

Graduate Council Action Summary

2021/2022



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Graduate Council Members

Laura Baker Economics, History and Political Science	Faculty Representative
Soumitra Basu Engineering Technology	Faculty Representative
Denise Bertrand School of Graduate, Online and Continuing Education	Recorder
Becky Copper Glenz Dean, School of Graduate, Online and Continuing Education	Administrator Representative
Petri Flint Humanities	Faculty Representative
Michael Hoberman English Studies	Faculty Representative
Megan Krell Behavioral Sciences	Faculty Representative
Viera Lorencova Communications Media	Faculty Representative (Spring 2021)
Amy McGlothlin Humanities	Faculty Representative
Nancy Murray Dean, School of Education	Administrator Representative
Renee Scapparone Business Administration	Faculty Representative
Robert Shapiro Education	Faculty Representative
Deborah Stone Nursing	Faculty Representative
J. J. Sylvia Communications Media	Faculty Representative (Fall 2020)
Barbara Cormier Registrar	Administrator Representative

New Courses

GCE 21-22-15 – Managing Business Analytics

Department: Business Administration

Course Description:

To stay competitive businesses need to engage in business analytics. This course offers students an overview of employing analytics in business and provides a roadmap for defining and running business analytics projects. This course provides a mixture of lectures, readings, group discussions, and business case analysis. It is not expected that students will have previous data science or analytics knowledge.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-16 – Business Analytics: Quality, Ethics & Law

Department: Business Education

Course Description:

This course centers on the significance of qualitative analysis, ethics and business law analytics. Topics include social networking, the ethics of social media research, and qualitative research methodology for online communities. The class also engages topics such as: uses and misuses of artificial intelligence, how personal data is recorded, analyzed, used and sold; the ethics of big data analytics, networks of control, profiling, discrimination, structural violence, human rights, international affairs, cyberattacks, terrorism, domestic and international politics, economy, forced consent, EU legislation, and other relevant topics.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-11-17 – Applied Data Analytics For Business Decision Making

Department: Business Administration

Course Description:

To develop practical skills using Tableau, one of the most widely used data visualization software tools on the market. This course is designed to provide students with an introduction to data literacy and qualitative skills using Tableau. It covers data fundamentals, statistical thinking, and communication with data by creating and interpreting data visualizations to make business decisions. This course provides a mixture of lectures, tutorial reviews, group discussions, visual assignments using business cases, and an end-of-course exam. It is not expected that students will have previous knowledge of Tableau, data science or analytics techniques.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-20 – Investment Management

Department: Business Administration

Course Description:

Essentials of Investment continues to evolve along with the changes in the financial markets yet remains organized around one basic theme that security markets are nearly efficient, meaning that you should expect to find few obvious bargains in these markets. This course places great emphasis on asset allocation while presenting the practical applications of investment theory. It also focuses on investment analysis, which allows us to present the practical applications of investment theory and convey practical value insights.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-21 – Entrepreneurial Finance

Department: Business Administration

Course Description:

This course will familiarize you with topics in entrepreneurial finance. It focuses on applying financial theory and principles to small firms. There is a special emphasis on the specific issues that confront small businesses through their life cycle of development, start-up, expansion, maturity and harvesting. The course will introduce the main financial issues affecting start-up companies, venture capital markets, private equity and debt financing, valuing small companies; harvesting methods. The course will be divided into two parts. Part one of Entrepreneurial Finance covers what might be called “small business survival skills”, including assessing financial performance., financial planning, identifying external financing needs and business valuation. Part two of the course will address the issues and challenges associated with Financing for Entrepreneurial Enterprises.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-22 – International Financial Management

Department: Business Administration

Course Description:

Students taking this required course should expect to learn the nature and purposes of financial management in the international context. They will gain skills in international investment and financing techniques and in exchange risk management, including accounting and taxation aspects. They will also learn, how to judge the riskiness of a currency from a firm’s perspective, and how to measure and manage the company’s exposure to exchange rate and international interest rate risk. They will discover how companies use banks, markets such as the Eurobond and currency option markets, and techniques such as currency swaps and hybrid bond structures. In the end, the goal is to apply practical approaches to the international firm’s investment, financing and risk management decisions.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-27 – Internet of Things and Smart Cities

Department: Computer Science

Course Description:

CSC 8xxx is a special topics course dedicated to the study of the Internet of Things (IoT) and smart cities. IoT is currently a widely discussed technology worldwide where embedded devices interact with remote objects or persons through connectivity, such as Wi-Fi, Bluetooth, NFC, or other technologies. Industry, academia, and government are involved in different aspects of the research and application of IoT. IoT is expected to transform many areas of our lives, including healthcare, manufacturing, infrastructure management in urban and rural areas, transportation, robotics, and agriculture. The new IoT applications enable smart city initiatives worldwide that can combat the strain of city growth, from traffic control to environmental issues. This course will introduce students to a wide range of topics in the broad areas of IoT, including foundations, architectures, components, applications, and challenges. IoT network engineering concepts and some key industries that IoT is revolutionizing will be examined, and real-world examples and cases, such as smart cities, smart homes, and smart cars, will be discussed.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-32 – SPED 8035 Interventions for Students with Autism Spectrum Disorders (non-endorsement)

Department: Education

Course Description:

This course will connect the content learned in the first three courses; Foundations and Characteristics of Autism, Assessment, and Positive Behavior supports while re-examining the history and range of theories associated with ASD, the medical neurodevelopment and biological etiology, diagnostic criteria and the federal and special education laws. Candidates will examine the range of intervention

techniques, strategies, and methodology to increase access to curriculum while identifying interfering behaviors in order to create a positive learning environment. Candidates will apply information on research-based interventions for a specific student in order to identify and select educational practices to meet a specific student's unique needs and plan for appropriate adaptations to support their communication (including the use of augmentative and alternative communication and assistive technology), sensory, social, and academic needs while monitoring student progress across settings. Candidates will create components of an Individualized Education Program (IEP) that are pertinent to instructional models associated with ASD. Field Experience hours may be required in order to complete course assignments. NOTE: This course cannot be used toward Massachusetts DESE Autism Endorsement. Prerequisite(s): SPED 8030 or 8040, and SPED 8031 or 8041; may be taken concurrently with SPED 8180 or 8020

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-33 – SPED 8030 Foundations and Characteristics of Autism (non-endorsement)

Department: Education

Course Description:

This course will explore the foundations and characteristics associated with autism spectrum disorders (ASD) by introducing the history and range of theories associated with ASD through a historical context. Candidates will first examine various emotional and behavioral disorders in order to explore how autism is distinguished from other conditions, such as mental health issues. Candidates will examine the medical neurodevelopment and biological etiology, diagnostic criteria and the federal and special education laws while connecting these laws to components of an Individualized Education Program (IEP) that are pertinent to ASD. Candidates will also gain an understanding of the importance of using self-advocate (first-person) accounts and research to understand the nature and scope of behavior associated with ASD. Instructional interventions for multiple settings including, but not limited to, supportive technology and other evidence-based approaches to assist students with educational practices, communication and behavior interventions will be addressed. The appropriate use of augmentative and alternative communication as well as various technological supports will be explored and included in the planning of all instructional programs. Field Experience hours may be required in order to complete course assignments. NOTE: This course cannot be used toward Massachusetts DESE Autism Endorsement.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-34 – SPED 8044 Advanced Topics in Teaching Mathematics to Students with Disabilities

Department: Education

Course Description:

This course will focus on advanced topics in teaching mathematics to students with moderate to severe disabilities. Teachers will analyze strategies and solutions for reaching struggling learners while developing and implanting strategies for their own students. Teachers will develop a unit based on student(s) in their caseload. This unit will be comprised of many lessons and will be based off of the Massachusetts Mathematics State Standards. Teachers who have students with severe disabilities will develop plans to help their students on the MCAS alternate assessment. Not all students are at grade level, and it is the responsibility of the teacher to differentiate their lesson to meet the needs of their students. Therefore, this course will help teachers identify the level of their students in mathematics and build up basic math skills.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-35 – Temporary Structures

Department: Engineering Technology

Course Description:

This course focuses on a study of structural design and analysis concepts of temporary structures used in the construction process. It includes formwork design, scaffolding, support excavation systems, equipment for hoisting materials, personnel, and erecting structures, and other material handling equipment and staging.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-36 – Construction Law & Contracts

Department: Engineering Technology

Course Description:

This course introduces students to issues regarding administering construction contracts. It focuses on understanding of the purpose of contract documents, legal hierarchy of the documents, the interrelationships among the documents, liabilities accepted with each document, and typical challenges related to communications among the parties involved, established chain of commands, warranties, and progress/final payments.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-37 – Modular Construction

Department: Engineering Technology

Course Description:

This course provides knowledge of modular construction including, advantages, disadvantages, impediments, industry status, business case process, execution plan, critical success factors, and standardization strategy of modularization.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-38 – Risk Management

Department: Engineering Technology

Course Description:

This course is designed especially for graduate level students with focus on identifying and managing risks at the project level. The project could be a major architectural, engineering, construction (AEC) project, a civil-infrastructure project, or a new/innovative technological based project.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-39 – Construction Engineering Management

Department: Engineering Technology

Course Description:

This course includes technical project management applications for pre-project planning, design, pre-construction services, value engineering, construction, startup/commissioning and decommissioning of capital facilities.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-40 – Construction Safety

Department: Engineering Technology

Course Description:

This course includes technical project management applications for pre-project planning, design, pre-construction services, value engineering, construction, startup/commissioning and decommissioning of capital facilities.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-41 – Special Projects in Construction Management

Department: Engineering Technology

Course Description:

M.S. Special Project in Construction Management will be developed under the supervision of a program chair and a faculty advisor. This is required for the Master of Science degree in Construction Management with special project option.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-42 – Construction Management Thesis

Department: Engineering Technology

Course Description:

Construction Management Thesis will be developed under the supervision of a thesis chair and a thesis committee of at least two additional faculty. This is required for the Master of Science degree in Construction Management with Thesis option.

Proposal approved by President Lapidus on June 24, 2022

GCE 21-22-43 – Building Information Modeling Applications in CM

Department: Engineering Technology

Course Description:

This course focuses on the skills and information needed to effectively use an existing Building Information Model (BIM) for construction engineering and management practices. This is a project-based course where students gain knowledge on the implementation of BIM concepts throughout the lifecycle of a building, from planning and design, to construction and operations.

Proposal approved by President Lapidus on June 24, 2022

GCE 21-22-44 – Research Methodology for CM

Department: Engineering Technology

Course Description:

This course includes research methods and current research topics in construction management areas. It covers resources of research results, analysis of existing research, and development of preliminary proposal.

Proposal approved by President Lapidus on June 24, 2022

GCE 21-22-45 – Improvement in Productivity in Construction

Department: Engineering Technology

Course Description:

This course includes a comprehensive systems approach to construction productivity management; labor productivity; improved methods in construction; various techniques of work sampling and productivity measurement; and current innovations in the construction industry for increasing efficiency.

Proposal approved by President Lapidus on June 24, 2022

GCE 21-22-46 – Construction Scheduling & Resource Optimization

Department: Engineering Technology

Course Description:

This course provides the in-depth knowledge and skills in project scheduling and resource optimization. It covers short-interval scheduling, Gantt charts, linear, matrix scheduling formats, and network techniques including CPM and PERT concepts and calculations. Students will learn computer-based scheduling and resource optimization skills.

Proposal approved by President Lapidus on June 24, 2022

GCE 21-22-47 – Construction Cost Analysis & Estimating

Department: Engineering Technology

Course Description:

This course provides the in-depth knowledge of principles and procedures used in estimating construction projects and cost analysis. It covers application of quantity determination, estimate pricing, specifications, subcontractor and supplier solicitation, risk assessment and risk analysis, and final bidding preparation. Students will learn computer-based estimating skills through a semester project.

Proposal approved by President Lapidus on June 24, 2022

GCE 21-22-49 – SPED 8031 Assessment of Students with Autism Spectrum Disorders (non-endorsement)

Department: Education

Course Description:

A variety of assessment tools for diagnosing Autism Spectrum Disorders (ASD) are explored and implemented to gain a more thorough understanding of an Autism Spectrum diagnosis. In addition, several curriculum-based assessment tools used for evaluating existing skill sets in a variety of areas, including academics, vocational skills, social skills, executive functioning skills and activities of daily living are explored and implemented with a focus on using this information as a component of determining appropriate learning objectives. Candidates will gain an understanding of the impact of cultural and linguistic diversity on the evaluation of students with autism, as well as the purpose of assessment in the classroom and the importance of assessing individual students' strengths, skills, and learning styles. Field Experience hours may be required in order to complete course assignments.

Proposal approved by President Lapidus on June 24, 2022

Course Changes

GCE 21-22-01 – CSC 7131 - Advanced Programming

Department: Computer Science

Course Description:

This course covers the most essential concepts of modern Computer Programming with Python, Java and C programming languages. It starts with core computer science topics typically found in an undergraduate computer science curriculum, but at a graduate-level pace. Python programming language will be used as a tool for implementing advanced programming techniques and algorithms. Object Oriented Paradigm will be presented with Java. Finally, dynamic memory management, pointers and dynamic structures will be explored in C. This course provides a solid background for further graduate level software classes.

All the students who are accepted in the MS Computer Science program are required to take the placement test for Java and C programming languages. Based on the newly proposed rule, student who want to sign up for this course CSC 7131 Advanced Programming must either have the placement test score of 35 or higher or CSC 1500 with a grade of 1.0 or higher.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-02 – READ 8065 – Developing Motivation in All Readers

Department: Education

Course Description:

The course is currently being offered as an elective in the reading specialist program. This change would expand its offering to include special education majors. The content of the course will not change.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-03 – READ/SPED 9012 – The Reading Specialist: Leadership Roles

Department: Education

Course Description:

READ/SPED 9012 The Reading Specialist: Leadership Roles and SPED 9200 Consultation and Collaboration are currently course equivalents. The content has not substantially changed in either of the courses (less than 50%) but the nature of the course assignments have changed due to licensure requirements. The courses should no longer be designated as course equivalents.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-04 – READ 8065 – Developing Motivation in all Readers

Department: Education

Course Revision Details:

This course is currently be offer as an elective in the reading specialist program. This change would expand its offerings to include education majors. The content of the course will not change.

Proposal approved by President Lapidus on June 23, 2022.

GCE 21-22-08 – HIST 7850 – Advanced Special Methods in Teaching History

Department: History

Course Title Change:

“Advanced Special Methods in Teaching History” to “Teaching Historical Literacy”

Pre-Requisites and Field Work: Remove all Pre-Requisites and pre-practicum requirement.

Course Description:

Current description reads as follows: “This course introduces candidates to current theories, methods, and standards of history education, with the emphasis on their practical application to social studies curricula. Course includes a 25-hour pre-practicum requirement. Pre-requisite(s): HIST 2860 or SEED 2012 and SPED 3800 or SEED 7016”.

Change description to read as follows: “This course focuses on history pedagogy at the middle and secondary level, with an emphasis on teaching disciplinary literacy and integrating History/Social Studies and English Language Arts instruction to enhance reading, writing, speaking, and listening skills”.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-10 – CJ 9840 – Theory & Practice: Capstone Project

Department: Behavioral Sciences

Current Description:

CJ 9840 – Theory & Practice: Capstone Project
6-12 credits

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 medial project. A written abstract is required and includes an articulate 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.

Proposed Description:

CJ 9840 – Theory & Practice: Capstone Project
6 credits

The Capstone Project is a significant undertaking relevant to criminology, criminal justice, and/or related fields that reflects originality and independent thinking. The project must be a systematically organized effort with appropriate form and methodology. Projects may vary considerably, including but not limited to a substantial written project, such as a thesis, monograph, literature review, report for a public or non-profit organization, or policy paper; a publishable paper based on an original empirical study of secondary data analysis; a project or program involving community service or other benefits to the community, or would otherwise facilitate community, social, and/or criminal justice; or a media project. For projects that are not limited to a written abstract or synopsis is required that articulates the rationale of the project, sets forth its empirical and theoretical underpinnings, explains its significance identifies its objectives, describes its execution, and sets forth conclusions and recommendations. The student works under the supervision of a faculty member and if appropriate, in cooperation with an approved criminal justice or related field site. The project must be approved by the Criminal Justice Graduate Committee.

Pre-Requisite: At least 21 CJ graduate credits.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-28 – CJ 7300 – Professional Responsibility and Community Relations for Law Enforcement

Department: Behavioral Sciences

Course Description:

We would like to prohibit students from receiving credit for both of the two Ethics courses we offer, and to change the catalogue description of CJ 7300 by adding, “Note: Credit may not be given for both CJ 7300, Professional Responsibility and Community Relations for Law Enforcement; and CJ 8580, Ethical Issues in Criminal Justice,” to the end of the description.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-29 – CJ 8580 – Ethical Issues in Criminal Justice

Department: Behavioral Sciences

Course Description:

We would like to prohibit students from receiving credit for both of the two Ethics courses we offer, and to change the catalogue description of CJ 8580 by adding, “Note: Credit may not be given for both CJ 7300, Professional Responsibility and Community Relations for Law Enforcement; and CJ 8580, Ethical Issues in Criminal Justice,” to the end of the description.

Proposal approved by President Lapidus on June 23, 2022

Course Removals

GCE 21-22-05 – READ 9100 – Research in Reading Education

Department: Education

Course Removal:

READ 9100 – Research in Reading Education

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-06 – READ/SPED Specialized Reading Approaches

Department: Education

Course Revision Details:

This course is currently considered an equivalent to SPED 9130 Advanced Identification and Remediation of Reading/Language Based Learning Disabilities. The content has not substantially changed in either of the courses (less than 50%) but the nature of the course assignments has changed due to licensure requirements. The courses should no longer be designated as course equivalents.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-09 – CJ 9860 – Option III - Thesis

Department: Behavioral Sciences

Course Removal:

CJ 9860 – Option III - Thesis

Proposal approved by President Lapidus on June 23, 2022

New Programs

GCE 21-22-18 – Business Analytics Management

Department: Education

Description of Program:

Certificate Overview: The Graduate Certificate in Business Analytics Management is made up of the three-course Business Analytics Management Concentration in the Fitchburg State University MBA Program. Students enrolled in this program will gain an understanding of a number of advanced concepts in business analytics management. Students who successfully complete the graduate

certificate in Business Analytics Management and then become admitted to the MBA program at the University may apply the credits from the certificate program to the Business Analytics Management Concentration in the MBA at Fitchburg State, and with just 7 additional courses, satisfy the requirement for the MBA. The certificate cannot be taken concurrently with the MBA program. The Graduate Certificate in Business Analytics Management is available online only.

Business Analytics Management Concentration Courses (9 hours):
MGMT 9XXX – Applied Data Analytics for Business Decision Making
MGMT 9XXX – Business Analytics Quality, Ethics and Law
MGMT 9XXX – Managing Business Analytics

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-19 – Business Analytics Management

Department: Business Administration

Business Administration Department
Masters of Business Administration
Business Administration, Business Analytics Management Concentration, Online/Accelerated M.B.A.

UPDATED: Program Description: The Online/Accelerated MBA program is comprised of a common core of advanced courses in business, and a concentration in one of the eight areas: Management, Accounting, Business Analytics, Finance, Healthcare, Human Resources, Marketing, and Supply Chain Management, for a total of 30 credits. Students must be admitted and confirm their intent to enroll in order to register for these 7-week courses. There are six terms each year, two in the fall, two in the spring, and two during the summer. Deadlines apply, but the six start dates allow for students to enter the program at multiple points during the year.

Advanced Core Requirements MBA (18 credits):
MGMT 9040 – Organizational Behavior and Development
MGMT 9060 – Management Information Systems
MGMT 9160 – Marketing Management
MGMT 9170 – Corporate Finance
MGMT 9180 – Accounting Practices for Managers
MGMT 9500 – Strategic Management

Business Analytics Management Concentration Courses (9 hours):
MGMT 9XXX – Applied Data Analytics for Business Decision Making
MGMT 9XXX – Business Analytics Quality, Ethics and Law
MGMT 9XXX – Managing Business Analytics

Elective Course (3 credits):
Elective Course Options: MGMT 9XXX Course from other online MBA Concentrations (outside the core)

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-23 - Finance

Department: Business Administration

Description of Program:
Business Administration Department
Graduate Level Certificate
Business Administration, Graduate Certificate in Finance

Certificate Overview: The Graduate Certificate in Finance is made of the three-course Finance Concentration in the Fitchburg State University MBA program. Students enrolled in this program will gain an understanding of a number of advanced concepts in finance. Students who successfully complete the graduate certificate in finance and then become to the MBA program at the University may apply the credits from the certificate program to the Finance Concentration in the MBA at Fitchburg State, and with just seven additional courses, satisfy the requirements for the MBA. The certificate cannot be taken concurrently with the MBA program. The Graduate Certificate in Finance is available online only.

Finance Required Courses (9 hours):

MGMT 9XXX – Entrepreneurial Finance

MGMT 9XXX – Investment Management

MGMT 9XXX – International Financial Management

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-24 - Finance

Department: Business Administration

Description of Program:

Business Administration Department

Master of Business Administration

Business Administration, Business Analytics Management Concentration, Online/Accelerated M.B.A.

UPDATED: Program Description: The Online/Accelerated MBA program is comprised of a common core of advanced courses in business, and a concentration in one of the eight areas: Management, Accounting, Business Analytics, Finance, Healthcare, Human Resources, Marketing, and Supply Chain Management, for a total of 30 credits. Students must be admitted and confirm their intent to enroll in order to register for these 7-week courses. There are six terms each year, two in the fall, two in the spring, and two during the summer. Deadlines apply, but the six start dates allow for students to enter the program at multiple points during the year.

Advanced Core Requirements MBA (18 credits):

MGMT 9040 – Organizational Behavior and Development

MGMT 9060 – Management Information Systems

MGMT 9160 – Marketing Management

MGMT 9170 – Corporate Finance

MGMT 9180 – Accounting Practices for Managers

MGMT 9500 – Strategic Management

Business Analytics Management Concentration Courses (9 hours):

MGMT 9XXX – Applied Data Analytics for Business Decision Making

MGMT 9XXX – Business Analytics Quality, Ethics and Law

MGMT 9XXX – Managing Business Analytics

Elective Course (3 credits):

Elective Course Options: MGMT 9XXX Course from other online MBA Concentrations (outside the core)

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-30 – Vocational Technical Teacher Approval Certificate Program (Graduate)

Department: Engineering Technology

Course Description:

Candidates holding a Bachelor degree or higher degree who are seeking credentials as an approved vocational technical instructor must successfully complete 18 college credits in vocational education. This program provides the candidate with the curriculum, organization, and delivery skills along with the methodical and pedagogical competencies needed to become an effective vocational technical instructor or pursue a master degree program. Up to four of these courses are eligible for transfer as electives in the M.ED. in Occupational Education program.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-48 – M.S. in Construction Management Program

Department: Engineering Technology

Description of Program:

Engineering Technology Department

M.S. in Construction Management Program (Online Modality) Program

The online M.S.C.M. program is comprised of advanced courses in construction management with two plan options: plan 1 (Thesis Option) and plan 2 (Special Project Option); for a total of 30 credits. Students must be admitted and confirm their intent to enroll in order to register for these 15-week courses. If students are able to pass courses as per suggested plan of study, they will be able to graduate within three semesters.

Advanced Curriculum Requirements for M.S. in Construction Management

Plan 1: Thesis Option (30 credits) Core Curriculum: 6 courses (21 credits)

CMGT 7XXX: Construction Cost Analysis & Estimating (3 credits)

CMGT 7XXX: Construction Scheduling & Resource Optimization (3 credits)

CMGT 8XXX: Improvement in Construction Productivity (3 credits)

CMGT 8XXX: BIM Applications in CM (3 credits)

CMGT 8XXX: Research Methodology for CM (3 credits)

CMGT 9XXX: Construction Management Thesis (6 credits)

Suggested Elective Courses: 3 courses (9 Credits)

Plan 2: Special Project Option (30 credits) Core Curriculum: 6 courses (18 credits)

CMGT 7XXX: Construction Cost Analysis & Estimating (3 credits)

CMGT 7XXX: Construction Scheduling & Resource Optimization (3 credits)

CMGT 8XXX: Improvement in Construction Productivity (3 credits)

CMGT 8XXX: BIM Applications in CM (3 credits)

CMGT 8XXX: Research Methodology for CM (3 credits)

CMGT 9XXX: Special Project in CM (3 credits)

Suggested Elective Courses: 4 courses (12 credits) Elective course will be suggested by program chair as per students' interests.

Proposal approved by President Lapidus on June 24, 2022

Program Changes

GCE 21-22-07 – Program Change

Department: Computer Science

Program Change:

In the current program, students are required to take 6 required core courses and 5 graduate electives with the total of 33 credit hours to graduate. Students are allowed to take up to 3 credit hours of internship to count towards the program of study.

The following are the changes to the existing program:

1. Students are allowed to take up to 3 additional credit hours of internship upon the approval of the department graduate advisor after they complete 3 credit hours of internship.
2. If the additional 3 credit hours of internship is approved, students should take a total of 33 plus credits approved for the additional internship. The total credits should not exceed 36 credits.

The change should also apply to the MS computer science program with Data Science Concentration.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-11 – Police Certification and Professional Studies

Department: Behavioral Sciences

Program Change:

We are redefining our course requirements for both of our concentrations: Police Certification and Professional Studies. We need to do this because we are expanding our course offerings, and students will now have choices where previously they did not. The specific changes are reflected in our proposed new plans of student for both concentrations as set forth in the table prepared according to the Graduate Council’s program revision template.

Police Certification Concentration, Criminal Justice Graduate Program

Old Plan of Study (CJ has no practicum)	Credits	New Plan of Study	Credits
CJ 7250 – Applied Concepts in Policing	3		
CJ 7300 – Professional Responsibility & Community Relations for Law Enforcement	3	CJ 8580 – Ethical Issues in Criminal Justice	3
CJ 7320 – Crime Causation	3	CJ 7320 – Crime Causation	3
CJ 7350 – Advanced Police Patrol Operations	3		
CJ 7370 – Massachusetts Criminal Law & Procedure	3		
CJ 8010 – Leadership & Management	3		
CJ 8100 – Program Evaluation	3	CJ 8100 – Program Evaluation	3
CJ 8150 – Advanced Policy Seminar	3		
		CJ 9680 – Cultural Diversity & Communication	3
CJ 8200 – Recruit Officer Course (Capstone)	12	CJ 8200 – Recruit Officer Course (Capstone)	12
		Electives	12

		Any Fitchburg State CJ grad course may be taken for CJ elective credit, as well as other graduate courses with the approval of the CJ Graduate Committee	
TOTAL CREDITS FOR PROGRAM	36	TOTAL CREDITS FOR PROGRAM	36

Professional Studies Concentration, Criminal Justice Graduate Program

Old Plan of Study (CJ has no practicum)	Credits	New Plan of Study	Credits
		CJ 7240 – Criminal Justice Process OR Undergraduate Criminal Justice Major	3 or 0
CJ 7250 – Applied Concepts in Policing	3		
CJ 7300 – Professional Responsibility & Community Relations for Law Enforcement	3	CJ 8580 – Ethical Issues in Criminal Justice	3
CJ 7320 – Crime Causation	3	CJ 7320 – Crime Causation	3
CJ 7350 – Advanced Police Patrol Operations	3		
CJ 7370 – Massachusetts Criminal Law & Procedure	3		
CJ 8010 – Leadership & Management	3		
CJ 8100 – Program Evaluation	3	CJ 8100 – Program Evaluation	3
CJ 8150 – Advanced Policy Seminar	3		
		CJ 9680 – Cultural Diversity & Communication	3
CJ 8200 – Recruit Officer Course (Capstone)	12		
		Electives Any Fitchburg State CJ grad course may be taken for CJ elective credit, as well as other graduate courses with the approval of the CJ Graduate Committee	21 or 24
TOTAL CREDITS FOR PROGRAM	36	TOTAL CREDITS FOR PROGRAM	36

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-12 – “On Hold” Courses

Department: Behavioral Sciences

Program Change:

The proposal is intended to identify the set of CJ graduate courses that currently appear in the catalog but are listed as “on hold” that are to be revived and maintained as components of the current CJ graduate program. We would like these changes implemented immediately in time for the Spring 2022 semester.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-26 – MS Computer Science

Department: Computer Science

Program Change:

Our MS Computer Science program contains 6 required courses and 5 electives. In the DegreeWorks, only the listed graduate courses will be counted as electives. We would like to remove the listed courses and include all CSC 7000+ courses as electives for the program.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-31 – M.Ed. in Early Childhood Education

Department: Education

Course Description:

The M.Ed. in Early Childhood currently requires students to complete 42 credits. This proposal would seek to remove EDUC 8500 from the program bringing the number of required credits to 39.

Proposal approved by President Lapidus on June 23, 2022

Policy Changes

GCE 21-22-13 – Withdrawal from the University

Department: Graduate, Online and Continuing Education

Academic Policy & Procedure:

Students enrolled in a graduate degree program including a masters, certificate or CAGs degree that wish to withdraw from their program and the University must notify the University Registrar and the School of Graduate, Online and Continuing Education (SGOCE) office by submitting the “University SGOCE Program Withdrawal” dynamic document form. This form should be completed and emailed using the student’s Fitchburg State email address to gce@fitchburgstate.edu.

Withdrawal from the University may have a financial impact on students that are utilizing financial aid or students that have been given a tuition voucher. Students should contact the financial aid office or student accounts if they have any questions. International students should connect with the Office of International Studies if they have questions on how a withdrawal from the University impacts their status.

Please see the University policy on course withdrawals and refunds for graduate courses and also the financial aid refund policy.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-14 – Leave of Absence

Department: Graduate, Online and Continuing Education

CURRENT VERSION:

Matriculated students who do not register for classes for two full academic years (2 fall terms, 2 spring terms, and 2 summers) must request a leave of absence by writing to the dean of graduate and continuing education. Without an approved request, a student is dismissed from the degree program and must follow readmission procedures. Please note that an approved leave of absence does not extend the 6-year limit for completion of a graduate degree.

PROPOSED VERSION:

Academic Policy and Procedure: Category Title – Leave of Absence Matriculated students who do not plan to register for classes for an extended period of time may request a leave of absence by completing the online form and submitting it to their Academic Advisor and Dean of The School of Graduate, Online and Continuing Education for approval. Without an approved request, a student can be dismissed from the degree program for inactivity and must follow readmission procedures. An approved leave of absence can extend the 6-year limit for completion of a graduate degree to no more than 2 additional years in total. Although a student may be approved for up to 2 LOA's while in the program, any approved extension on the 6-year limit must fall within 2 years or under in total so a second LOA may not be approved pending time to completion for the student.

Proposal approved by President Lapidus on June 23, 2022

GCE 21-22-25 – Fitchburg State University 2021-2023 Academic Plan

Department: Academic Affairs

As a companion document to the University Strategic Plan, the 2021-2025 Academic Plan provides a broad vision to leverage our existing academic strengths while articulating our commitment to ongoing improvement. Aligned with the priorities of the university's mission and vision, the Academic Plan dedicates the units of the Academic Affairs Division to identifying opportunities for new and revised academic offerings and support for student success, assessing existing academic programs, and evaluating student and community needs.

Proposal approved by President Lapidus on June 23, 2022