FITCHBURG STATE UNIVERSITY
GRADUATE AND CONTINUING EDUCATION

Graduate Council Action Summary

2017/2018

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New Courses

GCE 17-18-14 – CSC 8007 Parallel Programming with CUDA 3 credits
Department: Computer Science

Description:
This topics course covers programming techniques on the parallel computing architecture and programming model known as Compute Unified Device Architecture (CUDA). The topics include the introduction of CUDA, the basic CUDA commands and syntax, as well as several optimizations for CUDA code and utilization of CUDA libraries. Students in the course will learn how to develop scalable parallel programs targeting the unique requirements for obtaining high performance on GPUs.

Proposal approved by President Lapidus on February 23, 2018

GCE 17-18-15 – SPED 8040 Foundations and Characteristics of Autism 3 credits
Department: Education

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. 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. A 25-hour field based experience is required as part of this course.

Note: Upon completion of the program candidates must have completed a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism.

Proposal approved by President Lapidus on February 23, 2018

GCE 17-18-16 – SPED 8041 Assessment of Students with Autism Spectrum Disorders 3 credits
Department: Education

Description:
A variety of assessment tools for diagnosing Autism Spectrum Disorders 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. A 50-hour field based experience is required as part of this course.

Note: Upon completion of the program candidates must have completed a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism.

Proposal approved by President Lapidus on February 23, 2018

GCE-17-18-17 – SPED 8042 Interventions for Students with Autism Spectrum Disorders 3 credits
Department**:** Education

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. A 25-hour field based experience is required as part of this course.

Note: Upon completion of the program candidates must have completed a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism.

Proposal approved by President Lapidus on February 23, 2018

GCE-17-18-25 – MUSC 7002 Research on Women, Music, and Society 3 credits
Department: Humanities

Description:
This course looks at the contributions of significant women in music. Compositions by women from different cultures are examined as a reflection of the social, political and economic conditions. Elements of form, structure and historical style are studied from antiquity to modern times in musical genres such as symphony, opera, chamber music, song and solo repertoire.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-30 - EDLM 8032 Strategies for Effective Administrators 3 credits
Department: Education

Course Description:
This course lays the foundation for becoming an effective administrator. Students build the knowledge, skills, and dispositions of effective administrators through exploration of the many facets of administrator duties. Topics covered include: communicating effectively, developing vision and a positive culture for continuous improvement, data-driven decision-making, developing innovative action plans based on goals and vision, creating a support system that empowers others, and developing steps of program implementation within organization restrictions. Experiential (field-based) hours are embedded in this course.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-31- EDLM 8033 Using Data to Improve Student Learning 3 credits
Department: Education

Course Description:
Through case studies, applied practice, and research-based practices, students investigate data sources for possible application in administrative decision-making to improve teacher effectiveness and student learning, as well as for school improvement. Methods for analyzing and interpreting federal, state, district and school-based data are covered with additional consideration of data credibility, relevance, reliability, and usability. Establishing a data culture, investing in an information management system, selecting the right data, and analyzing and acting on data to improve performance is emphasized. This course has embedded experiential (field-based) learning components.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-32 - EDLM 8034 School-Community Partnerships 3 credits
Department: Education

Course Description:
This course prepares future 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 - cognitively, socially, and emotionally. Students apply course content to develop comprehensive programs for effective school, family, and community partnerships. Strategies for developing and maintaining strong public relations are also covered. This course has embedded experiential learning components.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-33 - EDLM 8036 Managing Human Resources and Budget Development 3 credits
Department: Education

Course Description:
The focus of this course is two-fold: 1) establishing the rationale and organizational structure that support effective human resource management; and 2) addressing the fiscal and allocated functions of school administration. Topics include but are not limited to the selection of staff, budgeting, teacher induction, financing at the local, state, and federal level, tenure, promotion and dismissal, contracts, compensation and benefits administration, policy making, accounting and financing at the local, state and federal levels. This course has embedded experiential (field-based) learning components.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-34 - EDLM 9007 Supervision and Feedback for Professional Development 3 credits
Department: Education

Course Description:
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. This course has imbedded experiential (field-based) learning components.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-35 - EDLM 9006 Leading the Change Process 3 credits
Department: Education

Course Description:
This course includes a review and analysis of sociological and psychological factors inherent in the educational change process. Such topics as organizational behavior, intervention theory, inter-group relations, and management techniques, among others, are reviewed. The course schedule includes a series of multi-hour sessions mixing lecture, simulation, problem solving and discussion of the four major components of the course: Principles of Change, Preparation for Change, The Dynamic Change Process, and Continuous Improvement. Experiential (field-based) learning is embedded in this course.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-36 - EDLM 8037 Educational Law for the Administrator 3 credits
Department: Education

Course Description:
Constitutional and statutory provisions governing a public school system are examined on local, state and national levels. Particular attention will be paid to the legal and ethical parameters of compliance of federal and state guidelines, legislation, judicial decisions, and precedent-setting cases generated to meet the needs of diverse student populations.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-37 - EDLM 8038 Curriculum, Instruction and Assessment for Leadership 3 credits
Department: Education

Course Description:
This course is designed to develop the knowledge and skills essential to leadership roles in the areas of curriculum, instruction, and assessment. There are experiential (field-based) learning hours embedded in this course.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-40 - EDUC 7127 Strategies for Creating a Positive Learning Environment 3 credits
Department: Education

Course Description:
Best practices in classroom management that support positive student behavior are addressed. The course presents strategies such as organizing time, materials, and space as well as activators, summarizers and transitions for smooth classroom operation and effective instruction. Students will be prepared to understand underlying causes of challenging behaviors and consider appropriate interventions. Federal and state laws as they pertain to the legal procedures for all teachers, including teachers of students with disabilities and ELL students will be presented. This course involves embedded experiential (field-based) learning components.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-41 - EDUC 8043 Formative and Summative Assessment Strategies 3 credits
Department: Education

Course Description:
This course will address the important role of classroom-based, formative and summative assessment to maximize student progress. Students will build upon previous coursework to align instruction with state and national standards and develop appropriate assessments. They will learn how to use a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction. Students will analyze data from assessments, draw conclusions, and share them appropriately with parents and other professionals as appropriate. Professional behavior and ethics in the assessment process will be stressed. This course involves embedded experiential (field-based) learning components.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-42 - SPED-8039 Differentiating Content Instruction 3 credits
Department: Education

Course Description:
This course will address instructional strategies that reflect high expectations, engagement of students with diverse learning styles, needs, interests, and levels of readiness with a focus on content area instruction. Students learn to create safe and collaborative learning environments that respect student differences and back grounds. They learn to develop differentiated lessons in collaboration with colleagues. Lessons are designed following instructional practices that reflect high expectations regarding content and quality of effort. This course involves embedded experiential (field-based) learning components.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-45 – HIST 9017 Roman Society and Culture 3 credits
Department: Economics, History and Political Science

Course Description:
This course presents an in-depth look at the social life and cultural mores of ancient Rome during the early Empire. By examining an array of literary sources and other materials, students will investigate the structures that shaped Roman society, learn about Roman values and beliefs, and witness the lives of Romans on the street, in the home, at the table, and in the bedroom.

Proposal approved by President Lapidus on May 11, 2018

Course Changes

GCE 17-18-10 – SPED 8916 Assessment, Curriculum Strategies for Math (focus 5-12)
Department: Education

Prerequisite change – change prerequisite from SPED 7024 to SPED 7024 **or** SPED 9120

Proposal approved by President Lapidus on December 22, 2017

GCE 17-18-11 – SPED 8915 Assessment, Curriculum Strategies for Math (focus Pre-K-8)
Department: Education

Prerequisite change – change prerequisite from SPED 7024 to SPED 7024 **or** SPED 9120

Proposal approved by President Lapidus on December 22, 2017

GCE 17-18-12 – SPED 8011 Differentiating Content Instruction in the Inclusive Classroom
Department: Education

Prerequisite change – change prerequisite from SPED 7024 to SPED 7024 **or** SPED 9120

Proposal approved by President Lapidus on December 22, 2017

GCE 17-18-20 – NURS 7700 Nursing Research
Department: Nursing

Prerequisite change – add requirement that students must have successfully passed an undergraduate statistics course prior to taking NURS 7700 Nursing Research; student's eligibility will be determined at the point of admission.

Proposal approved by President Lapidus on March 20, 2018

GCE 17-18-22 – COUN 8200 Principles of Guidance and Counseling
Department: Behavioral Sciences-Counseling

Change Title from "Principles of Guidance and Counseling" to "Principles of School Counseling".

Proposal approved by President Lapidus on March 20, 2018

GCE-17-18-29 - Add Prerequisites to READ 9012 Role of Reading Specialist
Department – Education

Prerequisite Change:
The proposal is requiring that the following courses be completed before taking READ 9012 The Reading Specialist: Leadership Roles.

SPED 8300 Language Development, Differences and Disorders

READ 7016 Understanding the Structure of the English Language

READ 7017 Psychology of Reading Development and Disabilities

READ 8017 Specialized Reading Approaches

READ 8018 Reading Disabilities and the Assessment of Reading

READ 8019 The Assessment of Writing Skills and Writing Disabilities

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-39 - Reinstate EDUC 7014 Reading and Writing in the Content Areas
Department: Education

EDUC 7014 Reading and Writing in the Content Areas was removed through Grad Council this year (GCE 17-18-13). This course is now required for the OAP Curriculum and Teaching M.Ed. program, so this course needs to be re-instated.

The course description needs to be revised to read:
This course examines the reading and writing processes as it pertains to the teaching and learning of knowledge and skills within content disciplines. It includes an exploration of the relationships among reading, writing, critical thinking and learning; discussion and designing of current assessment tools, including portfolio; and analysis, development, and implementation of reading and writing strategies and procedures which develop student capacity for using reading and writing to think critically and to learn and understand content. This course involves embedded experiential field-based learning components.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-44 - Change Name and Level of CJ 7500 Criminal Justice Municipal Police Training Committee (MPTC) Practicum
Department: Behavioral Sciences

Change name of course from Criminal Justice Municipal Police Training Committee (MPTC) Practicum to Recruit Officer Course. The reason for this change is to keep the terminology in line with that of the Municipal Police Training Committee.

Change Number/Level of Course from CJ 7500 to CJ 8200.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18–49 - ENGL 8090 Practicum
Department: English

Teacher candidates complete a practicum in an educational setting under the direction of a supervising practitioner who is certified in the area of licensure sought by the candidate, and under the guidance of a program supervisor. The purpose of the practicum is to ensure candidates are ready to teach and make an impact with students on day one in a classroom. Targeted and specific feedback on observations of candidates, measurement of candidate impact on student learning, student feedback and additional evidence will be used to demonstrate and improve candidate performance on Professional Standards for Teachers indicators and the Candidate Assessment of Performance. This course is taken in conjunction with the practicum seminar.

Proposal approved by President Lapidus on May 13, 2018

Course Removals

Removal of the following courses from Graduate Catalog:

GCE 17-18-02 – Course Removals:
Department: Communications Media

- COMM 8015 - Introduction to the Coordinated Management of Meaning
- COMM 8016 - Philosophical Underpinnings of the Coordinated Management of Meaning
- COMM 8017 - A CMM Based Approach to Research and Analysis
- COMM 8018 - Joint Action: Meaning, Thought and Episodic Action
- COMM 8019 - Methods and Techniques of CMM
- COMM 9015 - CMM in Organizational Settings
- COMM 9016 - CMM in Public Dialogue or Participatory Democracy Projects
- COMM 9017 - A Comparative Study of CMM and Other Theories
- COMM 9018 - CMM in Personal and Social Development
- COMM 9019 - Advanced Seminar in CMM

Proposal approved by President Lapidus on December 22, 2017

GCE 17-18-03 – Course Removals:
Department: Communications Media

- COMM 7015 - Career Strategies
- COMM 7016 - Communities and Civic Engagement
- COMM 8000 - Administration of School Library Media Centers
- COMM 8010 - Organization of Learning Resources
- COMM 8030 - Technology, Media Centers and Libraries
- COMM 8250 - Advanced Studies in Childrens' and Adults' Literature
- COMM 9020 - Media Communications Facilities Design
- COMM 9050 - Health Care Management Capstone
- COMM 9071 - Managing the Documentation Life Cycle, Part I
- COMM 9080 - Managing the Documentation Life Cycle, Part II

Proposal approved by President Lapidus on December 22, 2017

GCE 17-18-04 – Course Removals:
Department: Communications Media

- COMM 7000 - Writing Workshop I
- COMM 7500 - Writing Workshop II
- COMM 8300 - Writing Workshop III
- COMM 8400 - Writing Workshop IV

Proposal approved by President Lapidus on December 22, 2017

GCE 17-18-05 – Course Removal:

Department: Communications Media

- COMM 8700 – Quasselstrippe

Proposal approved by President Lapidus on December 22, 2017

GCE 17-18-13 – Course Removals:
Department: Education

- EDUC 7013 Middle School Structures And Curriculum
- EDUC 7014 Reading And Writing In The Content Area
- EDUC 7024 Educational Issues In Early Adolescent Development
- EDUC 7225 Language Arts And Literacy At The Middle Level
- EDUC 8150 Advanced Assessment, Design, And Evaluation Of Middle School Curriculum
- EDUC 8350 Middle School Instructional Strategies And Practices
- EDUC 8750 Seminar In Early Adolescent Issues

Proposal approved by President Lapidus on December 22, 2017

GCE-17-18-50 - Course Removal:
Department-English

- ENGL 8091 – Practicum

Proposal approved by President Lapidus on May 13, 2018

New Programs

GCE 17-18-18 – Autism Spectrum Disorders Graduate Certificate Program
Department: Education

Description of program:

The Autism Spectrum Disorders Graduate Certificate Program is designed to provide licensed educators with specialized knowledge and skills in order to meet the unique and complex needs of students with Autism Spectrum Disorders. Educators who hold a teaching license at the Initial or Professional level who have at least three credits related to special education are eligible to apply for this certificate program. This program will lead to an Autism Endorsement for Educator Licensure through the Massachusetts Department of Elementary and Secondary Education.

This program consists of a four course sequence (12 credits total) in order to meet the Subject Matter Knowledge requirements for the Autism Endorsement put forth by the Massachusetts Department of Elementary and Secondary Education.

These courses will be offered in a sequential 7-week online format. Following the course sequence as scheduled, a candidate could complete this program in two semesters (fall, spring).

Autism Spectrum Disorder Graduate Certificate Program, Plan of Study

Course	Semester Offered	New/Existing Course
Foundations and Characteristics of Autism (25 hour field based pre-practicum experience)	**Fall 2018** (First 7 weeks)	**New**
Assessment of Students with Autism Spectrum Disorders (50 hour field-based pre-practicum experience)	**Fall 2018** (Second 7 weeks)	**New**
Positive Behavior Supports (25 hour field based pre-practicum experience)	**Spring 2019** (First 7 weeks)	**Existing Course SPED 8180**
Interventions for Students with Autism Spectrum Disorders (50 hour field-based pre-practicum experience)	**Spring 2019** (Second 7 weeks)	**New**

Note: Upon completion of the program candidates must have completed a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism.

GCE 17-18-19-New Program Concentration: M.Ed. Middle School Education, Non-Licensure
Department: Education

Description of Program:
This Middle School Education degree is geared to teaching the pedagogy (art/science/profession) of middle school education and not specific subject content knowledge. The non-licensure concentration in the M.Ed. in Middle School Education program is designed for teachers who already hold licensure, or who do not need to earn their initial license in one of the four content areas available at Fitchburg State University, but who are interested in learning the art and science of teaching students at the middle and secondary levels. The program is carefully designed to provide the knowledge, skills, and dispositions needed to meet the educational challenges of the middle school pedagogy.

Candidates do not complete the Special Methods courses in the content areas, the Sheltered English Immersion (SEI) course, or the Practicum, which are required for all licensure candidates. Instead of those courses, candidates are able to choose electives that will help them address their particular pedagogical and professional goals. However, candidates for the non-licensure concentration will still learn pedagogy that adheres to the four Professional Standards for Teachers:

- **Curriculum, Planning, and Assessment standard:** Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.
- **Teaching All Students standard:** Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
- **Family and Community Engagement standard:** Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
- **Professional Culture standard:** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

M.Ed., Middle School Education, Non-Licensure

Old Plan of Study		New Plan of Study	
Required Courses **Course number: Title of Course**	**Credits**	**Required Courses** **Course number: Title of Course**	**Credits**
EDUC 7116 Becoming a Teacher (5-12)	3	EDUC 7116 Becoming a Teacher (5-12)	3
EDUC 7122 Introduction to Strategies for Teaching Students in Middle and High Schools	3	EDUC 7122 Introduction to Strategies for Teaching Students in Middle and High Schools	3
SPED 7125 Teaching Students with Disabilities (5-12)	3	SPED 7125 Teaching Students with Disabilities (5-12)	3
EDUC 7124 Creating a Positive Learning Environment	3	EDUC 7124 Creating a Positive Learning Environment	3
EDUC 8040 Family, School , and Community Collaboration (5-12)	3	EDUC 8040 Family, School , and Community Collaboration (5-12)	3
EDUC 8029 Special Methods for Instruction in the Content Areas (5-12): English OR EDUC 8033 History OR EDUC 8032 Science OR EDUC 8031 (5-8): Mathematics	3	ELECTIVE 1	3
EDUC 8034 Formative and Summative Assessment for Differentiating Instruction	3	EDUC 8034 Formative and Summative Assessment for Differentiating Instruction	3
READ 8132 Content Area Reading and Writing: Fostering Literacy in Middle and High School	3	READ 8132 Content Area Reading and Writing: Fostering Literacy in Middle and High School	3
EDUC 7096 Sheltered English Immersion (SEI)	3	ELECTIVE 2	3
EDUC 9300 Educational Research	3	EDUC 9300 Educational Research - FULL SUMMER SEMESTER	3
EDUC 9060 Practicum in Middle School	3	ELECTIVE 3	3
EDUC 9020 Practicum Seminar (Taken in conjunction with 9060)	3	EDUC 9510 Capstone: Implementing Best Practices	3
Total Credits Per Program	36	Total Credits Per Program	36

Proposal approved by President Lapidus on March 20, 2018

Program Changes

GCE 17-18-01 – Program Change: Master of Business Administration
Department: Business Administration
(These changes were made in the 2017-18 Graduate Catalog)

Accounting Concentration: changed "Approved elective" to "One elective"

Human Resources Management Concentration: changed "Approved elective" to "One elective"

Management Concentration: Removed "Directed Elective" section, which included a listing of elective options students would choose from. One of the elective options in that list was MGMT 9450 Selected Topics. MGMT 9450 was moved under the management concentration, since all students would be taking this course as a requirement for the management concentration. Changed "Approved elective" to "One elective".

Online and On-Campus MBA, Management Concentration

Old Requirements:		New Requirements, 2017-18:	
Core Requirements:		**Core Requirements:**	
MGMT 9040	Org Behavior & Dev	MGMT 9040	Org Behavior & Dev
MGMT 9060	Mgmt Info Systems	MGMT 9060	Mgmt Info Systems
MGMT 9160	Marketing Mgmt	MGMT 9160	Marketing Mgmt
MGMT 9170	Corporate Finance	MGMT 9170	Corporate Finance
MGMT 9180	Acct Practices for Managers, **OR**	MGMT 9180	Acct Practices for Managers, **OR**
MGMT 9030	Accounting Theory	MGMT 9030	Accounting Theory
MGMT 9500	Strategic Management	MGMT 9500	Strategic Management
Management Concentration:		**Management Concentration:**	
MGMT 9050	The HR Function & Manager	MGMT 9050	The HR Function & Manager
MGMT 9080	Mgmt Theory & Process	MGMT 9080	Mgmt Theory & Process
		MGMT 9450	Selected Topics
Directed Elective: *Choose One of the following:*		**One Elective:**	
MGMT 9002	Mgmt of Global Env	MGMT XXXX	Elective
MGMT 9008	Quality Mgmt Theory		
MGMT 9020	Econ Theory & Mgrl Decision		
MGMT 9130	Legal Env of Business		
MGMT 9330	Marketing Communications		
MGMT 9450	Selected Topics		
MGMT 9600	E-Commerce		
MGMT 9700	Internship		
Approved Elective:			
MGMT XXXX	Approved Elective		

Online and On-Campus MBA, Human Resources Management Concentration

Old Requirements: New Requirements, 2017-18:

Core Requirements:		Core Requirements:	
MGMT 9040	Org Behavior & Dev	MGMT 9040	Org Behavior & Dev
MGMT 9060	Mgmt Info Systems	MGMT 9060	Mgmt Info Systems
MGMT 9160	Marketing Mgmt	MGMT 9160	Marketing Mgmt
MGMT 9170	Corporate Finance	MGMT 9170	Corporate Finance
MGMT 9180	Acct Practices for Managers, **OR**	MGMT 9180	Acct Practices for Managers, **OR**
MGMT 9030	Accounting Theory	MGMT 9030	Accounting Theory
MGMT 9500	Strategic Management	MGMT 9500	Strategic Management
Human Resources Mgmt Concentration:		**Human Resources Mgmt Concentration:**	
MGMT 9050	HR Function & Manager	MGMT 9050	HR Function & Manager
MGMT 9070	Legal Issues in HRM	MGMT 9070	Legal Issues in HRM
MGMT 9450	Selected Topics in Mgmt	MGMT 9450	Selected Topics in Mgmt
Approved Elective:		**One Elective:**	
MGMT XXXX	Approved Elective	MGMT XXXX	Elective

Online and On-Campus MBA, Accounting Concentration

Old Requirements: New Requirements, 2017-18:

Core Requirements:		Core Requirements:	
MGMT 9040	Org Behavior & Dev	MGMT 9040	Org Behavior & Dev
MGMT 9060	Mgmt Info Systems	MGMT 9060	Mgmt Info Systems
MGMT 9160	Marketing Mgmt	MGMT 9160	Marketing Mgmt
MGMT 9170	Corporate Finance	MGMT 9170	Corporate Finance
MGMT 9030	Accounting Theory	MGMT 9030	Accounting Theory
MGMT 9500	Strategic Management	MGMT 9500	Strategic Management
Accounting Concentration:		**Accounting Concentration:**	
MGMT 9032	Adv Financial Accounting	MGMT 9032	Adv Financial Accounting
MGMT 9034	Selected Topics, Adv Mgl Acct	MGMT 9034	Selected Topics, Adv Mgl Acct
MGMT 9036	Accounting Info Systems	MGMT 9036	Accounting Info Systems
Approved Elective:		**One Elective:**	
MGMT XXXX	Approved Elective	MGMT XXXX	Elective

Proposal approved by President Lapidus on December 21, 2017

GCE 17-18-06 – Program Change: Certificate of Advanced Graduate Studies, Interdisciplinary Studies, Applied Communications Concentration
Department: Communications Media

Remove required course, COMM 8700 Quasselstrippe, from plan of study and add a graduate COMM elective instead.

Old Plan of Study		New Plan of Study	
Required Courses Course number: Title of Course	Credits	**Required Courses Course number: Title of Course**	Credits
COMM 9105 – Advanced Communication Research	3	COMM 9105 – Advanced Communication Research	3
COMM 9100 – Advanced Seminar in Applied	3	COMM 9100 – Advanced Seminar in Applied	3
COMM 8700 – Quasselstripe	3		
21 Semester hours in advanced level graduate coursework in Applied	21	24 Semester hours in advanced level graduate coursework in Applied	24
COMM 9200 – Practicum in in Communication **or** COMM 9980 – Thesis in Communication	6	COMM 9200 – Practicum in in Communication **or** COMM 9980 – Thesis in Communication	6
TOTAL CREDITS FOR PROGRAM	36	**TOTAL CREDITS FOR PROGRAM**	36

Proposal approved by President Lapidus on December 21, 2017

GCE 17-18-07 – Concentration Removal: Technical and Professional Writing
Department: Communications Media

Remove the Technical and Professional Writing concentration in the MS in Applied Communication Program.

Proposal approved by President Lapidus on December 21, 2017

GCE-17-18-27 - Concentration Removal: Elementary Education, M.Ed., Professional Licensure
Department: Education

Removal of the Graduate Elementary Education M.Ed.. Professional Licensure concentration.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-28 Program Change: Modify Requirements and Reduce Credits for Initial Licensure Concentration in Elementary Education
Department: Education

The Elementary Education Initial Licensure program currently requires both CRAR 8140 Creative Teaching and EDUC 7600 Creating Effective Learning Environments. We propose that the catalog is changed to read CRAR 8140 Creative Teaching OR EDUC 7600 Creating Effective Learning Environments.

This will reduce the total number of credits from 42 to 39.

Elementary Education- Initial Licensure Graduate Program

Current Plan of Study			Proposed Plan of Study		
EDUC 7023	Education Foundations: Theory and Practice {15 hours field experience)	3 SH	EDUC 7023	Education Foundations: Theory and Practice {15 hours field experience)	3 SH
SPED 7650	Inclusion of Students with Disabilities in Regular Education	3 SH	SPED 7650	Inclusion of Students with Disabilities in Regular Education	3 SH
EDUC 7003	Educational Issues in Child Development {10 hours field experience)	3 SH	EDUC 7003	Educational Issues in Child Development {10 hours field experience)	3 SH
EDUC 8360	Advanced Social Studies in Education {20 hours field experience)	3 SH	EDUC 8360	Advanced Social Studies in Education (20 hours field experience)	3 SH
EDUC 7015	Language Arts and Literacy in Elementary Education {25 hours field experience)	3 SH	EDUC 7015	Language Arts and Literacy in Elementary Education {25 hours field experience)	3 SH
EDUC 7025	Teaching Science in the Elementary and Middle School {20 hours field experience)	3 SH	EDUC 7025	Teaching Science in the Elementary and Middle School {20 hours field experience)	3 SH
EDUC 7040	Advanced concepts and Methods of Elementary and Middle School Math {20 hours field experience)	3 SH	EDUC 7040	Advanced concepts and Methods of Elementary and Middle School Math {20 hours field experience)	3 SH
EDUC 7096	Sheltered English Immersion {SEI) for Teachers {25 hours field experience)	3 SH	EDUC 7096	Sheltered English Immersion (SEI) for Teachers {25 hours field experience)	3 SH
EDUC 9600	Practicum/Elementary Education I	3 SH	EDUC 9600	Practicum/Elementary Education I	3 SH
EDUC 9650	Practicum/Elementary Education II	3 SH	EDUC9650	Practicum/Elementary Education II	3 SH
You may now apply for your license.					
EDUC 7600	Strategies for Creating an Effective Learning Environment	3 SH	EDUC 7600 OR: CRAR 8140	Strategies for Creating an Effective Learning Environment **OR:** Creative Teaching	3 SH
CRAR 8140	Creative Teaching	3 SH			
EDUC 9300	Research in Education	3 SH	EDUC 9300	Research in Education	3 SH
EDUC 9510	Capstone: Implementation of Best Practices	3 SH	EDUC 9510	Capstone: Implementation of Best Practices	3 SH
Total Number of Credits:		**42SH**	**Total Number of Credits:**		**39SH**

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-38-Program Change: M.Ed., Educational Leadership and Management, Non-Licensure, Online Accelerated Program
Department: Education

The changes are only to some course names and numbers as identified below and in the Program of Study.

Rationale:
The program change for the Online/Accelerated Non-Licensure EDLM program is just to make note of the course changes within the program. When the Online/Accelerated program was first proposed, the same courses and course numbers were used for this non-licensure option. However, since the licensure version of the program will continue to use those courses, we needed to remove the licensure components, change the way field experiences were described, and request new course numbers and titles, to differentiate the online/accelerated versions of the courses.

EDLM On-Line Accelerated Program of Study Changing Names and Numbers of Courses

Existing Course	New Course
EDLM 8023 Principles for Success for Administrators 3 credits	EDLM 8032 Strategies for Effective Effective Administrators 3 credits
EDLM 8026 Data-Driven Decision Making 3 credits	EDLM 8033 Using Data to Improve Student Learning 3 credits
EDLM 8027 Meaningful Family and Community Engagement and Partnerships 3 credits	EDLM 8034 School-Community Partnerships 3 credits
EDLM 8028 Public School Finance, Human Resources and Personnel Administration 3 credits	EDLM 8036 Managing Human Resources and Budget Development 3 credits
EDLM 9035 Collegial Supervision in an Era of Accountability 3 credits	EDLM 9007 Supervision & Feedback for Professional Development 3 credits
EDLM 9045 Dynamics of Planned Change 3 credits	EDLM 9006 Leading the Change Process 3 credits
ETEC 9200 Project in Educational Technology 3 credits	ETEC 9200 Project in Educational Technology 3 credits
EDLM 8012 Law, Ethics & Policies for the Educator	EDLM 8037 Educational Law for Administrators
EDLM 8029 Instructional Curriculum Leadership and Evaluation	EDLM 8038 Curriculum, Instruction and Assessment for Leadership
EDLM 8011 Leaders Promoting Success for Culturally and Linguistically Diverse Learners	EDLM 8011 Leaders Promoting Success for Culturally and Linguistically Diverse Learners
EDLM 9011 Researching Perspectives in Education	EDLM 9011 Researching Perspectives in Education
Total Credits 33 credits	Total Credits 33 credits

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-43- Program Change: Revision to M.Ed. in Curriculum & Teaching for Online Accelerated Program
Department: Education

The existing M.Ed. in Curriculum &Teaching (C&T) is designed to provide several core courses and a flexible pair of focus areas for content and pedagogy. The program is very appealing to teachers who want to earn an advanced degree for professional development or advancement, and many will use this program to build toward professionalizing their teaching license. The key component is the flexible nature of the program, allowing students to build the curriculum to meet their needs and interests.

The Online/Accelerated MEd in Curriculum and Teaching is a non-licensure degree program designed for individuals who wish to pursue advanced levels of reflection, knowledge, skill and professionalism in the field of education. The specially-selected content courses are offered 100% online in a seven-week accelerated format, with six start dates each year. This new track is strictly for students who are enrolled in the Online Accelerated Program (OAP).

This accelerated format and program structure demands a set of required courses, as it would not be sustainable with elective options. Students need to know what to take, when the courses will be available, and when they can complete the program. The goal of this program is to provide training and preparation using a set of prescribed courses covering things like pedagogy, special education, educational technology, literacy development, and so on. Members of the Education department with support from Graduate & Continuing Education have developed the curriculum for this program to address the varied needs of teachers across the country, and to make it available to them in an online accelerated format both for accessibility and the ability to complete the program in as little as one year, though students would still have up to six years to complete the program.

M.Ed. in Curriculum &Teaching

Old Plan of Study			New Plan of Study online/accelerated program	
Required Courses Course number: Title of Course	**Pre-Practicum Hours**	**Credits**	**Required Courses Course number: Title of Course**	Credits
EDUC 9005 Dynamic Perspectives in Education		3	EDUC 9005 Dynamic Perspectives in Education	3
Course in Curriculum Design/Development		3	EDUC 7610 Curriculum & Assessment for Teachers	3
Course from: Ed Technology, Special Education, Literacy Development		3	SPED 9200 Consultation & Collaboration Strategies	3
Course from: Ed Technology, Special Education, Literacy Development		3	SPED 8039 Differentiating Content Instruction	3
Content Strand Course		3	EDUC 7014 Reading & Writing in the Content Areas	3
Content Strand Course		3	EDUC 7203 Using Technology to Enhance Student Achievement	3
Content Strand Course		3	EDUC 8033 Using Data to Improve Student Learning	3
Pedagogy Strand Course		3	EDUC 8043 Formative and Summative Assessment Strategies	3
Pedagogy Strand Course		3	EDLM 8020 Law for the Educator	3
Pedagogy Strand Course		3	EDUC 7127 Strategies for Creating a Positive Learning Environment	3
EDUC 9300 Educational Research		3	EDUC 9300 Educational Research	3
EDUC 9510 Capstone		3	EDUC 9510 Capstone	3
TOTAL CREDITS FOR PROGRAM		36	**TOTAL CREDITS FOR PROGRAM**	36

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-47 - Program Removal: Fine Arts Director Certificate Program
Department-Humanities

We are proposing to discontinue this program, which is no longer viable and does not meet the needs of students.

Proposal approved by President Lapidus on May 11, 2018

GCE-17-18-51 - Program Change: Post Baccalaureate Certificate Program, English Studies Concentration, Initial Licensure (8-12)
Department: English

Adding a mandated course by the state Department of Education. Practicum Seminar is required for licensure endorsement.

Post-Baccalaureate Certificate Program, English

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**
SEED 7015 - Introduction to Strategies for Effective Teaching in the AcademicDiscipline			SEED 7015 - Introduction to Strategies for Effective Teaching In the Academic Discipline		
or ENGL 2860 Introduction to Secondary Teaching	25	3	or ENGL 2860 Introduction to Secondary Teaching	25	3
SPED 7709 – The High School Environment – Challenges in Educating Students with Disabilities			SPED 7709 – The High School Environment – Challenges in Educating Students with Disabilities		
or SPED 3800 – Adolescents with Special Needs	10	3	or SPED 3800 – Adolescents with Special Needs	10	3
ENGL 8076 – Creating Literacy Experience: Building Reading and Writing into the Content Areas			ENGL 8076 – Creating Literacy Experience: Building Reading and Writing into the Content Areas		
or ENGL 4700 – Teaching Reading and Writing Across the Content Area	25	3	or ENGL 4700 – Teaching Reading and Writing Across the Content Area	25	3
ENGL 7850 – Advanced Special Methods in English			ENGL 7850 – Advanced Special Methods in English		
Or ENGL 4850 – Special Methods in English	25	3	Or ENGL 4850 – Special Methods in English	25	3
EDUC 7096 – Sheltered English Immersion (SEI)	25	3	EDUC 7096 – Sheltered English Immersion (SEI)	25	3
			Or EDUC 3122 – Sheltered English Immersion (SEI)	25	3
ENGL 8090 – Practicum	n/a	6	ENGL 8090 – Practicum	n/a	6
			Or ENGL 4860 (Cr. 4.5) and 4870 (Cr. 4.5) – Practicum in a Secondary School I and II	n/a	
			ENGL 4012 – Practicum Seminar	n/a	3
TOTAL CREDITS FOR PROGRAM			TOTAL CREDITS FOR PROGRAM	24	

Proposal approved by President Lapidus on May 13, 2018

GCE-17-18-52 – Concentration Removal: Early Childhood Education M.Ed. Professional Licensure
Department: Education

Removal of the Graduate Early Childhood Education M,Ed.. Professional Licensure concentration.

There are currently only 8 students enrolled in the program. There have been no new applicants or accepted students this year (2018).

Rationale and expected outcomes for program change:

Individuals seeking Professional Licensure in Early Childhood Education can do so by earning a master's degree which includes 12 content/pedagogy credits.

The Curriculum and Teaching Graduate Program will provide a pathway to professional licensure for early childhood candidates.

Proposal approved by President Lapidus on May 13, 2018

Policy Changes

GCE 17-18-23 – Policy Change: Retention in Graduate Programs in Counseling
Department: Behavioral Sciences-Counseling

Current Policy:

Candidacy is awarded by the Behavioral Sciences Committee on Graduate Programs based on:
- The successful completion of the undergraduate prerequisites
- The successful completion of the experiential and theoretical aspects of counseling (Stage I course work)
- The successful completion of the Communication and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL) if applicable.
- The demonstration of competent personal and appropriate ethical behavior
- The demonstration of competent interpersonal skills
- The demonstration of effective written and oral communication skills

Eligibility for Internship or Practicum
Eligibility for COUN 9062 - Internship in Counseling (3 cr.); COUN 9075 - Internship in Counseling (6 cr.), COUN 9085 - Practicum in School Counseling or COUN 9090 - Internship in Mental Health Counseling—Stage III of the program is determined by the Behavioral Science Committee on Graduate Programs based on:
- Candidacy
- A grade point average of at least 3.0 in Stage I and Stage II courses
- All Stage I and Stage II courses completed
- Demonstration of effective written and oral communication skills
- Demonstration of competent interpersonal skills
- Demonstration of competent personal and appropriate ethical behavior

New Policy:

Stage 1 Review (Candidacy) is awarded based on:

- Completion of the Stage 1 required courses (COUN 7010: Counseling Theories and COUN 7030: Introduction to Professional Counseling). If a CAGS student does not need to take one or both of these courses, appropriate course substitutions will be made by the advisor.
- Minimum overall cumulative average of 3.25 in all courses taken
- Minimum 3.0 final grades in each Stage I course.
- The demonstration of appropriate ethical behavior.
- The demonstration of competent interpersonal behaviors.
- The demonstration of effective writing and oral communications skills.

Stage 2 Review (Approval for Internship/Candidacy) is awarded based on:
- Completion or in the process of completion of all Stage 2 courses required for Internship/Practicum
- Minimum overall cumulative average of 3.25 in all courses taken
- Minimum 3.0 final grades in each Stage II course.

- The demonstration of appropriate ethical behavior.
- The demonstration of competent interpersonal behaviors.
- The demonstration of effective writing and oral communications skills.

Proposal approved by President Lapidus on March 20, 2018

GCE-17-18-24 - Policy Change: Non-Degree-Seeking Student Course Registration
Department: Graduate & Continuing Education

This is a policy change for non-degree-seeking student registration. The rationale for changing the policy is to confirm that the University has the right to deny admission/registration to an individual wishing to take courses as a non-degree seeking student. The updated policy confirms that non-degree seeking students must meet the same standards/requirements for course participation as degree seeking students. This clarification is important to demonstrate that there are no alternative pathways around the University's academic program admission requirements. This policy change is not meant to limit non-degree seeking student registration but it is meant to encourage these students to register as a degree seeking student as soon as possible if they are ultimately seeking a degree program. The policy is also meant to maintain high quality courses that are attractive to qualified individuals who want to enroll as non-degree seeking students and degree seeking students.

Catalog Language
Definition - A graduate non-degree seeking student has a completed bachelor's degree from a regionally accredited university who is not applying for a degree program but wishes to enroll in University graduate courses.

Enrollment and Registration
- Enrollment as a non-degree student is not guaranteed and may be subject to approval.
- Applicants who have been denied admission to a degree program may not register as a non-degree seeking student without approval from a department chair and school dean and must complete and submit a student petition form for review.
- Course registration is on a space-available basis.
- Coursework taken as a non-degree student only counts towards a degree program if the student is admitted to an academic program at the University, the coursework meets the GPA requirements and has been completed within the statute of limitations for that degree. Up to 12 semester credit hours earned as a graduate non-degree student may be applied toward a graduate degree within the statute of limitations for that degree (provided that a grade of "B" [3.0] or better has been achieved).

Academic and Student Policies
Non-degree students must adhere to the same academic and student code of conduct policies that apply to degree-seeking students (e.g., application, deadlines, fees, drop/add, withdrawals, refund policies, grading, retention policies, etc.).

Admission

Students who subsequently decide to pursue a degree must submit the appropriate admission application. Enrollment as a non-degree student does not guarantee admission to the University as a degree-seeking student. All information used to make an admission decision must be received by the published deadline.

Programs Not Eligible for Non-Degree Seeking Registration

Non-degree seeking registration options are not available for the online accelerated programs.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-26 - Policy Change: Retention and Readmission into Graduate Programs
Department: Graduate & Continuing Education

The current retention policy has been in effect for many years, and compared to our sister institutions, is extremely harsh. A graduate student who earns a grade of 0.0, or whose GPA falls below 2.75, is dismissed from the program. According to the "Readmission to Degree Program" policy, students dismissed for academic reasons may not take additional courses, and must wait one year to apply for readmission. Sometimes, this means that the opportunity to repeat the course in which a failing grade was earned is missed. Students who are forced to take a year off from their studies may see their window of opportunity to complete their program vanish, and in some cases, students will transfer to another school to complete their degree. By creating a more reasonable policy, students will be better able to correct the problem by repeating courses and improving their GPA, and will not be forced to leave the program due to one bad outcome. Changes would be effective Fall, 2018. Please note that the changes proposed do not apply to the MS in Counseling programs, which will continue to follow the current policy. GCE will make sure that both policies are clearly stated in the Catalog.

Revised Academic Progress Policy for Graduate Students

Retention in a Graduate Program

To maintain enrollment in a graduate program, students must maintain a minimum GPA of 3.0 in their academic program. (Please see the retention policies for the MS programs in Counseling below.)

A graduate student will be placed on probation if:

- Their overall GPA falls below 3.0.
- They receive a failing grade (below 2.0) in any course; students who fail a course must retake the course the next time it is offered in order to replace the failing grade with a passing grade.

  Students on probation have one year to raise their GPA to 3.0 or better. A minimum GPA of 3.0 is required for graduation.

A graduate student enrolled in a program may be dismissed if:

- The student is found in violation of the Academic Integrity Policy
- The student violates ethical/professional standards as defined by the profession and/or the academic department
- The student receives failing grades (below 2.0) in two or more courses
- The student's GPA remains below 3.0 for three consecutive semesters

A graduate student who is dismissed from a program may seek readmission after one semester, but the decision for readmission rests with the department and/or the Dean of Graduate & Continuing Education, and is considered final.

Readmission to Graduate Degree Program

A student who has been dismissed from a program because of failure to request a leave of absence may reapply to the program. (Please see the readmission policies for the MS programs in Counseling below.)

A graduate student who is dismissed from a program for academic reasons may seek readmission after one semester, but the decision for readmission rests with the department and/or the Dean of Graduate & Continuing Education, and is considered final.

Readmission is contingent on the capability of the student to maintain at least a 3.0 GPA and on evidence that there are sufficient courses remaining in the student's program to achieve a 3.0 GPA.

Students seeking readmission to a program must reapply by completing a Petition Form. For those seeking readmission into a different degree program, the admissions process must be completed after permission from the dean is secured.

The program/policies in effect at the time of readmission are those that the student must follow.

Proposal approved by President Lapidus on May 5, 2018

GCE-17-18-46-Policy Change: Retention and Readmission into Graduate Programs
Department: Behavioral Sciences / Counseling
New Policy/Policy Change;

This proposal is a result of the anticipated change to the overall Graduate program policies with regards to "Retention in a Graduate Program" and "Readmission to Degree Program" policies. Although these anticipated changes may work well for other programs, the current standards are working well for the Counseling program. We are asking to keep aspects of the current GCE standards as Counseling-specific standards, most notably program dismissal after one score of 0.0 and possible readmission after one year. We are also asking to add some more information to the readmission standards for clarity concerning the process and the time line.

Proposed Catalog Language for Counseling Program

Retention in the Counseling Program

In addition to the requirements of the graduate school, and to maintain enrollment in the counseling program, students must:

1. Maintain an overall GPA of 3.25

2. Earn at least a 3.0 in each course

3. Demonstrate appropriate ethical/professional behavior

4. Demonstrate competent interpersonal behaviors

Automatic Dismissal
Automatic dismissals are issued by the GCE office and do not undergo review by the graduate counseling committee.

1. Students who meet GCE criteria for dismissal will be automatically dismissed

2. Any student who earns a grade of 0.0 in any class will be automatically dismissed

Dismissal following Program Review

Student progress is reviewed at the Stage 1 and 2 time points. In addition, a program review may be

initiated by the student's advisor at any time. At program reviews, students may be dismissed for

any of the following

1. Failing to maintain an overall GPA of 3.25
2. Not earning a 3.0 in each course
3. Failing to demonstrate appropriate ethical/professional behavior
4. Failing to demonstrate competent interpersonal behavior

As part of the program review, it is possible that the committee may require additional documentation from the student and/or require a face-to-face meeting with the student.

Readmission to the Counseling Program

A graduate student who has been dismissed from the program because of failure to request a leave of absence may reapply to the program.

A graduate student who is dismissed from the program for academic reasons may seek readmission after one year, but the decision for readmission rests with the department in consultation with the Dean of Graduate & Continuing Education and is considered final. Students seeking readmission must reapply by completing a petition form. The form will be reviewed by the graduate counseling committee and additional documentation and/or face-to-face meetings may be required. For readmission for the Summer and Fall semester, students are required to submit their petition no later than March 1st. For readmission for the Spring semester, students are required to submit their petition no later than October 1st.

As part of the readmission process, it is the student's responsibility to provide evidence of successfully resolving the issues that prompted the program dismissal. The committee will also consider the reasons for the initial dismissal. Readmission is also contingent on the capability of

the student to maintain at least a 3.25 GPA and on evidence that there are sufficient courses remaining in the student's program to achieve a 3.25 GPA. The program/policies in effect at the time of readmission are those that the student must follow.

Proposal approved by President Lapidus on May 11, 2018