

Graduate Council Action Summary

2015/2016



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New Courses

GCE 15-16-14 - New Course - Introduction to Data Science – CSC 7015– 3 credits

Computer Science

Description: Human beings now generate, and collect, massive amounts of data. As big data becomes the norm in modern business and research, there is a growing demand for individuals who are able to make decisions and derive meaningful insight from large-scale, heterogeneous data. A data scientist is a person who has the skills, knowledge, and ability to extract actionable knowledge from the raw data. This course will cover the topics needed to solve data-science problems, which include data preparation (collection & Integration), data characterization and presentation, and data analysis (experimentation & observational studies). Related courses are data mining, machine learning, and data visualization.

Prerequisites: CSC 1550 and MATH 1700 or equivalent course/work experience.

GCE 15-16-15 - New Course - Data Exploration, Analytics, and Visualization – CSC 8008 – 3 credits

Computer Science

Description: This course covers fundamental paradigms and techniques of Data Exploration, Analytics, and Visualization. The main Principles of software design for Data Visualization are introduced using R programming language. Simulation programming will be covered in conjunction with important algorithms for Data Visualization.

Prerequisites: CSC 7015, Introduction to Data Science (may be taken concurrently)

GCE 15-16-16 - New Course - Machine Learning for Data Science – CSC 8016 – 3 credits

Computer Science

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

Prerequisites: MATH 1700 or equivalent, CSC 7015, Intro to Data Science (may be taken concurrently)

GCE 15-16-17- New Course – Data Mining and Predictive Analytics – CSC 8015 – 3 credits

Computer Science

Description: This course provides an overview of generative and discriminative classifiers for data mining applications. Topics to be covered include decision trees, rule learners, regression models, Bayesian models, and support vector machines, as well as clustering methods such as k-means, kNN and EM. Students will also be introduced to large-scale datasets and the need for data cleaning and data preparation issues, including noise models, dealing with missing and unbalanced data, discrete versus continuous features, and feature selection, including PCA and mutual information. All methods will be implemented in standard statistical packages or extensions to languages like python.

Prerequisites: CSC 7500 or equivalent, MATH 1700 or equivalent, and CSC 7015, Intro to Data Science (may be taken concurrently)

GCE 15-16-25 – New Course – Pedagogical Research – ENGL 9600 – 6 credits

English

Description: In this six-credit capstone, students cover extensive readings in research theories and methodologies, submit a proposal to the IRB, and pending approval, conduct their own action research under the guidance of a supervisor.

Prerequisite: Students must complete 33 credits of graduate coursework to enroll.

GCE 15-16-28 – New Course – EDUC 8037 - The Contemporary Educational Leader – 3 Credits

M.Ed. CRTE and CAGS EDLM Non Licensure

CES – Collaborative for Educational Services

Description: This course explores the issues/research on leading to change to improve student learning, responding to the needs of diverse learners and educational mandates. Candidates will envision and design a process for implementing adaptive change. Requires practicum hours.

GCE 15-16-29 – New Course – EDUC 8036 – Policy, Politics, and Curriculum – 3 Credits

M.Ed. CRTE and CAGS EDLM Non Licensure

CES – Collaborative for Educational Services

Description: Aspiring administrators develop a deeper understanding of the curriculum and the myriad of forces that shape it. State and federal policy and mandates, school committee priorities and resources, educational research, and the involvement and capacity of teachers are addressed.

GCE 15-16-30 – New Course – EDUC 8041 – The Culture of the School – 3 Credits

M.Ed. CRTE and CAGS EDLM Non Licensure

CES – Collaborative for Educational Services

Description: This course introduces the varied roles and responsibilities of a building administrator. Candidates learn effective leadership qualities, organizational structures recommended by the Eleven Essential Conditions for Highly Effective Schools, and useful strategies for building administration. Requires practicum hours

GCE 15-16-31 – New Course – EDUC 8038 – Instructional Leadership and Supervision – 3 Credit

M.Ed. Curriculum and Teaching

CES – Collaborative for Educational Services

Description: This course prepares aspiring administrators to serve as instructional leaders. Participants are familiarized with research-based tools and resources, minding the needs of all learners and the professional development of teachers. A field-based experience is required. Requires pre-practicum hours.

Prerequisites: EDUC 8041 -Culture of the School, EDUC 9005 - Dynamic Perspectives, and EDUC 8036 Policy, Politics Curriculum

GCE 15-16-32 – New Course - EDUC 8039 – Educational Technology for Administrators – 3 Credits

M.Ed. CRTE and CAGS EDLM Non Licensure

CES – Collaborative for Educational Services

Description: This course introduces administrators to the role of technology in education, its use as a change agent in schools, and its use to facilitate data analysis and efficient management of administrative functions. Requires pre-practicum hours.

Prerequisites: EDUC 8041 -Culture of the School, EDUC 9005 - Dynamic Perspectives, and EDUC 8036 Policy, Politics Curriculum

GCE 15-16-33 – New Course – EDUC 9000 – Educational Leadership and Management Supervised Practicum – 6 Credits

Educational Leadership and Management

CES – Collaborative for Educational Services

Description: This two-semester capstone provides practicum for candidates seeking initial licensure as School Principal/Assistant School Principal and Supervisor/Director. Candidates apply ESE administrative leadership indicators and explore four standards of the ESE model rubrics for administrative leadership.

Prerequisites: EDUC 8041 -Culture of the School, EDUC 9005 - Dynamic Perspectives, and EDUC 8036 Policy, Politics Curriculum

GCE 15-16-36 – New Course – EDLM 7009N - Data Informed Decision Making for School Leaders – 3 credits

Educational Leadership and Management - NCSD – Northeast Consortium for Staff Development

Description: This three-module course: Data Driven Decision-making, Standards-Based Education and Instructional Leadership, and Student Performance Assessment, will further help candidates to develop the skills necessary to become effective educational administrators.

GCE 15-16-37 – New Course – EDLM 7002N - Strong School Culture and Leadership – 3 credits

Educational Leadership and Management - NCSD – Northeast Consortium for Staff Development

Description: This course provides the basis for school leadership and building a learning community within a school. Administrative leadership promotes the learning and growth of all students and staff by cultivating shared vision that makes effective teaching and learning the central focus of schooling.

Prerequisites: Participants must have demonstrated leadership skills according to criteria established on the Academy's Initial "Disposition Assessment" and candidacy material

GCE 15-16-38 – EDLM 7050- Successful Principles for Practicing Administrators – 3 credits

Educational Leadership and Management – NCSD – Northeast Consortium for Staff Development

Description: This introductory course lays the foundation for becoming an effective administrator. Through an examination of theory, research, and best practices, candidates build the knowledge, skills, and dispositions of effective administrators with the capacity to be transforming.

Prerequisites: Participants must have demonstrated leadership skills according to criteria established on the Academy's Initial "Disposition Assessment" and candidacy material

GCE 15-16-39 – New Course - EDLM 7004N - The Change Process Leading to School Improvement – 3 Credits

Educational Leadership and Management – NCSD – Northeast Consortium for Staff Development

Description: This four-module course: Professional Development, Change Process, Community Relations and Partnerships, and Staff Selection, Supervision and Performance Evaluation will help candidates to develop the skills necessary to become effective educational administrators.

Prerequisites: EDLM 7002N and EDLM 7003N

GCE 15-16-41 – EDUC 7117 - NTC: Curriculum, Instruction and Assessment – 3 credit

Education – FW Parker Charter Essential School

Description: Through intentional focus on collaboration and reflective practice, candidates design curriculum and instruction for deep understanding, and assessments that engage students in demonstration of mastery. Candidates build a repertoire of differentiated instructional strategies for inclusive classrooms. Delivered in seminar, this course meets for 3.5 hours, bi-weekly, and is the classroom component that accompanies the spring semester of the full-time, full-year practicum experience.

GCE 15-16-42 – EDUC 8028 - NTC: Teaching Practicum – 3 Credits

Education – FW Parker Charter Essential School

Description: Through this full-time, full-year experience, candidates are fully immersed in all aspects of teaching and learning in progressive schools and inclusive classrooms. Through this carefully mentored experience, candidates receive feedback on, learn to be reflective in, and make adjustments to their emerging practice. (45 pre-practicum hours, 1600 practicum hours)

GCE 15-16-43 – EDUC 8030 - NTC: Developing Effective Teaching Practice – 3 Credits

Education – FW Parker Charter Essential School

Description: Through intentional focus on collaboration and reflective practice, candidates learn to plan and deliver effective instruction, study adolescents and learning styles, grow a repertoire of classroom skills and strategies, and study the history of school reform. (25 pre-practicum hours, 800 practicum hours)

GCE 15-16-44 – EDUC 7059E – Making Student Thinking Visible – 3 Credits

Education – RBT – Research for Better Teaching

Description: This online course is an in-depth study about how to transform a classroom from one where the teacher does most of the talking to one where students are at the center of productive dialogue and discussion.

GCE 15-16-45 – EDUC 8035E - Studying Skillful Teaching: Promoting Student Motivation, Learning, and Achievement – 3 Credits

Education – RBT – Research for Better Teaching

Description: This course provides an overview to a comprehensive model of the knowledge base on teaching: 1) Planning lessons that are clear and accessible to all students; 2) Communicating high expectations; and 3) Using a variety of assessments to inform planning, teaching, and reflecting on lessons.

GCE 15-16-47 – New Course – HIST 9016 – The Silk Roads – 3 Credits

History

Description: This course presents an overview of the history of cultural and economic exchange across Eurasia associated with the "Silk Roads" from about the beginning of the Common Era to 1500. It will explore topics such as the physical, cultural, and political geography of Inner Asia, the patterns of interaction between sedentary and nomadic peoples, the spread of religion, culture, and technology, and most particularly, the mechanisms and products of East-West overland trade. This seminar course will examine a wide variety of primary and secondary sources, as well as material culture evidence, in order to assess the world historical significance of the Silk Roads in the human experience.

GCE 15-16-58 – New Course – BIOL 8005 - Practicum in Biology I – 3 Credits

Biology and Chemistry

Description: This practicum is part one of a two part, semester-long student teaching experience in the secondary setting. Candidate practice will be assessed using key indicators of the Professional Standards for Teachers (PSTs) and the Candidate Performance of Assessment (CAP) rubric.

Prerequisites: SEED 7015, SPED 7709, ENGL 8076, SCED 9000, EDUC 7096, and successful completion of Stage 2 Review.

GCE 15-16-59 – New Course – BIOL 8006 - Practicum in Biology II – 3 Credits

Biology and Chemistry

Description: This practicum is part two of a two part, semester-long student teaching experience in the secondary setting. Candidate practice will be assessed using key indicators of the Professional Standards for Teachers (PSTs) and the Candidate Performance of Assessment (CAP) rubric. *Prerequisites: SEED 7015, SPED 7709, ENGL 8076, SCED 9000, EDUC 7096, and successful completion of Stage 2 Review.*

GCE 15-16-62 – New Course - EDUC 7116 – Becoming a Teacher – 3 Credits

Education

Description: Adolescent development in the social, emotional and cognitive development domains is addressed to prepare future teachers to understand the unique characteristics of this age group and the impact of development on student learning. School structures and models for middle and high schools are studied to build a context for candidates' future learning. State and national standards, including those in content area of the license the candidates are seeking, will be studied. Contemporary issues facing educators today will be addressed including the importance of family and school partnerships, legal issues in the field, global issues in education, etc. Expectations for professional and ethical behavior are emphasized. Required 15 hour pre-practicum.

GCE 15-16-63 – New Course - EDUC 7122 – Introduction to Strategies for Teaching Students in Middle School and High School – 3 Credits

Education

Description: This course focuses on relating the Massachusetts Curriculum Frameworks in a discipline to the design of motivating, engaging, effective, and rigorous instruction. The course will address topics such as writing student goals and objectives; planning and implementing instruction; and formative and summative assessment. Candidates will be expected to plan lessons for students, which differentiate instruction for students according to their diverse cultural, linguistic, and academic needs. Required 15 hour pre-practicum.

Prerequisite: EDUC 7116 - Becoming a Teacher

GCE 15-16-64 – New Course - EDUC 7124 – Creating a Positive Learning Environment – 3 Credits

Education

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. Candidates 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. Required 15 hour pre-practicum.

Prerequisite: EDUC 7116 - Becoming a Teacher

GCE 15-16-65 – New Course – SPED 7125 – Teaching Students with Disabilities – 3 Credits

Education

Description: Candidates will gain an understanding of the needs of students with various disabilities and the impact of these disabilities on learning. The roles and responsibilities of professionals working with families in the development and implementation of IEP's are addressed. In particular, strategies for maintaining a safe and collaborative model that values diversity and motivates students to meet high standards of conduct, effort and performance in the classroom will be discussed. Candidates will examine IEPs and consider ways to accommodate diverse learning styles, needs, interests, and levels of readiness. The importance of maintaining high expectations for all students and learning strategies are stressed. Required 10 hour pre-practicum. *Prerequisite: EDUC 7116 - Becoming a Teacher*

GCE 15-16-66 – New Course – EDUC 8029 - Special Methods for Instruction in the Content Areas (5-8): English – 3 Credits

Education

Description: This course focuses on current state and national standards and methods of instruction and assessment in English. It combines academic study with field experience. Candidates apply learning from previous course work to plan and implement effective and rigorous standards-based units of instruction in their content area. Well-structured lessons with measurable outcomes will be created that motivate and engage students while accommodating diverse learning styles, needs, interests, and levels of readiness with an emphasis on integrating culturally or linguistically diverse students and those with disabilities. Required 20 hour pre-practicum.

Prerequisites: Matriculation in the MS (5-8) Initial Licensure: English Program or hold a teaching license.

GCE 15-16-67 – New Course – EDUC 8031 - Special Methods for Instruction in the Content Areas (5-12): Mathematics – 3 Credits

Education

Description: This course focuses on current state and national standards and methods of instruction and assessment in Mathematics. It combines academic study with field experience. Candidates apply learning from previous course work to plan and implement effective and rigorous standards-based units of instruction in their content area. Well-structured lessons with measurable outcomes will be created that motivate and engage students while accommodating diverse learning styles, needs, interests, and levels of readiness with an emphasis on integrating culturally or linguistically diverse students and those with disabilities. Required 20 hour pre-practicum.

Prerequisites: Matriculation in the MS (5-8) Initial Licensure: Mathematics Program or hold a teaching license

GCE 15-16-68 – New Course – EDUC 8032 - Special Methods for Instruction in the Content Areas (5-12): General Science – 3 Credits

Education

Description: This course focuses on current state and national standards and methods of instruction and assessment in science. It combines academic study with field experience. Candidates apply learning from previous course work to plan and implement effective and rigorous standards-based units of instruction in their content area. Well-structured lessons with measurable outcomes will be created that motivate and engage students while accommodating diverse learning styles, needs, interests, and levels of readiness with an emphasis on integrating culturally or linguistically diverse students and those with disabilities. Required 20 hour pre-practicum.

Prerequisites: Matriculation in the MS (5-8) Initial Licensure: General Science Program or hold a teaching license

GCE 15-16-69 – New Course – EDUC 8033 - Special Methods for Instruction in the Content Areas (5-12): History - 3 Credits

Education

Description: This course focuses on current state and national standards and methods of instruction and assessment in History/Social Studies. It combines academic study with field experience. Candidates apply learning from previous course work to plan and implement effective and rigorous standards-based units of instruction in their content area. Well-structured lessons with measurable outcomes will be created that motivate and engage students while accommodating diverse learning styles, needs, interests, and levels of readiness with an emphasis on integrating culturally or linguistically diverse students and those with disabilities. Required 20 hour pre-practicum.

Prerequisites: Matriculation in the MS (5-8) Initial Licensure: History Program or hold a teaching license

GCE 15-16-70 – New Course – EDUC 8034 - Formative and Summative Assessment for Differentiating Instruction - 3 Credits

Education

Description: This course will address the important role of classroom-based, formative and summative assessment to maximize student progress. Candidates 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. Candidates 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. Required 15 hour pre-practicum.

Prerequisites: Matriculation in the MS (5-8) Initial Licensure Program or hold a teaching license

GCE 15-16-71 – New Course – EDUC 8040 – Family, School, and Community Collaboration – 3 Credits

Education

Description: This course examines the importance of strong partnerships between families and schools in the support of student learning. Candidates learn effective communication strategies to work with families and other professionals from all backgrounds. Required 10 hour pre-practicum.

Prerequisites: Matriculation in the MS (5-8) Initial Licensure Program or hold a teaching license

GCE 15-16-72 – New Course – EDUC 9060 – Practicum in Middle School – 3 Credits

Education

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

Prerequisites: Successful Passing of Stage 2 Review

GCE 15-16-73 – New Course – EDUC 9020 – Practicum Seminar for Middle School Educators – 3 Credits

Education

Description: This course is to be taken in conjunction with the practicum (student teaching) in Middle School Education. The purpose of the course is twofold: 1) to support teacher candidate completion of the Candidate Assessment of Performance (CAP); 2) to collaborate with peers through reflection on candidate areas of reinforcement and refinement, discussions on issues that arise during practicum, and brainstorm ways to be more effective educators.

Prerequisites: Taken in conjunction with 9060 – Practicum in Middle School

Course Changes

GCE 15-16-01 – Course Change- COUN 8220 - Counseling in the Elementary School

Addition of *COUN 7030 – Introduction to Professional Counseling: Issues and Skills*, as a prerequisite for this course.

GCE 15-16-02 - Course Change - COUN 8210 – Occupational Information and Career Counseling

Addition of *COUN 7030 – Introduction to Professional Counseling: Issues and Skills*, as a prerequisite for this course.

GCE 15-16-03 - Course Change - COUN 8130 – Psychopathology I – Diagnosis and Assessment: Theory and Practice

Removal of the field based experience component from the course and remove the prerequisite of program admission.

GCE 15-16-04 - Course Change - COUN 8300 – Psychological Testing and Assessment

Removal of the field based experience component from the course and remove the prerequisite of program admission.

GCE 15-16-05 - Course Change - COUN 8132 – Psychopathology II

Addition of 50 hour field based experience component to course.

The addition of *COUN 7030 – Introduction to Professional Counseling: Issues and Skills* and admission to a counseling program as a prerequisites for this course.

GCE 15-16-06 - Course Change - COUN 8900 – Counseling Techniques and Case Analysis: School Guidance Counseling

Removal of prerequisite *COUN 8300 – Psychological Testing* and change description to read as:

This course prepares student-counselors in the skills necessary for working with school-aged students by facilitating basic listening and counseling techniques, using guided simulations and school-based field experience. Note: a pre-practicum (25 hours) is required.

GCE 15-16-07 - Course Change - COUN 8901 – Counseling Techniques and Case Analysis: Mental Health Counseling

Removal of prerequisites COUN 8010 and COUN 8030, increase the field experience from 25 hours to 100 practicum hours, change the course name and description in catalog to:

COUN 8901 – Counseling Techniques and Case Analysis: Mental Health Counseling and Practicum – 6 credits

This course prepares the student-counselor in the skills necessary for working with clients by facilitating basic listening skills and counseling techniques while working with simulated and real clients. Note: A practicum (100 hours minimum) required.

GCE 15-16-24 – Course Change - Name Change of COUN 8210 – Occupational Information and Career Counseling

Change in course name from **COUN 8210 – Occupational Information and Career Counseling** to **COUN 8210 – College and Career Readiness**.

The description of the course has also changed to the following:

This course provides and overview of college and career readiness counseling in the school context, including career development theories, counseling techniques, and equitable access to postsecondary education. Note: a pre-practicum (25 hr. minimum) is required.

Prerequisites: Admission to a counseling program and COUN 7030.

GCE 15-16-49 – Course Change – Addition of CRAR 9060, *Foundations of Creative Arts Integration Research*, as a prerequisite option for the existing course, EDUC 9510, *Capstone: Implementation of Best Practices*.

GCE 15-16-50 – Course Change – CRAR 9060 – name and description change

Old name and description: CRAR 9060, Creative Arts Research

Studies include an inquiry into the role of the creative process in education and the arts, as well as the integration of the arts in education. Research into the cultures of various community groups and the inclusion of exceptional learners in the educational process are considered.

New name and description: CRAR 9060, Foundations of Creative Arts Integration Research

This course focuses on the role of the creative process in education and the Creative Arts, as well as the integration of the Arts across the curriculum. It introduces methodologies appropriate to educational research in Arts disciplines, with an emphasis on theories and research that have direct implications for instructional practice and planning. Students learn the appropriate technologies applicable to research and data collection, and evaluate contrasting theories about research design, to gain an understanding of effective sampling procedures, research bias, and the use of longitudinal studies. Research into the cultures of various community groups and the inclusion of exceptional learners in the educational process are considered. Finally, students develop a detailed proposal designed to explore the implementation of best practices in the field.

Course Removals

GCE 15-16-12 - Course Removals - Counseling, Behavioral Sciences

Removal of the following courses from Graduate Catalog:

- COUN 7020 – Group Dynamics
- COUN 8040 – Issues in the Psychology of Death and Dying
- COUN 8050 – Theories of Personality: Applications to Counseling
- COUN 8120 – Sexual Abuse of Children and Adolescents
- COUN 8170 – Family Treatment with Abusive/Neglectful Families
- COUN 8230 – Working with Individuals with Special Needs
- COUN 8310 – Psychological Testing and Assessment: Individual Measurement of Intelligence
- COUN 8330 – Clinical Observation and Assessment of Children and Adolescents
- COUN 8500 – Counseling Techniques and Case Analysis: Individuals and Families
- COUN 8730 – Helping Parents Help Their Children

GCE 15-16-21 – Course Removal – Education

Removal of EDUC 9010 – The Adult Learner from the Graduate Catalog

GCE 15-16-57 – Course Removal – Biology and Chemistry

Removal of BIOL 8003: Practicum, 6 credits, from program and Graduate Catalog

New Programs

GCE 15-16-19 – New Program Proposal – Data Science Certificate

The Data Science certificate offers the opportunity for students to develop knowledge and skills in data analysis and visualization, database development, machine learning, and data mining. This certificate aims to enhance competitiveness, technical knowledge of the students and prepares them for professional careers in the rapidly changing field of managing, mining, integrating, and analyzing big data across multiple disciplines such as medical and bioinformatics.

The Required (Core) Courses for the certificate:

CSC 7015	Introduction to Data Science	3 cr.
CSC 8008	Data Exploration, Analytics, and Visualization	3 cr.
CSC 8016	Machine Learning for Data Science	3 cr.
CSC 8015	Data Mining and Predictive Analytic	3 cr.

Program admission requirements: A Bachelor Degree in Computer Science or related field is required. Students are also required to have sufficient background in (1) Computer programming, (2) Probability and Statistics (including the requisite additional background in Linear Algebra and Calculus), and (3) Database Design as foundational knowledge for this certificate program. This background may be gained by completion of the following courses, or by demonstration of prior content acquisition through academic credits earned in prior course work, professional experience in the field, non-credit training completed through professional development, and undergraduate course work in computer science and/or related fields.

CSC 1550	Computer Science II
MATH 1700	Applied Statistics
CSC 7500	Database Design

Students seeking to demonstrate the content knowledge must complete a form and submit evidence which is reviewed by the department.

GCE 15-16-74 – New Program – Middle School Education, Initial Licensure, English, General Science, History, and Mathematics Concentrations

Education – 39 credits

Program Description: These Middle School Education concentrations are designed for individuals who have completed an appropriate baccalaureate degree (English, Field of Science, History, Mathematics or a degree closely related to one of these 4 fields) and wish to obtain an Initial Teaching License (Grades 5-8) in their content areas. Admissions requirements: As previously stated, a candidate must have an appropriate baccalaureate degree (English, Field of Science, History, Mathematics or a degree closely related to one of these 4 fields) in order to be accepted into the program. A transcript review based on the current ESE Subject Matter Knowledge Standards (SMKs) will be conducted for all applicants. If an applicant's transcript review identifies limited coursework related to specific SMKs, suggestions for additional coursework may be made. An applicant may also take the appropriate MTEL, and if passed use it to demonstrate the required content knowledge.

To apply, a candidate must submit documents as outlined in the Graduate Admission section of the catalog as well as additional requirements for all applicants of Educator Licensure programs.

Middle School Education (5-8)

Graduate Program for Initial Licensure: English

Course	New or Existing	Credits
EDUC 7116 - Becoming a Teacher (5-12)	New	3
EDUC 7122 - Introduction to Strategies for Teaching Students in Middle and High Schools	New	3
EDUC 7124 - Creating a Positive Learning Environment	New	3
READ 8132 Content Area Reading and Writing: Fostering Literacy in Middle and High School	Existing	3
SPED 7125 - Teaching Students with Disabilities (5-12)	New	3
EDUC 7096 - Sheltered English Immersion (SEI)	Existing	3
EDUC 8029 Special Methods for Instruction in the Content Areas (5-12): English	New	3
EDUC 8034 - Formative and Summative Assessment for Differentiating Instruction	New	3
EDUC 8040 - Family, School, and Community Collaboration	New	3
EDUC 9300 - Educational Research	Existing	3
EDUC 9060 - Practicum in Middle School	New	3
EDUC 9020 - Practicum Seminar for Middle School Educators	New	3
Elective	Existing	3
Total Credits Per Program		39

Middle School Education (5-8)

Graduate Program for Initial Licensure: General Science

Course	New or Existing	Credits
EDUC 7116 - Becoming a Teacher (5-12)	New	3
EDUC 7122 - Introduction to Strategies for Teaching Students in Middle and High Schools	New	3
EDUC 7124 - Creating a Positive Learning Environment	New	3
READ 8132 Content Area Reading and Writing: Fostering Literacy in Middle and High School	Existing	3
SPED 7125 - Teaching Students with Disabilities (5-12)	New	3
EDUC 7096 Sheltered English Immersion (SEI)	Existing	3
EDUC 8032 - Special Methods for Instruction in the Content Areas (5-12): General Science	New	3
EDUC 8034 - Formative and Summative Assessment for Differentiating Instruction	New	3
EDUC 8040 - Family, School, and Community Collaboration	New	3
EDUC 9300 Educational Research	Existing	3
EDUC 9060 - Practicum in Middle School	New	3
EDUC 9020 - Practicum Seminar for Middle School Educators	New	3
Elective	Existing	3
Total Credits Per Program		39

Middle School Education (5-8)

Graduate Program for Initial Licensure: History

Course	New or Existing	Credits
EDUC 7116 - Becoming a Teacher (5-12)	New	3
EDUC 7122 - Introduction to Strategies for Teaching Students in Middle and High Schools	New	3
EDUC 7124 - Creating a Positive Learning Environment	New	3
READ 8132 - Content Area Reading and Writing: Fostering Literacy in Middle and High School	Existing	3
SPED 7125 - Teaching Students with Disabilities (5-12)	New	3
EDUC 7096 - Sheltered English Immersion (SEI)	Existing	3
EDUC 8033 - Special Methods for Instruction in the Content Areas (5-12): History	New	3
EDUC 8034 - Formative and Summative Assessment for Differentiating Instruction	New	3
EDUC 8040 - Family, School, and Community Collaboration	New	3
EDUC 9300 Educational Research	Existing	3
EDUC 9060 -Practicum in Middle School	New	3
EDUC 9020 - Practicum Seminar for Middle School Educators	New	3
Elective	Existing	3
Total Credits Per Program		39

Middle School Education (5-8)

Graduate Program for Initial Licensure: Mathematics

Course	New or Existing	Credits
EDUC 7116 - Becoming a Teacher (5-12)	New	3
EDUC 7122 - Introduction to Strategies for Teaching Students in Middle and High Schools	New	3
EDUC 7124 - Creating a Positive Learning Environment	New	3
READ 8132 - Content Area Reading and Writing: Fostering Literacy in Middle and High School	Existing	3
SPED 7125 - Teaching Students with Disabilities (5-12)	New	3
EDUC 7096 - Sheltered English Immersion (SEI)	Existing	3
EDUC 8031 - Special Methods for Instruction in the Content Areas (5-12): Mathematics	New	3
EDUC 8034 - Formative and Summative Assessment for Differentiating Instruction	New	3
EDUC 8040 - Family, School, and Community Collaboration	New	3
EDUC 9300 Educational Research	Existing	3
EDUC 9060 -Practicum in Middle School	New	3
EDUC 9020 - Practicum Seminar for Middle School Educators	New	3
Elective	Existing	3
Total Credits Per Program		39

Program Changes

GCE 15-16-08 - Program Change - Counseling, School Guidance Concentration

Change the requirement to take **COUN 8010 – Issues in Development: Counseling Children and Adolescents** to **COUN 8030 - Lifespan Development**.

Masters of Science, School Guidance Counseling

	<u>Prior Plan of Study</u>		<u>NEW Plan of Study</u>
Fall Year 1	COUN 7010 Counseling Theories (3 credits)	Fall Year 1	COUN 7010 Counseling Theories (3 credits)
	COUN 8015 Research and Program Evaluation (3 credits)		COUN 8015 Research and Program Evaluation (3 credits)
	COUN 8200 Principles of Guidance and Counseling (3 credits)		COUN 8200 Principles of Guidance and Counseling (3 credits)
Spring Year 1	COUN 7000 School Counseling: Professional Practice, Standards, and Ethics (3 credits)	Spring Year 1	COUN 7000 School Counseling: Professional Practice, Standards, and Ethics (3 credits)
	COUN 8300 Psychological Testing and Assessment: Theories and Practice (3 credits)		COUN 8300 Psychological Testing and Assessment: Theories and Practice (3 credits)
	COUN 7030 Intro to Professional Counseling: Issues and Skills (3 credits)		COUN 7030 Intro to Professional Counseling: Issues and Skills (3 credits)
Summer Year 1	COUN 8010 Issues in Development: Counseling Children and Adolescents (3 credits)	Summer Year 1	COUN 8030 Lifespan Development (3 credits)
	COUN 8190 Social and Cultural Foundations: Issues in Counseling (3 credits)		COUN 8190 Social and Cultural Foundations: Issues in Counseling (3 credits)
Fall Year 2	COUN 8205 Psychology of Learning (3 credits)	Fall Year 2	COUN 8205 Psychology of Learning (3 credits)
	COUN 8100 Childhood Trauma and Its Impact on School Based Services (3 credits)		COUN 8100 Childhood Trauma and Its Impact on School Based Services (3 credits)
Spring Year 2	COUN 8900 Counseling Techniques and Case Analysis: School Guidance Counseling (6 credits)	Spring Year 2	COUN 8900 Counseling Techniques and Case Analysis: School Guidance Counseling (6 credits)
Summer Year 2	COUN 8705 Group Work and Leadership (3 credits)	Summer Year 2	COUN 8705 Group Work and Leadership (3 credits)
Fall Year 3	COUN 9085 Practicum in School Counseling (6 credits)	Fall Year 3	COUN 9085 Practicum in School Counseling (6 credits)
	COUN 8220 Counseling in the Elementary School (For Elementary Licensure) (3 credits) <i>AND/OR</i>		COUN 8220 Counseling in the Elementary School (For Elementary Licensure) (3 credits) <i>AND/OR</i>
	COUN 8210 Occupational Information and Career Counseling (For Secondary Licensure) (3 credits) Counseling (6 credits)		COUN 8210 Occupational Information and Career Counseling (For Secondary Licensure) (3 credits)
Spring Year 3	COUN 9085 Practicum in School (6 credits)	Spring Year 3	COUN 9085 Practicum in School Counseling (6 credits)

Total Credits = 54-57 credits

Total Credits = 54-57 credits

GCE 15-16-09 - Program Change - M.S. in Counseling, Mental Health Concentration

Make **COUN 8140 - Alcohol Abuse and Other Addictive Disorders**, as one of the required 3 credits in the 60 credit program. This will replace an elective course in the program.

Master of Science in Counseling, Mental Health Concentration

	<u>Prior Plan of Study</u>		<u>NEW Plan of Study</u>
Fall Year 1	COUN 7010 Counseling Theories (3 credits)	Fall Year 1	COUN 7010 Counseling Theories (3 credits)
	COUN 7030 Intro to Professional Counseling: Issues and Skills (3 credits)		COUN 7030 Intro to Professional Counseling: Issues and Skills (3 credits)
	COUN 7005 Professional Practice, Standards, & Ethics: Mental Health & Family Counseling (3 credits)		COUN 7005 Professional Practice, Standards, & Ethics: Mental Health & Family Counseling (3 credits)
Spring Year 1	COUN 8015 Research and Program Evaluation (3 credits)	Spring Year 1	COUN 8015 Research and Program Evaluation (3 credits)
	COUN 8130 Psychopathology I: Diagnosis and Assessment (3 credits)		COUN 8130 Psychopathology I: Diagnosis and Assessment (3 credits)
	COUN 8215 Lifestyles & Career Development (3 credits)		COUN 8215 Lifestyles & Career Development (3 credits)
Summer Year 1	COUN 8132 Psychopathology II: Treatment Planning and Outcome (3 credits)	Summer Year 1	COUN 8132 Psychopathology II: Treatment Planning and Outcome (3 credits)
	COUN 8030 Lifespan Development (3 credits)		COUN 8030 Lifespan Development (3 credits)
	COUN XXX Elective (3 credits)	Fall Year 2	COUN 8710 Family Systems: Models and Interventions (3 credits)
Fall Year 2	COUN 8710 Family Systems: Models and Interventions (3 credits)		COUN 8300 Psychological Testing and Assessment: Theories and Practice (3 credits)
	COUN 8300 Psychological Testing and Assessment: Theories and Practice (3 credits)		COUN 8140 Alcohol Abuse and Other Addictive Disorders (3 credits)
Spring Year 2	COUN 8901 Counseling Techniques and Case Analysis: Mental Health Counseling (6 credits)	Spring Year 2	COUN 8901 Counseling Techniques and Case Analysis: Mental Health Counseling (6 credits)
	COUN 8190 Social and Cultural Foundations: Issues in Counseling (3 credits)		COUN 8190 Social and Cultural Foundations: Issues in Counseling (3 credits)
Summer Year 2	COUN XXX Elective (3 credits)	Summer Year 2	COUN XXX Elective (3 credits)
	COUN 8700 Group Work and Leadership in Mental Health (3 credits)		COUN 8700 Group Work and Leadership in Mental Health (3 credits)
Fall Year 3	COUN 9091 Internship in Mental Health (6 credits)	Fall Year 3	COUN 9091 Internship in Mental Health (6 credits)
Spring Year 3	COUN 9091 Internship in Mental Health (6 credits)	Spring Year 3	COUN 9091 Internship in Mental Health (6 credits)

Total Credits = 60 credits

Total Credits = 60 credits

GCE 15-16-10 - Program Change - M.S. in Counseling, Mental Health Concentration

Make **COUN 8625 – Crisis Intervention for Counselors**, as one of the required 3 credits in the 60 credit program. This will replace an elective course in the program.

Master of Science in Counseling, Mental Health Concentration

	<u>Prior Plan of Study</u>		<u>NEW Plan of Study</u>
Fall Year 1	COUN 7010 Counseling Theories (3 credits)	Fall Year 1	COUN 7010 Counseling Theories (3 credits)
	COUN 7030 Intro to Professional Counseling: Issues and Skills (3 credits)		COUN 7030 Intro to Professional Counseling: Issues and Skills (3 credits)
	COUN 7005 Professional Practice, Standards, & Ethics: Mental Health & Family Counseling (3 credits)		COUN 7005 Professional Practice, Standards, & Ethics: Mental Health & Family Counseling (3 credits)
Spring Year 1	COUN 8015 Research and Program Evaluation (3 credits)	Spring Year 1	COUN 8015 Research and Program Evaluation (3 credits)
	COUN 8130 Psychopathology I: Diagnosis and Assessment (3 credits)		COUN 8130 Psychopathology I: Diagnosis and Assessment (3 credits)
	COUN 8215 Lifestyles & Career Development (3 credits)		COUN 8215 Lifestyles & Career Development (3 credits)
Summer Year 1	COUN 8132 Psychopathology II: Treatment Planning and Outcome (3 credits)	Summer Year 1	COUN 8132 Psychopathology II: Treatment Planning and Outcome (3 credits)
	COUN 8030 Lifespan Development (3 credits)		COUN 8030 Lifespan Development (3 credits)
Fall Year 2	COUN 8710 Family Systems: Models and Interventions (3 credits)	Fall Year 2	COUN 8710 Family Systems: Models and Interventions (3 credits)
	COUN 8300 Psychological Testing and Assessment: Theories and Practice (3 credits)		COUN 8300 Psychological Testing and Assessment: Theories and Practice (3 credits)
	COUN 8140 Alcohol Abuse and Other Addictive Disorders (3 credits)		COUN 8140 Alcohol Abuse and Other Addictive Disorders (3 credits)
Spring Year 2	COUN 8901 Counseling Techniques and Case Analysis: Mental Health Counseling (6 credits)	Spring Year 2	COUN 8901 Counseling Techniques and Case Analysis: Mental Health Counseling (6 credits)
	COUN 8190 Social and Cultural Foundations: Issues in Counseling (3 credits)		COUN 8190 Social and Cultural Foundations: Issues in Counseling (3 credits)
Summer Year 2	COUN XXXX Elective (3 credits)	Summer Year 2	COUN 8625 Crisis Intervention for Counselors (3 credits)
	COUN 8700 Group Work and Leadership in Mental Health (3 credits)		COUN 8700 Group Work and Leadership in Mental Health (3 credits)
Fall Year 3	COUN 9091 Internship in Mental Health (6 credits)	Fall Year 3	COUN 9091 Internship in Mental Health (6 credits)
Spring Year 3	COUN 9091 Internship in Mental Health (6 credits)	Spring Year 3	COUN 9091 Internship in Mental Health (6 credits)

Total Credits = 60 credits

Total Credits = 60 credits

GCE 15-16-11 - Program Change - Counseling, School Guidance Concentration

Increase in the credit hours of this program from 54-57 to 60 credit hours. This will be accomplished by no longer allowing student option to choose one course but requiring students to take both **COUN 8220 – Counseling in the Elementary School**, and **COUN 8210 – Occupational Information and Career Counseling**. **COUN 8130 – Psychopathology I** will also be required as part of the program.

Master of Science in Counseling, School Guidance Concentration

	<u>Prior Plan of Study</u>		<u>NEW Plan of Study</u>
Fall Year 1	COUN 7010 Counseling Theories (3 credits)	Fall Year 1	COUN 7010 Counseling Theories (3 credits)
	COUN 8015 Research and Program Evaluation (3 credits)		COUN 8015 Research and Program Evaluation (3 credits)
	COUN 8200 Principles of Guidance and Counseling (3 credits)		COUN 8200 Principles of Guidance and Counseling (3 credits)
Spring Year 1	COUN 7000 School Counseling: Professional Practice, Standards, and Ethics (3 credits)	Spring Year 1	COUN 7000 School Counseling: Professional Practice, Standards, and Ethics (3 credits)
	COUN 8300 Psychological Testing and Assessment: Theories and Practice (3 credits)		COUN 8300 Psychological Testing and Assessment: Theories and Practice (3 credits)
	COUN 7030 Intro to Professional Counseling: Issues and Skills (3 credits)		COUN 7030 Intro to Professional Counseling: Issues and Skills (3 credits)
Summer Year 1	COUN 8030 Lifespan Development (3 credits)	Summer Year 1	COUN 8030 Lifespan Development (3 credits)
	COUN 8190 Social and Cultural Foundations: Issues in Counseling (3 credits)		COUN 8190 Social and Cultural Foundations: Issues in Counseling (3 credits)
Fall Year 2	COUN 8205 Psychology of Learning (3 credits)	Fall Year 2	COUN 8205 Psychology of Learning (3 credits)
	COUN 8100 Childhood Trauma and Its Impact on School Based Services (3 credits)		COUN 8100 Childhood Trauma and Its Impact on School Based Services (3 credits)
	COUN 8220 Counseling in the Elementary School (3 credits)		COUN 8220 Counseling in the Elementary School (3 credits)
	AND/OR		
	COUN 8210 Occupational Information and Career Counseling (For Secondary Licensure) (3 credits)	Spring Year 2	COUN 8900 Counseling Techniques and Case Analysis: School Guidance Counseling (6 credits)
Spring Year 2	COUN 8900 Counseling Techniques and Case Analysis: School Guidance Counseling (6 credits)		COUN 8130 Psychopathology I (3 credits)
Summer Year 2	COUN 8705 Group Work and Leadership (3 credits)	Summer Year 2	COUN 8705 Group Work and Leadership (3 credits)
Fall Year 3	COUN 9085 Practicum in School Counseling (6 credits)	Fall Year 3	COUN 9085 Practicum in School Counseling (6 credits)
			COUN 8210 Occupational Information and Career Counseling (3 credits)
Spring Year 3	COUN 9085 Practicum in School Counseling (6 credits)	Spring Year 3	COUN 9085 Practicum in School Counseling (6 credits)

Total Credits = 54-57 credits

Total Credits = 60 credits

GCE 15-16-13 - Program Change - M.S. in Counseling, Concentration name changes
The School Guidance Counseling Concentration will be renamed to School Counseling.
The Mental Health Concentration will be renamed to Clinical Mental Health Counseling.

GCE 15-16-20 – Program Change – Special Education Guided Studies Professional Concentration
Change required course **SPED 9003 – Reflective Teaching** to **EDLM 8026 - Data Informed Decision Making**.

Special Education Guided Studies Professional Concentration

	<u>CURRENT Plan of Study</u>		<u>NEW Plan of Study</u>
Required Courses	SPED 9200 Collaboration and Consultation	Required Courses	SPED 9200 Collaboration and Consultation
	SPED 9100 Special Education and the Law		SPED 9100 Special Education and the Law
	EDUC 9005 Dynamic Perspective in Education		EDUC 9005 Dynamic Perspective in Education
	SPED 8009 Advanced Assessment Strategies' for Special Educators		SPED 8009 Advanced Assessment Strategies' for Special Educators
	SPED 7017 Psychology of Reading, Reading Development and Disabilities OR SPED 8017 Specialized Reading Approaches		SPED 7017 Psychology of Reading, Reading Development and Disabilities OR SPED 8017 Specialized Reading Approaches
	SPED 7410 Advanced Strategies for Teaching School Aged Children with Emotional or Behavioral Challenges OR Course form Behavior Analyst Certificate Program if enrolled		SPED 7410 Advanced Strategies for Teaching School Aged Children with Emotional or Behavioral Challenges OR Course form Behavior Analyst Certificate Program if enrolled
	SPED 8022 Augmentative and Alternative Communication OR SPED 8000 Technology for Students with Moderate and Severe Disabilities		SPED 8022 Augmentative and Alternative Communication OR SPED 8000 Technology for Students with Moderate and Severe Disabilities
	EDUC 9300 Educational Research		EDUC 9300 Educational Research
	SPED 9003 Reflective Teaching		EDLM 8026 Data informed Decision Making
	ELECTIVES		ELECTIVES
	ELECTIVES (Must be approved by advisor)***		ELECTIVES (Must be approved by advisor)***
	ELECTIVES (Must be approved by advisor)***		ELECTIVES (Must be approved by advisor)***
	CAPSTONE		CAPSTONE
	EDUC 9510 Capstone: Implementation of Best Practices		EDUC 9510 Capstone: Implementation of Best Practices

Total Credits = 36 credits

Total Credits = 36 credits

GCE 15-16-22 – Program Change – Professional Mentoring for Teachers Certificate

Removal of **Professional Mentoring for Teacher’s Certificate** from Graduate Catalog.

GCE 15-16-23 – Program Change – Educational Leadership and Management

Replace EDUC 9150 – Advanced Seminar in Reflective Practice and Action Research (3 credits) with EDUC 9510 – Capstone: Implementation of Best Practices in the Non Licensure EDLM Supervisor Non-Licensure and Principal Non-Licensure tracks in the M.Ed. and CAGS EDLM program.

	<u>CURRENT Plan of Study</u>		<u>NEW Plan of Study</u>
Required Courses	EDLM 8012 Law, Ethics, & Policies for the Educator	Required Courses	EDLM 8012 Law, Ethics, & Policies for the Educator
	EDLM 8023 Principles for Success for Effective Administrators		EDLM 8023 Principles for Success for Effective Administrators
	EDLM 8026 Data-Informed Decision Making for School Improvement & Student Learning		EDLM 8026 Data-Informed Decision Making for School Improvement & Student Learning
	EDLM 8027 Meaningful Family & Community Engagement and Partnerships		EDLM 8027 Meaningful Family & Community Engagement and Partnerships
	EDLM 8028 Public School Finance, Human Resources and Personnel Administration		EDLM 8028 Public School Finance, Human Resources and Personnel Administration
	EDLM 8029 Instructional and Curriculum Leadership and Evaluation		EDLM 8029 Instructional and Curriculum Leadership and Evaluation
	EDLM 8050 Seminar: Research in Educational Leadership		EDLM 8050 Seminar: Research in Educational Leadership
	EDLM 9005 Dynamic Perspectives in Education		EDLM 9005 Dynamic Perspectives in Education
	EDLM 9035 Collegial Supervision in an Era of Accountability		EDLM 9035 Collegial Supervision in an Era of Accountability
	EDLM 9045 Dynamics of Planned Change		EDLM 9045 Dynamics of Planned Change
	EDLM 9150 Advanced Seminar in Reflective Practice and Action Research		EDUC 9510 Capstone: Implementation of Best Practices
	ETEC 9200 Project in Educational Technology		ETEC 9200 Project in Educational Technology
	One Approved Elective, 3 credits		One Approved Elective, 3 credits

Total Credits = 39 credits

Total Credits = 39 credits

GCE 15-16-26 – Program Change – Masters of Arts in Teaching English, Professional Licensure
 Replacing ENGL 9500 – Internship with ENGL 9600 - Pedagogical Research.

	<u>CURRENT Plan of Study</u>		<u>NEW Plan of Study</u>
Fall Year 1	ENGL 8050 Graduate Study and Research in English	Fall Year 1	ENGL 8050 Graduate Study and Research in English
	ENGL 9XXX English Elective		ENGL 9XXX English Elective
Spring Year 1	ENGL 8000 Advanced Methods of Teaching at the Secondary Level	Spring Year 1	ENGL 8000 Advanced Methods of Teaching at the Secondary Level
	ENGL 9XXX English Elective		ENGL 9XXX English Elective
Summer Year 1	ENGL 8076 Creating Literacy Experiences: Building Reading and Writing into Content Areas	Summer Year 1	ENGL 8076 Creating Literacy Experiences: Building Reading and Writing into Content Areas
	ENGL 8070 Literature in the Classroom		ENGL 8070 Literature in the Classroom
Fall Year 2	ENGL 9XXX English Elective	Fall Year 2	ENGL 9XXX English Elective
	ENGL 8260 Curriculum Design and Development		ENGL 8260 Curriculum Design and Development
Spring Year 2	ENGL 9XXX English Elective	Spring Year 2	ENGL 9XXX English Elective
Summer Year 2	ENGL 8250 Curriculum and Technology	Summer Year 2	ENGL 8250 Curriculum and Technology
	ENGL 8071 Literature for Young Adults		ENGL 8071 Literature for Young Adults
Fall Year 3	ENGL 9400 or ENGL 9500 Clinical Experience and Research Project or Internship and Research Project	Fall Year 3	ENGL 9600 - Pedagogical Research

Total Credits = 39 credits

Total Credits = 39 credits

GCE 15-16-27 – Program Change – Removal of the Masters of Arts in Teaching in Earth Science program.

GCE 15-16-35 – Program Change – EDLM – Removal of Technology Leader track (M.ED. and CAGS)

GCE 15-16-40 – Program Change – Behavior Analyst Certificate Program

This program change makes SPED 8013, *Concepts and Principles of Behavior Analysis*, and SPED 8028, *Research Methods in Behavior Analysis Comprehensive*, concurrent prerequisites in the Fall. It also makes SPED 8029, *Fundamental Elements of Behavior Change and Specific Behavior Change Procedures*, and SPED 8032, *Identification of the Problem/Assessment*, as concurrent prerequisites in the Spring.

GCE 15-16-51– Program Change – Fine Arts Director Certificate Program

Addition of EDUC 9510, *Capstone: Implementation of Best Practices*, as the fifth required course. This increases the total credits for this program from 12 to 15.

- CRAR 9051 - Supervising, Directing, and Leading in Arts Education I
- CRAR 9052 - Supervising, Directing, and Leading in Arts Education II
- CRAR 9060 – Foundations of Creative Arts Integration Research
- CRAR 9070 - Creative Arts Curriculum Development and Applications
- EDUC 9510 – Capstone: Implementing Best Practices

GCE 15-16-52– Program Change – M.Ed. in Arts Education

Addition of EDUC 9510, *Capstone: Implementation of Best Practices*, as the sixth required class to the current core requirements and increase the total credits for the M.Ed. Degree from 33 to 36.

CRAR 9051 - Supervising, Directing, and Leading in Arts Education I

CRAR 9052 - Supervising, Directing, and Leading in Arts Education II

CRAR 9060 – Foundations of Creative Arts Integration Research

CRAR 9070 - Creative Arts Curriculum Development and Applications

CRAR 9090 – Arts Presentation

EDUC 9510 – Capstone: Implementing Best Practices

Subtotal - 18 credits, Distribution Content – 18 credits, Total for degree = 36 cr.

GCE 15-16-53– Program Change – Applied Communications

Change in the wording in Catalog and Banner regarding elective choices - Any course offered by the MS Applied Communication program (including topics courses) that are not used to satisfy a student's core requirement may be used to satisfy the program's electives requirements.

The following wording will be placed under the list of courses for program.

“*Any course offered through the program not used as a required course may serve as elective.”

GCE 15-16-55– Program Change – M.S. Applied Communications- Removal of the Health Communications Concentration

GCE 15-16-56– Program Change – Applied Communications – Removal of the CAGS/IDIS, Coordinated Management of Meaning Concentration

GCE 15-16-60– Program Change – Biology and Chemistry

Replacing BIOL 8003, *Practicum*, with BIOL 8005, *Practicum in Biology I*, and BIOL 8006, *Practicum in Biology II*, in the following 2 programs POS: Post Baccalaureate Certificate, Biology Concentration, Initial Licensure (8-12) and M.A.T. Biology, Initial Licensure (8-12).

Post Baccalaureate Certificate, Biology Concentration, Initial Licensure (8-12)

Old Plan of Study			New Plan of Study		
Required Courses	Pre-practicum Hours	CR.	Required Courses	Pre-practicum Hours	CR
Biology 2860: Introduction to Secondary School Teaching OR SEED 7015: Introduction to Strategies for Effective Teaching in the Academic Discipline	25	3	Biology 2860: Introduction to Secondary School Teaching OR SEED 7015: Introduction to Strategies for Effective Teaching in the Academic Discipline	25	3
SPED 3800: Secondary Programs for Adolescents with Disabilities OR SPED 7709: The High School Environment-Challenges in Education Students with Disabilities	10	3	SPED 3800: Secondary Programs for Adolescents with Disabilities OR SPED 7709: The High School Environment-Challenges in Education Students with Disabilities	10	3
ENGL 4700: Teaching Reading and Writing Across the Content Area OR ENGL 8076: Creating Literary Experiences: Building Reading and Writing into the Content Area	25	3	ENGL 4700: Teaching Reading and Writing Across the Content Area OR ENGL 8076: Creating Literary Experiences: Building Reading and Writing into the Content Area	25	3
BIOL 4850: Methods in Teaching Science OR SCED 9000: Advanced Methods in Teaching Science	25	3	BIOL 4850: Methods in Teaching Science OR SCED 9000: Advanced Methods in Teaching Science	25	3
EDUC 7096: Sheltered English Immersion	25	3	EDUC 7096: Sheltered English Immersion	25	3
BIOL 8003: Practicum		6	BIOL 8005: Practicum in Biology I		3
			BIOL 8006: Practicum in Biology II		3
TOTAL FOR PROGRAM	110	21	TOTAL FOR PROGRAM	110	21

Masters of Art Biology Initial Licensure (8-12)

Old Plan of Study			NEW Plan of Study		
*Prerequisite Courses	Pre-practicum Hours	Credits	*Prerequisite Courses	Pre-practicum Hours	Credits
Biology 2860: Introduction to Secondary School Teaching OR SEED 7015: Introduction to Strategies for Effective Teaching in the Academic Discipline	25	3	Biology 2860: Introduction to Secondary School Teaching OR SEED 7015: Introduction to Strategies for Effective Teaching in the Academic Discipline	25	3
SPED 3800: Secondary Programs for Adolescents with Disabilities OR SPED 7709: The High School Environment-Challenges in Education Students with Disabilities	10	3	SPED 3800: Secondary Programs for Adolescents with Disabilities OR SPED 7709: The High School Environment-Challenges in Education Students with Disabilities	10	3
Required Courses/Education Core			Required Courses/Education Core		
ENGL 8076: Creating Literary Experiences: Building Reading and Writing into the Content Area	25	3	ENGL 8076: Creating Literary Experiences: Building Reading and Writing into the Content Area	25	3
SCED 9000: Advanced Methods of Teaching Science	25	3	SCED 9000: Advanced Methods of Teaching Science	25	3
EDUC 7096: Sheltered English Immersion	25	3	EDUC 7096: Sheltered English Immersion	25	3
BIOL 8003: Practicum		6	BIOL 8005: Practicum in Biology I BIOL 8006: Practicum in Biology II		6
Required Courses/Content Core			Required Courses/Content Core		
BIOL 7400: Bioethics		3	BIOL 7400: Bioethics		3
BIOL 9011: Seminar in Biology		3	BIOL 9011: Seminar in Biology		3
Electives			Electives		
		12			12
Required Courses/ Education Research and Leadership			Required Courses/ Education Research and Leadership		
EDUC 8300: Research in Education		3	EDUC 8300: Research in Education		3
EDUC 9510: Capstone: Imp Best Practices		3	EDUC 9510: Capstone: Imp Best Practices		3
TOTAL FOR DEGREE	110	39	TOTAL FOR DEGREE	110	39

* Prerequisite courses do not count toward the 39 credit degree program. These courses can be taken at the undergraduate or graduate level.

GCE 15-16-61– Program Change – Biology and Chemistry – Removal of the M.Ed. Science Education, Non-Teaching Concentration

GCE 15-16-75– Program Change – Education - Elementary Education, M.Ed. (1-6) Professional Licensure Concentration

Replace EDUC 8310, Advanced Research in Education with EDUC 9300, Education Research

Fitchburg State University – Education Department
Elementary Education, M.Ed., (1-6), Professional Licensure Track

Credits	CURRENT Plan of Study	Credits	NEW Plan of Study*
3	EDUC 9005 Dynamic Perspectives in Education	3	EDUC 9005 Dynamic Perspectives in Education
3	EDUC 8310 Advanced Research in Education	3	EDUC 9300 Educational Research
3	EDUC 9510 Capstone: Implementation of Best Practices	3	EDUC 9510 Capstone: Implementation of Best Practices
3	EDUC 7300 Advanced Child Development	3	EDUC 7300 Advanced Child Development
3	EDUC 8400 - Literacy in Elementary Education	3	EDUC 8400 - Literacy in Elementary Education
3	EDUC 8200 Qualitative Reading Assessment and Analysis	3	EDUC 8200 Qualitative Reading Assessment and Analysis
3	EDUC 8650 Advanced Strategies and Approaches for Teaching Critical Thinking in the Content Areas	3	EDUC 8650 Advanced Strategies and Approaches for Teaching Critical Thinking in the Content Areas
3	EDUC 8600 Advanced Seminar in Child-Centered Issues	3	EDUC 8600 Advanced Seminar in Child-Centered Issues
12	Content Elective Courses	12	Content Elective Courses
36	Total Hours: CURRENT Elementary Education, M.Ed., (1-6), Professional Licensure Track	36	Total Hours: NEW Elementary Education, M.Ed., (1-6), Professional Licensure Track

GCE 15-16-76– Program Change – Education -Early Childhood Education, M.Ed. (Pre-K-2) Professional Licensure Concentration

Replace EDUC 8310, Advanced Research in Education with EDUC 9300, Education Research

Fitchburg State University – Education Department
Early Childhood Education, M.Ed., (Pre-K-2) – Professional Licensure Concentration

Credits	CURRENT Plan of Study	Credits	NEW Plan of Study*
3	EDUC 8310 Advanced Research in Education	3	EDUC 9300 Educational Research
3	EDUC 9005 Dynamic Perspectives in Education	3	EDUC 9005 Dynamic Perspectives in Education
3	EDUC 9510 Capstone: Implementation of Best Practices	3	EDUC 9510 Capstone: Implementation of Best Practices
3	EDUC 7300 Advanced Child Development	3	EDUC 7300 Advanced Child Development
3	EDUC 8200 Qualitative Reading Assessment and Analysis	3	EDUC 8200 Qualitative Reading Assessment and Analysis
3	EDUC 8270 Collaborating with and Involving Parents in Early Childhood Settings	3	EDUC 8270 Collaborating with and Involving Parents in Early Childhood Settings
3	EDUC 8450 Literacy in Early Childhood Education	3	EDUC 8450 Literacy in Early Childhood Education
3	EDUC 8500 Developmental Assessment in Early Childhood Education	3	EDUC 8500 Developmental Assessment in Early Childhood Education
12	Content Elective Courses	12	Content Elective Courses
36	Total Hours: CURRENT Early Childhood Education, M.Ed., (Pre-K-2) – Professional Licensure	36	Total Hours: NEW Early Childhood Education, M.Ed., (Pre-K-2) – Professional Licensure

GCE 15-16-77– Program Change – Education -Middle School Education, M.Ed. (5-8) Professional Licensure, Humanities & Math/Science Concentrations

Replace EDUC 8310, Advanced Research in Education with EDUC 9300, Education Research

Fitchburg State University – Education Department

Middle School Education, M.Ed., (5 - 8), Professional Licensure, Humanities & Math/Science Concentrations

Credits	CURRENT Plan of Study	Credits	NEW Plan of Study*
3	EDUC 8310 Advanced Research in Education	3	EDUC 9300 Educational Research
3	EDUC 9005 Dynamic Perspectives in Education	3	EDUC 9005 Dynamic Perspectives in Education
3	EDUC 9510 Capstone: Implementation of Best Practices	3	EDUC 9510 Capstone: Implementation of Best Practices
3	EDUC 8150 Advanced Assessment, Design, and Evaluation of the Middle School Curriculum	3	EDUC 8150 Advanced Assessment, Design, and Evaluation of the Middle School Curriculum
3	EDUC 8350 Middle School Instructional Strategies and Practices	3	EDUC 8350 Middle School Instructional Strategies and Practices
3	EDUC 8750 Seminar in Early Adolescent Issues	3	EDUC 8750 Seminar in Early Adolescent Issues
3	READ 8132 Content Area Reading and Writing: Fostering Literacy in Middle School and High School	3	READ 8132 Content Area Reading and Writing: Fostering Literacy in Middle School and High School
12	Content Elective Courses	12	Content Elective Courses
36	Total Hours: CURRENT Middle School Education, M.Ed., (5 - 8), Professional Licensure, Humanities & Math/Science Concentrations	36	Total Hours: NEW Middle School Education, M.Ed., (5 - 8), Professional Licensure, Humanities & Math/Science Concentrations

Policy Changes

GCE 15-16-34 – Policy Change – M.Ed. in Occupational Education

Old Policy:

GRE or MAT is required for admission.

New Policy:

As a requirement for admission, every applicant must have successfully completed the GRE, the MAT, or passed the MTEL Examination in Communication and Literacy.

GCE 15-16-46 – Policy Change – All Graduate Programs

Policy change regarding Active/Inactive Status - change is to match policy in catalog with practice in Registrar's office to inactivate matriculated students that have not enrolled in two years.

New Catalog excerpt:

Continued Progress Toward a Degree: 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.

GCE 15-16-48 – Policy Change – M.Ed. in Arts Education

Remove the admissions requirement of either the MAT or GRE