faculty Representative
Deborah Stone Nursing	Faculty Representative

GCE 18-19-04 – EDUC 8046 Strategies for all Learners 3 credits
Department: Special Education

Description:
This course will enable educators to create optimal learning environments for diverse student populations in grades K-12. Candidates will investigate and design effective instructional strategies designed to maximize student learning, achievement, and engagement. In addition, candidates will learn how to analyze student performance and behavioral evidence in order to determine if strategies are helping learners achieve academic success. The course will also examine current K-12 standards and address what instructional changes must be made to ensure high levels of learning for all students. Finally, candidates will learn how to facilitate strong relationships between schools and families to promote instructional strategies and support students.

Proposal approved by President Lapidus on March 3, 2019

GCE 18-19-12 - COMM 7006 New and Emerging Media 3 credits
Department: Applied Communication

Description:
As an ongoing response to the rapidly advancing field of Communications Media, New and Emerging Media integrates the study, production, and practice of using emergent media that is changing our iIncreasingly immersive media environment and necessitates a new lens for our shifting cultural landscape. Taking a hands on approach, students explore and discover pioneering media on route to conceptualizing, producing and then using innovative prototypes of their own. This progressive course utilizes a variety of methods, including seminar discussion, reading and applying communication theory, kinesthetic use of devices, research and analysis of new and emerging kinds of media, the use of novel communication technologies, and the development of a capstone project.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-13 - COMM 7003 Social Media Theory 3 credits
Department: Applied Communication

Description:
Social media are powerful forces in the modern world, with much good linked to their implementation and integration into the social fabric. Nevertheless, technological development is not an unqualified blessing: Technologies may have negative effects for some people, at some times, in some circumstances. Some negative consequences are unanticipated, some are predictable, and some are intentional features of the design or implementation. But because social media technologies are rightly seen as indispensable for solving problems and improving the quality of life, societies invest in the design and development of technologies, hoping to shape and direct it. This class will explore the relationship between technology and society to understand where technologies come from, how they are used within social media, and how they may be shaped to create better futures in society and industry. We will develop skills for critical analysis and argument development.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-14 - COMM 7007 Social Mobilities 3 credits
Department: Applied Communication

Description:
This seminar is an exploration of what it means to live with personal, portable, and handheld media technologies. We will study these technologies across time and space by situating them within their historical contexts and by studying their use in various settings. We'll also employ a variety of theoretical frameworks and interdisciplinary approaches. Simultaneously, we will attempt to analyze and theorize our own handheld media experiences through and against the course readings.

Proposal approved by President Lapidus on March 11, 2019
GCE 18-19-15 - COMM 7008 Visual Communication & Design 3 credits
Department: Applied Communication
Description:

The course explores the practice, philosophies, theories, and research surrounding visual communication. Students become familiar with the key works and prominent ideas, examine enduring questions from the field as raised by philosophical inquiry, use visual literacy principles as a framework for media study, and analyze media using the language of the field.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-16 - COMM 9023 Qualitative Research Methods 3 credits
Department: Applied Communication

Description:
This course introduces students to the theory, ethics and practice of qualitative research methods. Students will gain hands-on experience with qualitative data collection, analysis, coding and interpretation, strategies for validating the accuracy of research findings, writing qualitative narrative and developing critical assessment of the epistemological and ethical implications of research with human subjects. Covered research methods will include interviews, focus groups, and participatory visual methodologies.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-17- COMM 8009 Intercultural Comm Competence 3 credits
Department: Applied Communication

Description:
This course introduces students to the core concepts, theories and research on intercultural communication competence. Students will explore a broad range of communication practices and dynamics that emerge in the process of interaction between individuals and groups from diverse cultural backgrounds in a variety of contexts, in both face-to-face and computer-mediated forms of communication. Emphasis is placed on developing conceptual understanding and skills needed for increasing intercultural communication competence.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-18 – COMM 9970 Capstone 3 credits
Department: Applied Communication

Description:
Capstone provides each student with the opportunity to synthesize and apply what they have learned in their earlier graduate coursework in an ambitious term-length project that unfolds within an online seminar environment. Students will conceive, propose, design, and then incrementally produce this Capstone Project within a real world context, which can be working with (or within) an organization, a community, or perhaps even a social movement. The key is that it be real, experiential, and applied. By adopting a process approach to the production of this Capstone Project, this online classroom community will serve as a workshop environment for receiving valuable guidance and regular feedback from other students and the instructor, thereby supporting the advancement of their work to a professional caliber. The Capstone Project, then, provides a culminating experience in which students constructively apply concepts, theories, and research skills gained in the Applied Communication and Media program to real world professional practice.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-19 – COMM 7XXX - Communication Ethics 3 credits
Department: Applied Communication

Description:
This course examines some of the large issues that face the communications field and considers how the law and one's ethical standards may address these issues. Rather than a review of the law, the course encourages students to think about how the law requires action or inaction and why. Various models for ethical and legal decision making are examined as well.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-20 – COMM 9025 Data and Analytics 3 credits
Department: Applied Communication

Description:
Through the lens of communication and the social sciences, this class explores the ways that individuals, businesses, governments, and non-profit organizations increasingly use data to form arguments about society, make decisions, and generate profits. This class will introduce basic foundational skills in working with data and then quickly scale up to concepts such as data analysis, visualization, and machine learning. Through hands-on projects with data you will work to understand its function and limits, both the benefits and risks.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-21 – COMM 9022 Quantitative Research Methods 3 credits
Department: Applied Communication

Description:
In this course, students develop a working knowledge of the research methods and basic statistical skills needed to collect, analyze and visualize quantitative data. Core concepts covered include reliability and validity. Further, this course reviews the social and ethical issues related to designing projects and collecting data for applied research in the social sciences. No prior statistical experience is required.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-22 – READ 7018 Literacy for All 3 credits
Department: Special Education

Description:
It is a recommended goal that every child will be able to read on grade level or higher by the end of grade three. Scientific research shows that there are five essential components of reading that children must be taught in order to learn to read. These components are Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. These components are critical and must be combined to assure that all children become successful readers. This course is designed to help teachers first understand each component and then to examine which elements are in place, and then ask which of the elements need strengthening. Participants will learn how to tilt the balance temporarily toward one component or another if one is especially weak. They will learn how to deliver explicit, systematic, and intense instruction using these five components.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-23 – EDUC 7125 & SPED 7126 Lesson Design with G- Suite 3 credits
Department: Education

Description:
This course will focus on lesson design using G Suite and other web-based tools for 21st century classrooms. With more and more classrooms having access to 1:1 technology programs, teachers must learn how to design digital lessons and activities. This course will focus not only on design element, but also incorporate hyperdocs, design thinking, gamification, challenge-based activities and projects that align with content area.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-24 – EDUC 7212 & SPED 7205 G - Suite for Educators 3 credits
Department: Education

Description:
This course will use cloud computing application G-Suite (formally known as GAFE-Google Apps for Education) and on creativity, collaboration and efficiency for learning and classroom management. Participants will use Google Drive, YouTube, Sites, Blogger, Hangouts and other Google applications. Participants will be introduced to Google workflow to streamline grading and assessments. Mobile devices and Apps access for GAFE will be covered. This course will focus on 21st century skills that increase student engagement to enhance digital learning. Basic knowledge and experience using GAFE is strongly recommended.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-25 – EDUC 7126 & SPED 7127 Teaching with Multi-Media & Mobile 3 credits
Department: Education

Description:
This course will focus on how multimedia and mobile learning can help foster a collaborative, supportive, engaging, and inspiring learning environment for both students and teachers. This course will use a wide range of tools, applications and concepts. These can include but are not limited to G-Suite (Google Apps for Education), Google Classroom, Google Sites, emerging VR/AR tools, Adobe Spark, Podcasting, Video Creation tools, Book Creator, Infographics, Scavenger hunts, Gaming tools, assessment tools, Twitter, Slogging, etc. Basic knowledge and experience using G-Suite Is strongly recommended. Students will use a digital portfolio to showcase their work and projects.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-30 – HIST 7140 The Holocaust What We Know Now 3 credits
Department: Economics, History & Political Science

Description:
More than half a century after the end of the Holocaust, we have learned much about the causes, organization, and terrible consequences of the genocide of European Jews, but a massive outpouring of research continues to add to and modify our knowledge of this event. This class focuses on the Holocaust and on making use of new findings. The class will integrate the latest research to provide students with the most recent knowledge and to introduce current and emerging historical debates. The class will also discuss how we can apply this new information to build on past findings.

Proposal approved by President Lapidus on April 23, 2019

GCE 18-19-31 – HIST 7160 Nazi Germany What We Know Now 3 credits
Department: Economics, History & Political Science

Description:
Long after the end of the Second World War and the fall of the Nazi dictatorship, new approaches to the history of the Nazi era have shifted our understanding of state and society in Nazi Germany. New research still stresses the extreme violence of Nazi rule, but we now possess a much more complex and troubling picture of state and society. This class will focus on showing how the Nazi leadership mobilized popular support for the regime and on investigating how wide circles of the population took part in supporting the regime and its policies. We will review historical debates over the key principles of state and society in Nazi Germany, including the interpretation of Nazi Germany as a racial state.

Proposal approved by President Lapidus on April 23, 2019

GCE 18-19-38 – MUSC 7011 Music Teacher's Methods Toolbox 3 credits
Department: Humanities

Description:
General music teachers need to constantly build an arsenal of teaching strategies in their toolbox, in order to meet the needs of every student in the school. This course offers a deep look at four tried and true music methodologies (Dalcroze, Music Learning Theory, Kodaly, Orff). The course includes an overview of philosophy, implementation and considerations for adaptation for diverse student populations, as well as hands on, experiential learning in each method, highlighting each one's strengths. The course culminates with student presentations of curricular projects that implement the methodologies, evaluating what is successful and reflecting on feedback.

Proposal approved by President Lapidus on April 23, 2019

GCE 18-19-39 – NURS 9600 Forensic Nursing Capstone 3 credits
Department: Nursing

Description:
This course focuses on the application of the research process as it applies to forensic nursing. It provides students the opportunity to integrate theories, concepts and practices gained from prior courses.

Proposal approved by President Lapidus on April 29, 2019

GCE 18-19-43 – OCED 7030 OSHA 510 Construction Industry Safety Standards 3 credits
Department: Industrial Technology

Description:
This learning situation provides selected study areas through which students can gain an understanding of the OSHA regulations. Previous experiences will be reviewed and discussed while completing a series of laboratory exercises and an individualized major project. Classroom activities will include discussion of readings, demonstrations and sharing of personal discoveries. Major projects will allow for the pursuit of topics of individual interest.

Proposal approved by President Lapidus on June 10, 2019

GCE 18-19-44 – OCED 7035 OSHA 511 General Industry Safety Standards 3 credits
Department: Industrial Technology

Description:
This learning situation provides selected study areas through which students can gain an understanding of the OSHA General Industry regulations. Previous experiences will be reviewed and discussed while completing a series of classroom sessions, laboratory exercises and an individualized major project. Classroom activities will include discussion of readings, demonstrations and sharing of personal discoveries. Major projects will allow for the pursuit of topics of individual interest.

Proposal approved by President Lapidus on June 10, 2019

GCE 18-19-60 - EDUC 9850 Practicum in Education 5-8 3 credits
Department: Education

Description:
This course is the student teaching experience for candidates who do not have a prior certificate or license. Through a field-based experience, students are provided an opportunity to develop skills and demonstrate competency in the area of licensure they are seeking. This course is one of the requirements for initial licensure. This course is taken in conjunction with EDUC 9020 Practicum Seminar. Successful Passing of Stage 2 Review required.

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-64 – EDUC 7640 Mathematics Curriculum Assessment Planning and Teaching 3 credits
Department: Education

Description:
This course introduces the teacher candidate to the curriculum, assessment, planning, and teaching associated with comprehensive mathematics instruction in the PreK-6 school setting. It explores the developmental progression of how children learn math, the critical issues in math education, and the mathematical content and pedagogy needed to teach the range of learners in the PreK-6 classroom. Teaching strategies and techniques modeled are consistent with the standards of mathematical practice, state curriculum frameworks, and national standards. A major focus is learning how to help children construct their own understanding of mathematics through procedural proficiency and problem solving. Candidates evaluate strategies that make mathematical knowledge accessible to all students and develop well-structured lessons with measurable outcomes. This course is required for all early childhood and elementary education initial licensure candidates. A 20 hour pre-practicum experience is required.

Proposal approved by President Lapidus on June 11, 2019
GCE 18-19-65 - EDUC 7650 Language Arts Curriculum Assessment Planning and Teaching 3 credits
Department: Education

Description:
This course introduces the teacher candidate to the curriculum, assessment, planning, and teaching associated with comprehensive language arts instruction in the PreK-6 school setting. Emphasis is placed on developing a knowledge base of curriculum in reading, writing, speaking, listening, viewing, and visually representing; planning effective and rigorous instruction; and assessing student learning in order to assist the teacher candidate in making insightful decisions regarding developmentally appropriate student learning targets and best practices for teaching and assessing students. The topics of digital literacy and the use of technology in the classroom; children's literature; literacy in the content areas; research and

current trends in language arts instruction and assessment; and Common Core State Standards and Massachusetts curriculum frameworks will be included in the course. This course is required for all early childhood and elementary education initial licensure candidates. A 20 hour pre- practicum experience is required.

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-70 – EDUC 7645 Reading Curriculum Assessment Planning and Teaching 3 credits
Department: Education

Description:
This course introduces the teacher candidate to the curriculum, assessment, planning, and teaching associated with comprehensive reading instruction in the PreK-6 school setting. It explores the essential topics in language and literacy acquisition. This course will focus on language development and acquisition; the five components of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency); the reading process and stages; research-based instructional practices for developing proficient readers; and various reading programs. Candidates will design well-structured reading lessons with measurable outcomes that differentiate instruction to accommodate diverse learners. In order to design appropriate instructional interventions and lessons, candidates will administer informal reading assessments, then analyze and synthesize the data. Candidates will also learn about formal reading assessments and how to interpret and use their results to provide effective reading instruction to students. This course is required for all early childhood and elementary education initial licensure candidates: A 20-hour pre-practicum experience is required.

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-71 – EDUC 7649 Science and Social Studies Curriculum Assessment Planning and Teaching 3 credits
Department: Education

Description:
This course introduces the teacher candidate to the curriculum, assessment, planning, and teaching associated with comprehensive science and social studies instruction in the PreK-6 school setting. It is designed to address the pedagogical knowledge needed for planning, developing, and implementing curriculum that is accessible to a diverse group of learners in the areas of science and social studies. Candidates will learn about a variety of instructional strategies and specialized techniques that can be implemented across classroom settings as well as ways to assess student learning of science and social studies content. Candidates learn to design and implement differentiated, inquiry-based learning experiences that are grounded in the principles of Universal Design for Learning and reflective of state curriculum frameworks and national standards. The application of scientific, technological and engineering knowledge and reasoning and of social studies skills to promote active citizenship in today's global society will be stressed. This course is required for all early childhood and elementary education initial licensure candidates. A 20-hour pre-practicum experience is required.

Proposal approved by President Lapidus on June 11, 2019

Course Changes

GCE 18-19-05 – SPED 8041 Assessment of Students with Autism Spectrum Disorders
Department: Education

Prerequisite change – Please include the following co-requisite for admittance into SPED 8041: Assessment of Students with Autism Spectrum Disorders: SPED 8040: Foundations and Characteristics of Autism

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-06 – SPED 8042 Interventions for Students with Autism Spectrum Disorders
Department: Education

Include the following prerequisites for admittance into SPED 8042: Interventions for
Students with Autism Spectrum Disorders: SPED 8040: Foundations and Characteristics of Autism
SPED 8041: Assessment of Students with Autism Spectrum Disorders
The following course could be taken concurrently with SPED 8042:
SPED 8180: Positive Behavioral Supports for Students with Disabilities

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-07 - SPED 8917 Assessment and Strategies for Students with Disabilities
Department: Education

Remove SPED 8915: Assessment/Curriculum Strategies in Mathematics (Prek-8) and SPED 8916:
Assessment/Curriculum Strategies in Mathematics (5-12) as prerequisites for SPED 8917:
Assessment/Strategies for Students with Disabilities

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-08 - SPED 8918 Reading and Writing Methods for Secondary Students with Moderate Disabilities
Department: Education

Remove SPED 8016: Reading Strategies, SPED 8915: Assessment/Curriculum Strategies in
Mathematics (Prek-8) and SPED 8916: Assessment/Curriculum Strategies in Mathematics (5-12) as
prerequisites for SPED 8918: Reading and Writing Methods for Secondary Students with Moderate
Disabilities.
Add SPED 7024: Understanding Disability and Diversity and SPED 8300: Language Development,
Differences, and Disorders as prerequisites for SPED 8918: Reading and Writing Methods for
Secondary Students with Moderate Disabilities.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-09 - SPED 9004 Practicum and Research Application Seminar
Department: Education

Add course EDUC 9300: Educational Research as a prerequisite to SPED 9004: Practicum
and Research Application Seminar

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-10 - CJ 7250 Applied Concepts in Policing
Department: Behavioral Sciences

Eliminate the prerequistie of CJ 8200 Recruit Officer Course.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-27 - CJ 8200 Recruit Officer Course
Department: Behavioral Sciences

Change the grading default option for CJ 8200 from a letter grade to a grade of S or U.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-28 - CJ 9840 Capstone Project
Department: Behavioral Sciences

New description:
The Capstone Project is a significant undertaking appropriate to the criminal justice field and reflects originality and independent thinking. The project must be a systematically organized effort with appropriate form and methodology. Projects may vary considerably from developing a prototype service/program to undertaking a media project. A written abstract is required and includes an articulated rationale, explained significance of project, identified objectives and conclusions/recommendations. The student works under the supervision of a faculty member and if appropriate, in cooperation with an approved criminal justice field site. The focus of the project must be approved by the Graduate Committee on Criminal Justice. 6-12 credits.

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-32 - COUN 8215 Lifestyle & Career Development
Department: Behavioral Sciences

New description:
This course examines how economic, labor market, technological, and sociocultural factors influence lifestyles and career choices. The course also explores the interrelationships among work, family, and other life roles, as well as the intersection of lifestyle, career, and mental health. Students are exposed to theories of career development and career counseling; vocational assessment tools; sources of vocational/educational information; strategies for career development programming; and social, cultural, legal, & ethical issues in career counseling. Students will practice facilitating career counseling.

Proposal approved by President Lapidus on April 29, 2019

GCE 18-19-33 - COUN 8710 Family Systems Models & Interventions
Department: Behavioral Sciences

New description:
This course covers basic tenets of family systems theory, recent research on family functioning and various models of family therapy. The course will also review legal, ethical, professional, and cultural issues in family therapy. Students will practice facilitating family therapy.
Prerequisite(s): COUN 7010 and COUN 7030, or permission of Instructor.

Proposal approved by President Lapidus on April 23, 2019

GCE 18-19-34 – MGMT 9256 Health Services Marketing to MGMT 9250 Healthcare Marketing
Department: Business Administration

Change course title from Health Services Marketing to Healthcare Marketing.

Proposal approved by President Lapidus on April 23, 2019

GCE 18-19-35 - MGMT 9251 Legal and Ethical Issues in Health Care to MGMT 9251 Policy, Legal and Ethical Issues in Healthcare
Department: Business Administration

Change title from Legal and Ethical Issues in Healthcare to Policy, Legal & Ethical Issues in Healthcare.

Proposal approved by President Lapidus on April 23, 2019

GCE 18-19-36 - MGMT 9253 Cost Control in Healthcare to MGMT 9253 Financial Issues in Healthcare
Department: Business Administration

Change title from Cost Control in Healthcare to Financial Issues in Healthcare

Proposal approved by President Lapidus on April 23, 2019

GCE 18-19-46 - EDLM 8012 Law Ethics & Policies for the Educator
Department: Education

Change the course description to the following:
Constitutional/statutory provisions governing a public school system are examined on local, state
and national levels. Particular attention is given to the legal and ethical parameters of compliance of federal and state
guidelines, legislation and judicial decisions. 40 Practicum hours.

Proposal approved by President Lapidus on June 10, 2019

GCE 18-19-47 - EDLM 8023 Principles for Success for Effective Administrators
Department: Education

Change the course description to the following:
This introductory course lays the foundation for becoming an effective administrator. Candidates
build the knowledge, skills and dispositions of effective administrators, administrators with the
capacity to be transforming.

Proposal approved by President Lapidus on June 10, 2019

GCE 18-19-48 - EDLM 8026 Data-Informed Decision Making for School Improvement & Student Learning
Department: Education

Change the course description to the following:
Through case studies, applied practice, and research-based practices, candidates investigate data
sources for possible application in administrative decision-making to improve teacher effectiveness
and student learning, as well as for school improvement. 40 practicum hours.

Proposal approved by President Lapidus on June 10, 2019

GCE 18-19-49 - EDLM 8027 Meaningful Family & Community Engagement and Partnerships
Department: Education

Change the course description to the following:
This course prepares administrators with a solid base of knowledge, skills, and dispositions in
regard to fostering and.sustaining meaningful partnerships with families and community to
positively influence the development of students. 40 practicum hours.

Proposal approved by President Lapidus on June 10, 2019

GCE 18-19-50 - EDLM 8028 Public School Finance, Human Resources and Personnel Administration
Department: Education

Change the course description to the following:
The focus of this course is twofold: 1) establishing the rationale and organizational structure
that support effective human resource management; and 2) addressing the fiscal and allocated
functions of school administration. 40 practicum hours.
Proposal approved by President Lapidus on June 10, 2019

GCE 18-19-51 - EDLM 8029 Instructional and Curriculum Leadership and Evaluation
Department: Education

Change the course description to the following:
This course is designed to develop the knowledge and skills essential to leadership roles in the
areas of curriculum, instruction, and assessment.

Proposal approved by President Lapidus on June 10, 2019

GCE 18-19-52 - EDLM 8035 Sheltered English Immersion Closing the Achievement Gap through Leadership
Department: Education

Change the course description to the following:
This course is designed to prepare educational leadership candidates with the knowledge and skills
to effectively consider school policy and structure for sheltered content instruction.

Proposal approved by President Lapidus on June 10, 2019

GCE 18-19-53 - EDLM 9035 Collegial Supervision in an Era of Accountability
Department: Education

Change the course description to the following:
The role of the supervisor is examined and practiced as it has evolved from the.traditional model
to the instructional leadership model, a model that embraces collegiality and professional
development in an era of accountability. 40 practicum hours.

Proposal approved by President Lapidus on June 10, 2019

GCE 18-19-54 - EDLM 9045 Dynamics of Planned Change
Department: Education

Change the course description to the following:
The study of planned change, essentially aimed at education,· includes review and analysis of
sociological and psychological factors inherent in the change process. 40 practicum hours.

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-55 - EDLM 9300 - A practicum in EDLM School Principal Pre K-6
Department: Education

Change title from: A Practicum in Educational Leadership and Management: School Principal Pre K-6
To: A Practicum in Educational Leadership and Management: School Principal Pre K-8

Also, reducing the practicum hours to 260 will still have students meeting the total practicum hour requirement for licensure
of 500 hours, since the additional 240 hours will now be covered in six of the other required courses.

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-56 - EDLM 9310 - A Practicum in EDLM School Principal 5-8
Department: Education

Change title from: A Practicum in Educational Leadership and Management: School Principal 5-8 To: A practicum in
Educational Leadership and Management: School Principal 5-12.

Also, reducing the practicum hours to 260 will still have students meeting the total practicum hour requirement for licensure
of 500 hours, since the additional 240 hours will now be covered in six of the other required courses.

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-58 - EDUC 8032 Special Methods for Instruction in Content Areas 5-12 Science
Department: Education

Change course title from: Special Methods for Instruction in Content Areas (5-12) Science To: Special Methods for Instruction in Content Areas (5-8) Science
No changes to catalog description needed.

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-59 - EDUC 9020 Practicum Seminar Middle School Practicum Seminar Middle School
Department: Education

Change course title from: Practicum Seminar in Middle School To: Practicum Seminar Grades 5-12.

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-62 – EDUC 7023 Education Foundations Theory and Practices
Department: Education

Change the course description to the following:
This seminar serves as a culminating course for candidates enrolled in their practica experiences.
Within the context of the Fitchburg State Education Unit Conceptual Framework, candidates are guided by Massachusetts initial teaching license competencies, Professional Standards for Teachers (PST) and the standards of Specialty Professional Associations (SPA). Candidates collaborate with colleagues, use formal and informal assessment methods, design standards based instruction, assess impact on student learning, and reflect on and improve their own teaching practices. Candidates complete a targeted literature review to ensure that they are using evidence based practices and use the Renaissance Partnership for Improving Teaching Quality-Teacher Work Sample (TWS) prompts to design and well-structured lessons. Candidates analyze student data, reflect on student learning and examine their own practice to develop a personal professional development plan.

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-63 - SPED 9004 Research Application and Seminar
Department: Education

Change the course description to the following:

This seminar serves as a culminating course for candidates enrolled in their practica experiences.
Within the context of the Fitchburg State Education Unit Conceptual Framework, candidates are guided by Massachusetts initial teaching license competencies, Professional Standards for Teachers (PST) and the standards of Specialty Professional Associations (SPA). Candidates collaborate with colleagues, use formal and informal assessment methods, design standards based instruction, assess impact on student learning, and reflect on and improve their own teaching practices. Candidates complete a targeted literature review to ensure that they are using evidence based practices and use the Renaissance Partnership for Improving Teaching Quality-Teacher Work Sample (TWS) prompts to design and well-structured lessons. Candidates analyze student data, reflect on student learning and examine their own practice to develop a personal professional development plan.

Prerequisite(s): EDUC 9300 Co-requisite(s) Take concurrently with SPED 8863 or SPED 8963 or EDUC 9400 or EDUC 9600.

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-66 - EDUC 9600 Practicum I / Elementary Education
Department: Education

Change the course description to the following:

Teacher candidates will complete a semester long practicum or student teaching experience in an elementary (Grade 1-6) classroom, under the guidance of a university supervisor and under the direction of a supervising practitioner who has an elementary education license. The candidates will complete the Massachusetts Department of Elementary and Secondary Education (ESE) Candidate Assessment of Performance (CAP) process to demonstrate competency required for licensure.

This course is taken in conjunction with SPED 9004 and is required for all elementary education initial licensure candidates.

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-68 - EDUC 7003 Educational Issues in Child Development
Department: Education

Change the course description to the following:
This core course explores human growth and development from Pre-K to grade six. Particular attention is given to exploring the relationship between developmental theory, knowledge, and educational decisions and practice. Various theoretical perspectives and practices are covered as well as specific developmental areas, such as physical-motor, cognitive, language, social, and emotional development. How children develop as thinkers and learners, specifically how problems are solved at different points in development, is emphasized. In addition, constructivist theory and project based learning will be explored. Teacher candidates will develop a clear understanding of the process of objective observation of children, as well as observation and recording skills appropriate for investigating various aspects of child development and behavior. This course is required for all early childhood and elementary education initial licensure candidates. A 15 hour pre-practicum experience is required.

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-69 – EDUC 9400 Practicum I in Early Childhood
Department: Education

Change title From: Practicum I in Early Childhood To: Practicum in Early Childhood

Change in Additional Requirements:

Candidates will spend at least 100 hours in a Pre-k/K classroom, and at least 200 hours in a First or Second Grade classroom.

Change the course description to the following:
Teacher candidates will complete a semester long practicum or student teaching experience in two early childhood classrooms. Candidates will spend at least 100 hours in a Prek/K classroom, and at least 200 hours in a First or Second Grade classroom, under the guidance of a university supervisor and under the direction of a supervising practitioner who has an early childhood education license. The candidates will complete the Massachusetts Department of Elementary and Secondary Education (ESE) Candidate Assessment of Performance (CAP) process to demonstrate competency required for licensure.

Although candidates need to be placed in two different classrooms settings, the goal is to have teacher candidates complete both placements and one Candidate Assessment of Performance (CAP), to be in one school.

This course is taken in conjunction with SPED 9004 and is required for all early childhood education initial licensure candidates.

Proposal approved by President Lapidus on June 11, 2019

GCE- 18-19-75 - EDUC 9060 Practicum in Middle School
Department: Education

Change course title From: Practicum in Middle School To: Practicum in Education 5-12.

Proposal approved by President Lapidus on August 28, 2019

Course Removals
GCE 18-19-41 - NURS 9100, NURS, 9101 & NURS 7000
Department: Nursing

Course(s) to be removed from Graduate Catalog:

NURS 9100 Research Project

NURS 9101 Continuation of Research Project

NURS 7000 Nursing with Diverse Populations

Proposal approved by President Lapidus on April 29, 2019

New Programs

GCE 18-19-26 – New Program Concentration: Professional Studies in MS in Criminal Justice
Department: Behavioral Sciences

Description of New Concentration:

The new concentration will be named Professional Studies. The concentration will allow students
to complete no more than 12 credits of special project work related to their area of study. Students will work directly with a faculty advisor to develop a project plan, conduct the project and present the results of their project work in an academic paper and also present the results of their research to their faculty advisor and other members of the academic department. Project plans will be related to the professional field of Criminal Justice and will require students to demonstrate their understanding of the field by conducting an action oriented project and then reflect on their project work and articulate how they used their knowledge and theories from the field to complete the project work and indicate what they learned through the process.

Proposal approved by President Lapidus on March 11, 2019

Program Changes
GCE 18-19-03 - CSC7011 Computer Engineering from required core course to elective for MSCS program
Department: Computer Science

1. Change CSC7011 Computer Engineering from the required core course to elective for Master of Computer Science program and Data Science concentration. This change will reduce the number of required core courses from 7 to 6 and increase the number of electives from 4 to 5. CSC7011 will still be offered as a graduate elective course.
2. Reduce the total number of credits for Data Science concentration from 34 to 33.

MSCS, Computer Science

Old Plan of Study		New Plan of Study	
Required Courses (Total 22 credits)	**Credits**	**Required Courses (Total 18 credits)**	**Credits**
CSC 7050 Theory of Computation	3	CSC 7050 Theory of Computation	3
CSC 7400 - Object Oriented Analysis & Design	3	CSC 7400 - Object Oriented Analysis & Design	3
CSC 8050 - Design and Analysis of Algorithms	3	CSC 8050 - Design and Analysis of Algorithms	3
CSC 7011 - Computer Engineering	4	CSC 7013 - Advanced Mathematics for Computer Scientists	3
CSC 7013 - Advanced Mathematics for Computer Scientists	3	CSC 7014 - The Practice of Computer Programming	3
CSC 7014 - The Practice of Computer Programming	3	CSC 7132 - Operating Systems and Networking	3
CSC 7132 - Operating Systems and Networking	3		
Electives (Minimum of 11 credits)		**Electives (Minimum of 15 credits)**	

Students select elective courses with advisor approval:
Algorithms
  CSC 7160 - Software Development in Computer Graphics
  CSC 9050 - Graph Algorithms
Web Programming
  CSC 7500 - Database Design
  CSC 8205 - Advanced Java
Programming
  CSC 7000 - Programming under UNIX in "C"
  CSC 7200 - Object Oriented Programming
  CSC 8007 - Parallel Programming with CUDA
  CSC 8190 - UNIX Network Programming
Networking
  CSC 7255 - Data Communications and Networking
  CSC 8255 - Advanced Network Technologies
Operating Systems
  CSC 8180 - Windows Programming
  CSC 8280 - Advanced Operating Systems
Computer Hardware
  CSC 7600 - Embedded Systems
		Students select elective courses with advisor approval:
		Algorithms
		  CSC 7160 - Software Development in Computer Graphics
		  CSC 9050 - Graph Algorithms
		Web Programming
		  CSC 7500 - Database Design
		  CSC 8205 - Advanced Java
		Programming
		  CSC 7000 - Programming under UNIX in "C"
		  CSC 7200 - Object Oriented Programming
		  CSC 8007 - Parallel Programming with CUDA
		  CSC 8190 - UNIX Network Programming
		Networking
		  CSC 7255 - Data Communications and Networking
		  CSC 8255 - Advanced Network Technologies
		Operating Systems
		  CSC 8180 - Windows Programming
		  CSC 8280 - Advanced Operating Systems
		Computer Hardware
		  CSC 7600 - Embedded Systems	

Move CSC7011 from Required Core Courses to General Electives for both Master of Computer Science and Data Science Concentration.
General Electives
   CSC 7600 - Embedded Systems
   CSC 8901 - Internship *
   CSC 9000 - Independent Study**
   CSC 9600 - Topics in Computer Science
		CSC 7011 - Computer Engineering
		General Electives
		   CSC 8901 - Internship *
		   CSC 9000 - Independent Study**
		   CSC 9600 - Topics in Computer Science	

Total Credits Per Program	33	**Total Credits Per Program**	33

MSCS, Computer Science with Data Science Concentration

Old Plan of Study		New Plan of Study	
Required Courses (Total 22 credits)	**Credits**	**Required Courses (Total 18 credits)**	**Credits**
CSC 7050 Theory of Computation	3	CSC 7050 Theory of Computation	3
CSC 7400 - Object Oriented Analysis & Design	3	CSC 7400 - Object Oriented Analysis & Design	3
CSC 8050 - Design and Analysis of Algorithms	3	CSC 8050 - Design and Analysis of Algorithms	3
CSC 7011 - Computer Engineering	4	CSC 7013 - Advanced Mathematics for Computer Scientists	3
CSC 7013 - Advanced Mathematics for Computer Scientists	3	CSC 7014 - The Practice of Computer Programming	3
CSC 7014 - The Practice of Computer Programming	3	CSC 7132 - Operating Systems and Networking	3
CSC 7132 - Operating Systems and Networking	3		
Required Courses for DS concentration (Total 12 credits)		**Required Courses for DS concentration (Total 12 credits)**	
CSC 7015 - Introduction to Data Science		CSC 7015 - Introduction to Data Science	
CSC 8008 - Data Exploration, Analytics, and Visualization		CSC 8008 - Data Exploration, Analytics, and Visualization	
CSC 8015 - Data Mining and Predictive Analytics		CSC 8015 - Data Mining and Predictive Analytics	
CSC 8016 - Machine Learning for Data Science		CSC 8016 - Machine Learning for Data Science	
		Electives (Minimum of 3 credits)	

		Students select elective courses with advisor approval:
		 Algorithms
		     CSC 7160 - Software Development in Computer Graphics
		     CSC 9050 - Graph Algorithms
		 Web Programming
		     CSC 7500 - Database Design
		     CSC 8205 - Advanced Java
		 Programming
		     CSC 7000 - Programming under UNIX in "C"
		     CSC 7200 - Object Oriented Programming
		     CSC 8007 - Parallel Programming with CUDA
		     CSC 8190 - UNIX Network Programming
		 Networking
		     CSC 7255 - Data Communications and	

		Networking	
		CSC 8255 - Advanced Network Technologies	
		Operating Systems	
		CSC 8180 - Windows Programming	
		CSC 8280 - Advanced Operating Systems	
		Computer Hardware	
		CSC 7600 - Embedded Systems	
		CSC 7011 - Computer Engineering	
		General Electives	
		CSC 8901 - Internship *	
		CSC 9000 - Independent Study **	
		CSC 9600 - Topics in Computer Science	
Total Credits Per Program	34	**Total Credits Per Program**	33

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-11 - MS in Applied Communication (Online Accelerated) Social Media Concentration Department: Communication Media

Add "Social Media Concentration" (online accelerated graduate program) to the existing Master of Science in Applied Communication program

Old Plan of Study   New Plan of Study

Master of Science in Applied Communication, Applied Communication Studies Concentration		Master of Science in Applied Communication, Social Media Concentration	
6 Required Courses	Number of Credits	**5 Required Core Courses**	Number of Credits
COMM 7011: Foundation of Communication Studies	3	COMM 7XXX: Communication Ethics	3
COMM 8011: Interpersonal Communication	3	COMM 7XXX: Visual Communication and Design	3
COMM 8013 Applied Rhetoric	3	COMM 8XXX: Intercultural Communication Competence	3
COMM 9110: Communication Research Methods	3	COMM 9XXX: Qualitative Research Methods	3
COMM 9120: Legal and Ethical Issues in Communication	3	COMM 9022: Quantitative Research Methods	3
COMM 9130: Organizational Communication	3		
4 Communication Electives		**6 Required Social Media Concentration Courses**	
COMM XXXX: COMM Elective	3	COMM 7XXX: Social Media Theories	3
COMM XXXX: COMM Elective	3	COMM 7XXX: New and Emerging Media	3
COMM XXXX: COMM Elective	3	COMM 7XXX: Social Mobilities	3
COMM XXXX: COMM Elective	3	COMM 8021: Integrated Social Media	3
		COMM 8114: Social Media Marketing	3
		COMM 9XXX: Data and Analytics	3
COMM 9200: **Practicum** in Communication OR COMM 9980: **Thesis** in Communication	6	COMM 9XXX: **Capstone**	3
TOTAL CREDITS	36	TOTAL CREDITS	36

Proposal approved by President Lapidus on March 11, 2019

GCE 18-19-29 - Removal of Guided Studies (Professional Track)
Department: Education

Removal of the Graduate Program Special Education: M. Ed, Guided Studies-Professional (Both Moderate and Severe Professional Licensure programs).

Proposal approved by President Lapidus on April 23, 2019

GCE 18-19-37 - M.Ed. Arts Education
Department: Humanities

- Remove CRAR 9051, 9052, & 9090 from the core requirements, and replace those three classes with two Arts pedagogy electives.

- Reduce credits of core requirements from 18 to 15 credits, and rename "Core Courses" category to "Core Arts Pedagogy Courses".

- Rename "Distribution Courses" to "Content Courses in Art or Music" and reduce to 12 credits.

- Create category "Free Elective Courses (9 credits), with description "Select three courses in Art, Music, or Arts Pedagogy in consultation with your program advisor."

Program of Study
Required courses for Arts Education:
Core Courses
CRAR 9051 - Supervising, Directing, and Leading in Arts Education I
CRAR 9052 - Supervising, Directing, and Leading in Arts Education II
CRAR 9060 - Foundations of Creative Arts Integration Research
CRAR 9070 - Creative Arts Curriculum Development and Applications
CRAR 9090 - Arts Presentation
EDUC 9510 - Capstone: Implementation of Best Practices
Subtotal 18 cr.

Distribution Courses
Students choose six courses from any of the distribution areas. Integrated arts
Music
Language arts/drama Visual arts
Subtotal 18 cr.

Total for Degree: 36 cr.

Proposal approved by President Lapidus on April 23, 2019

GCE 18-19-40 - Master of Science-Nursing (Forensic)
Department: Nursing

NURS 9600 Forensic Nursing Capstone (3-credits) replaced NURS 9100 Research Project (2-credits).
This would increase the total credit hours required for degree completion from 39 to 40 hours.
However, removing NURS 7000 Nursing with Diverse Populations (1-credit) by threading the content throughout the curriculum will keep total credit hours required for program completion at 39.

Certificate program not affected.

Graduate Forensic Nursing Plan of Study (MS-FN)

Old Plan of Study		New Plan of Study		Summary of Changes
Required Courses (Total 39 Credits)	Credits	Required Courses (Total 39 Credits)	Credits	
NURS 7000 – Nursing with Diverse Populations	1			Content from this one credit course was threaded throughout the curriculum. This allows the total credits for program completion to remain at 39.
NURS 7200 – Nursing Theory	3	NURS 7200 – Nursing Theory	3	No Change
NURS 7300 – Advanced Clinical Concepts	3	NURS 7300 – Advanced Clinical Concepts	3	No Change
NURS 7400 – Contexts and Role for Advanced Practice	3	NURS 7400 – Contexts and Role for Advanced Practice	3	No Change
NURS 7700 – Nursing Research	3	NURS 7700 – Nursing Research	3	No Change
NURS 8000 – Introduction to Forensic Nursing	3	NURS 8000 – Introduction to Forensic Nursing	3	No Change
NURS 8130 – Scientific Foundations for Forensic Nursing Interventions	3	NURS 8130 – Scientific Foundations for Forensic Nursing Interventions	3	No Change
NURS 8200 – Forensic Nursing: Victims	3	NURS 8200 – Forensic Nursing: Victims	3	No Change
NURS 8300 – Forensic Nursing: Perpetrators	3	NURS 8300 – Forensic Nursing: Perpetrators	3	No Change
NURS 8410 – Criminal Law: Substantive and Procedural	3	NURS 8410 – Criminal Law: Substantive and Procedural	3	No Change
NURS 8500 – Forensic Science and Technology	3	NURS 8500 – Forensic Science and Technology	3	No Change
NURS 9100 – Research Project	2	NURS 9XXX – Forensic Nursing Capstone	3	NURS 9XXX replaces both NURS 9100 and 9101.
NURS 8600 – Advanced Pathopharmacology and Epigenetics in Forensic Nursing	3	NURS 8600 – Advanced Pathopharmacology and Epigenetics in Forensic Nursing	3	No Change
NURS 9101 – Continuation of Research Project				Course eliminated
NURS 9500 – Practicum in Forensic Nursing	3	NURS 9500 – Practicum in Forensic Nursing	3	No Change
Total Credits Per Program	39	Total Credits Per Program	39	

Proposal approved by President Lapidus on April 23, 2019

GCE 18-19-42 - Change Applied Communication Studies Certificate (Online)
Department: Communications Media

Current Plan of Study
Currently, the Applied Communication Studies Certificate Program consists of three required courses and three approved electives. Three required courses include:

COMM 7011 - Foundation of Communication Studies
COMM 8011 - Interpersonal Communication
COMM 8013 -Applied Rhetoric

New Plan of Study
The Applied Communication Studies Certificate Program will consist of three required courses and two approved electives. Three required courses will include:

COMM 7006: New and Emerging Media
COMM 8021: Integrated Social Media
COMM 8114: Social Media Marketing

Proposal approved by President Lapidus on April 29, 2019

GCE 18-19-45 - Not for Profit Management Leadership Certificate Program
Department: Behavioral Sciences

The program has been on hold for some time, due to lack of interest and in spite of several campaigns to bring in new students. We are asking to have the program removed from the Catalog.

Proposal approved by President Lapidus on June 10, 2019

GCE 18-19-57 - MEd and CAGS in EDLM Principal Licensure Programs
Department: Education

1) Redistribute 240 of the 500 required practicum hours within the program; currently, 200 hours are incorporated into just two courses, EDLM 9035 and EDLM 9045, and the Practicum carries 300 hours. The specific changes in practicum hours is reflected in the old/new program plan of study, attached. Also, we are removing the "Field Experience" hours listed for courses, as the practicum hours more accurately represent the field work students will be asked to complete. This change also more clearly reflects a closer alignment with the DESE Administrator Rubrics.

2) Replace EDLM 8050 Seminar: Research in Educational Leadership with a more valuable course for administrators, SPED 8180 - Positive Behavioral Supports for Students with Disabilities. The course replacement is reflected in the old/new program plan of study, attached.

3) Revise course titles for the EDLM Practicums to meet the new licensure levels now recognized by
DESE, effective July 1, 2019. Two course change proposals are also being submitted for these title changes, and these changes are reflected in the old/new program plan of study, attached.

CAGS and M.Ed. in Educational Leadership & Management, Principal Licensure Programs

Old Plan of Study			New Plan of Study		
Required Courses Course number: Title of Course	Pre-pract or Field Exp Hrs	Credits	Required Courses Course number: Title of Course	Pre-practicum Hours	Credits
EDLM 8012 – Law, Ethics & Policies for the Educator	5 FE	3	EDLM 8012 – Law, Ethics & Policies for the Educator	40 Pract	3
EDLM 8023 – Principles for Success for Effective Administrators	20 FE	3	EDLM 8023 – Principles for Success for Effective Administrators		3
EDLM 8026 – Data-Informed Decision Making for School Improvement & Student Learning	25 FE	3	EDLM 8026 – Data-Informed Decision Making for School Improvement & Student Learning	40 Pract	3
EDLM 8027 – Meaningful Family & Community Engagement & Partnerships	15 FE	3	EDLM 8027 – Meaningful Family & Community Engagement & Partnerships	40 Pract	3
EDLM 8028 – Public School Finance, Human Resources & Personnel Admin.	10 FE	3	EDLM 8028 – Public School Finance, Human Resources & Personnel Admin.	40 Pract	3
EDLM 8029 – Instructional & Curriculum Leadership and Evaluation	25 FE	3	EDLM 8029 – Instructional & Curriculum Leadership and Evaluation		3
EDLM 8035 – Sheltered English Immersion: Closing the Achievement Gap through Leadership SEI Endorsement Administrator Course for Leadership/Administrator Candidates	25 FE	3	EDLM 8035 – Sheltered English Immersion: Closing the Achievement Gap through Leadership SEI Endorsement Administrator Course for Leadership/Administrator Candidates		3
EDLM 8050 - Seminar: Research in Educational Leadership	0	3	SPED 8180 – Positive Behavior Supports for Student with Disabilities		3
EDLM 9005 - Dynamic Perspectives in Education	0	3	EDLM 9005 - Dynamic Perspectives in Education		3
EDLM 9035 - Collegial Supervision in an Era of Accountability	100 Prac Hrs	3	EDLM 9035 - Collegial Supervision in an Era of Accountability	40 Pract	3
EDLM 9045 - Dynamics of Planned Change	100 Prac Hrs	3	EDLM 9045 - Dynamics of Planned Change	40 Pract	3
ETEC 9200 - Project in Educational Technology	0	3	ETEC 9200 - Project in Educational Technology		3
EDLM 9300 - A Practicum in Educational Leadership and Management: School Principal Pre K-6 or EDLM 9310 - A Practicum in Educational Leadership and Management: School Principal 5-8 or EDLM 9320 - A Practicum in Educational Leadership and Management: School Principal 9-12	300 Prac Hrs	6	EDLM 9300 - A Practicum in Educational Leadership and Management: School Principal Pre K-8 or EDLM 9310 - A Practicum in Educational Leadership and Management: School Principal 5-12	260 Pract	6
TOTAL CREDITS FOR PROGRAM	500 Prac	42	TOTAL CREDITS FOR PROGRAM	500 Pract hrs	42

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-61 - MEd Middle School Education Initial Licensure English History Math Science
Department: Education

The program name is being changed to M.Ed. Education 5-12, Initial Licensure, English/History/Mathematics/Science.

Due to the changes from the Department of Elementary and Secondary Education (DESE) regarding licensure, the History and English Licenses have now been combined and now read grades 5-12.

Description of current catalog:
The Middle School Education, Initial Licensure program (English/History/Mathematics/Science) is designed for individuals who have completed an appropriate baccalaureate degree in (English/History/Mathematics/Science), or a closely related area, and wish to obtain an Initial Teaching License (Grades 5-8) in their content area. In addition, candidates who earn an Initial License in one of the Middle School Education content areas may apply for and obtain an Initial License in the content area by passing the appropriate Massachusetts Test for Educator Licensure
(MTEL). The program meets the Massachusetts department of Elementary and Secondary Education (ESE)
Professional Standards for Teachers (PSTs).

Catalog Descriptions will be changed for all programs.
The Education 5-12, Initial Licensure program (English/History/Mathematics/Science) is designed for individuals who have completed an appropriate baccalaureate degree in English/History/Mathematics/Science), or a closely related area, and wish to obtain an Initial
Teaching License (History and English Grades 5-12, Mathematics/Science Grades 5-8) in their content area. In addition, candidates who earn an Initial License in one of the Middle School Education content areas may apply for and obtain an Initial License in the content area by passing the appropriate Massachusetts Test for Educator Licensure (MTEL). The program meets the Massachusetts department of Elementary and Secondary Education (ESE) Professional Standards for Teachers (PSTs).

GRADUATE PROGRAM FOR INITIAL LICENSURE: MIDDLE SCHOOL EDUCATION (5-8)

ENGLISH/HISTORY/MATHEMATICS/SCIENCE   Name:_____

COURSE	PRE-PRACTICUM HOURS/ BLOCK	CREDITS SEMESTER
EDUC 7116 Becoming a Teacher (5-12)***	15 BLOCK A	3 FALL 1
EDUC 7122 Introduction to Strategies for Teaching Students in Middle and High Schools	15 BLOCK A	3 FALL 1
SPED 7125 Teaching Students with Disabilities (5-12)	10 BLOCK A	3 SPRING 1
EDUC 7124 Creating a Positive Learning Environment	15 BLOCK A	3 SPRING 1
EDUC 8040 Family, School , and Community Collaboration (5-12)	10 BLOCK B	3 SUMMER
EDUC 8029 Special Methods for Instruction in the Content Areas (5-12): English OR EDUC 8033 Special Methods for Instruction in the Content Areas (5-12): History OR EDUC 8032 Special Methods for Instruction in the Content Areas (5-12): Science OR EDUC 8031 Special Methods for Instruction in the Content Areas (5-8): Mathematics	20 BLOCK B	3 FALL 2
EDUC 8034 Formative and Summative Assessment for Differentiating Instruction	15 BLOCK B	3 FALL 2
READ 8132 Content Area Reading and Writing: Fostering Literacy in Middle and High School	0 BLOCK B	3 SPRING 2
EDUC 7096 Sheltered English Immersion (SEI)	25 BLOCK B	3 SPRING 2
EDUC 9300 Educational Research	0 BLOCK C	3 SUMMER
EDUC 9060 Practicum in Middle School	SUCEESSFUL PASSING OF STAGE 2 BLOCK C	3 FALL 3
EDUC 9020 Practicum Seminar(TAKEN IN CONJUNCTION WITH EDUC 9060)	0 BLOCK C	3 FALL 3
Total Credits Per Program		36

IMPORTANT NOTIFICATIONS:

1.   Candidates are to take "A Block" courses before "B Block" courses and take "B Block" courses before "C Block" courses.
2.   Block B & C courses HAVE THE PRE-REQUISITE OF MATRICULATION IN THE MS (5-8) INITIAL LICENSURE PROGRAM.
3.   28-month schedule time of completion – Each course of Seven (7) week modules with exception of EDUC 9300 EDUCATIONAL RESEARCH.
4.   Candidates must have evidence of passing scores on Communications and Literacy MTEL (#1) as well as have evidence of Passing Scores on content test for Middle School subject (English #07, History #06, Mathematics #09, or Science #10) for acceptance into the program.
5.   Transfer of GRADUATE LEVEL COURSES may only occur with clear and specific identification on introductory graduate work courses that address A Block Courses (EDUC 7116/EDUC 7122/ EDUC 7124/ SPED 7125).

GRADUATE PROGRAM FOR INITIAL LICENSURE: MIDDLE SCHOOL EDUCATION (5-8)

ENGLISH/HISTORY/MATHEMATICS/SCIENCE   Name:_____

COURSE	PRE-PRACTICUM HOURS/ BLOCK	CREDITS SEMESTER
EDUC 7116 Becoming a Teacher (5-12)***	15 BLOCK A	3 FALL 1
EDUC 7122 Introduction to Strategies for Teaching Students in Middle and High Schools	15 BLOCK A	3 FALL 1
SPED 7125 Teaching Students with Disabilities (5-12)	10 BLOCK A	3 SPRING 1
EDUC 7124 Creating a Positive Learning Environment	15 BLOCK A	3 SPRING 1
EDUC 8040 Family, School , and Community Collaboration (5-12)	10 BLOCK B	3 SUMMER
EDUC 8029 Special Methods for Instruction in the Content Areas (5-12): English OR EDUC 8033 Special Methods for Instruction in the Content Areas (5-12): History OR EDUC 8032 Special Methods for Instruction in the Content Areas (5-8): Science OR EDUC 8031 Special Methods for Instruction in the Content Areas (5-8): Mathematics	20 BLOCK B	3 FALL 2
EDUC 8034 Formative and Summative Assessment for Differentiating Instruction	15 BLOCK B	3 FALL 2
READ 8132 Content Area Reading and Writing: Fostering Literacy in Middle and High School	0 BLOCK B	3 SPRING 2
EDUC 7096 Sheltered English Immersion (SEI)	25 BLOCK B	3 SPRING 2
EDUC 9300 Educational Research – FULL SEMESTER	0 BLOCK C	3 SUMMER
EDUC 9060 Practicum in EDUCATION 5-12 or EDUC 9XXX Practicum IN EDUCATION 5-8	SUCEESSFUL PASSING OF STAGE 2 BLOCK C	3 FALL 3
EDUC 9020 Practicum Seminar EDUCATION 5-12 (TAKEN IN CONJUNCTION WITH EDUC 9060)	0 BLOCK C	3 FALL 3
Total Credits Per Program		36

IMPORTANT NOTIFICATIONS:

1. Candidates are to take "A Block" courses before "B Block" courses and take "B Block" courses before "C Block" courses.
2. Block B & C courses HAVE THE PRE-REQUISITE OF MATRICULATION IN THE MS (5-8) INITIAL LICENSURE PROGRAM.
3. 28-month schedule time of completion – Each course of Seven (7) week modules with exception of EDUC 9300 EDUCATIONAL RESEARCH.
4. Candidates must have evidence of passing scores on Communications and Literacy MTEL (#1) as well as have evidence of Passing Scores on content test for Middle School subject (English #07, History #06, Mathematics #09, or Science #10) for acceptance into the program.
5. Transfer of GRADUATE LEVEL COURSES may only occur with clear and specific identification on introductory graduate work courses that address A Block Courses (EDUC 7116/EDUC 7122/ EDUC 7124/ SPED 7125).

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-67 - MEd in Elementary Education 1-6 Initial Licensure
Department: Education

Revise program as shown below:

Old Plan of Study			New Plan of Study		
Required Courses Course number: Title of Course	Pre-practicum Hours	Credits	Required Courses Course number: Title of Course	Pre-practicum Hours	Credits
EDUC 7003 *Educational Issues in Child Development*	10	3	EDUC 7003 *Educational Issues in Child Development*	10	3
EDUC 7023 *Education Foundations: Theory and Practice*	15	3	EDUC 7023 *Education Foundations: Theory and Practice*	15	3
SPED 7650 *Inclusion of Students with Disabilities in the Regular Classroom*		3	SPED 7024 *Understanding Disabilities & Diversity*		3
			EDUC 7XXX *Reading: Curriculum, Assessment, Planning, and Teaching*	20	3
EDUC 7015 *Language Arts and Literacy in Elementary Education*	25	3	EDUC 7XXX *Language Arts: Curriculum, Assessment, Planning, and Teaching*	20	3
EDUC 7025 *Teaching Science in Elementary and Middle School*	20	3	EDUC 7XXX *Science and Social Studies: Curriculum, Assessment, Planning, and Teaching**	20	3
EDUC 7040 *Advanced Concepts and Methods of Elementary and Middle School Math*	20	3	EDUC 7XXX *Mathematics: Curriculum, Assessment, Planning, and Teaching*	20	3
EDUC 7096 *Sheltered English Immersion (SEI)*	25	3	EDUC 7096 *Sheltered English Immersion (SEI)*	25	3
EDUC 7600 *Strategies for Creating an Effective Learning Environment* OR CRAR 8140 *Creative Teaching*		3	SPED 8008 *Emotional, Behavioral, and Autism Spectrum Disorders*	5	3
EDUC 8360 *Advanced Social Studies in Education*	20	3	*Included above		
			SPED 9200 *Consultation and Collaboration Strategies*		3
EDUC 9300 *Educational Research*		3	EDUC 9300 *Educational Research*		3
EDUC 9510 *Capstone: Implementation of Best Practices*		3	SPED 9004 *Research Application and Seminar*		3
EDUC 9600 *Practicum I/Elementary Education*		3	EDUC 9600 *Practicum in Elementary Education***	300	3
EDUC 9650 *Practicum II/Elementary Education*		3	**Included above		
TOTAL CREDITS FOR PROGRAM		39	TOTAL CREDITS FOR PROGRAM		39

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-72 - MEd in Early Childhood Education PreK-2 Initial licensure
Department: Education

Revise program as shown below

M.Ed. of Early Childhood Education, PK-2 Initial Licensure

Old Plan of Study			New Plan of Study		
Required Courses Course number: Title of Course	**Pre-practicum Hours**	**Credits** **39**	**Required Courses** Course number: Title of Course	**Pre-practicum Hours**	**Credits** **42**
EDUC 7023 Foundations of Education	15 hrs. Field Experience	3	EDUC 7023 Foundations of Education	15 hrs. Field Experience	3
SPED 7650 Inclusion of Students with Disabilities in Regular Education	0	3	SPED 7024 Diversity and Disability	0	3
EDUC 7003 Educational Issues in Child Development	10 hours Field Experience	3	EDUC 7003 Educational Issues in Child Development	10hrs. Field Experience	3
EDUC 7120 Advanced Methods of Integrating Science, Math and Social Studies in Early Childhood Settings I	35 Hours	3	EDUC 7XXX Science and Social Studies: Curriculum, Assessment, Planning, and Teaching	20 hrs. Field Experience	3
EDUC 7123 Advanced Methods of Integrating Science, Math and Social Studies in Early Childhood Settings II	35 hours Field Experience	3	EDUC 7XXX Mathematics: Curriculum, Planning, Assessment, and Teaching	20 Hours of Field Experience	3
EDUC 7222 Language and Literacy in Early Childhood Settings	25 hrs. Field Experience	3	EDUC 7XXX Reading: Curriculum, Assessment Planning, and Teaching	20 hours Field Experience	3
EDUC 8250 Family Involvement in Early Childhood Education	20 hrs. Field Experience	3	EDUC 7XXX Language Arts: Curriculum, Planning, Assessment, and Teaching		3
EDUC 7096 Sheltered English Immersion	25 hrs.	3	EDUC 7096 Sheltered English Immersion	25 hrs.	3
EDUC 7600 Strategies for creating effective learning **OR**	0	3	EDUC 8500 Developmental Assessment in Early Childhood	0	3

CRAR 8140 Creative Teaching	0	3	SPED 8008 Emotional, Behavioral, and Autism Spectrum	5 hrs.	3
EDUC 9300 Research in Education	0	3	SPED 9200 Collaboration and Consultation	20 hours	3
EDUC 9510 Capstone: Implementation of Best Practices	0	3	EDUC 9300 Research in Education		3
			SPED 9004 Research Application and Seminar	0	3
EDUC 9400 Practicum I Early Childhood Education	150 hrs.	3	EDUC 9400 Practicum I Early Childhood Education	300 hours	3
EDUC 9450 Practicum II Early Childhood Education	150 hrs.	3			

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-73 – Change Name from Behavior Analyst Certificate to Applied Behavior Analysis Certificate Program
Department: Education

Name change - new name to be Applied Behavior Analysis Certificate Program

Proposal approved by President Lapidus on June 11, 2019

GCE 18-19-74 - MEd Middle School Education, Non- Licensure English History Mathematics Science
Department: Education

The program name is being changed to M.Ed. Education 5-12, Non-Licensure, English/History/Mathematics/Science.

Due to the changes from the Department of Elementary and Secondary Education (DESE) regarding licensure, the History and English Licenses have now been combined and now read grades 5-12.

Mathematics and Science will remain 5-8 as far as licensure.

Proposal approved by President Lapidus on August 28, 2019

Policy Changes
n/a