

Graduate Council Action Summary

2014/2015



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Recorder

New Courses

Criminal Justice Police Certification Concentration

GCE #14-15-04 – Criminal Justice MPTC Practicum – 6 Credits – CJ 7500 -

This course will be taken by all Criminal Justice students who have completed the undergraduate Police Certification Concentration and who intend to complete the Graduate CJ Police Certification Concentration portion of the program. The Practicum will consist of the field work necessary for completion of the MPTC program and will be conducted under the supervision of MPTC Certified Instructors and FSU faculty members. The Practicum will involve the following field work sessions:

Defense Tactics Training;

Water Safety;

Emergency Driving;

Highway Safety (Radar, Breath test, Field Sobriety, Occupant Protection);

Firearms; and

Patrol Response/Applied Patrol Procedures (includes Motor Vehicle Stops and Arrest/Processing)

Criminal Justice Police Certification Concentration

GCE #14-15-05 – Applied Concepts in Policing – 3 Credits - CJ 7250 –

Prerequisite: CJ 7500 Practicum

This course covers policing issues such as use of force; motor vehicle operations; care and custody of persons; special operations and critical incidents; homeland security; technology and privacy; and liability related to these areas.

Prerequisite: CJ 7500: Criminal Justice MPTC Practicum.

Criminal Justice Police Certification Concentration

GCE #14-15-06 – Professional Responsibility and Community Relations for Law Enforcement – 3 Credits - CJ 7300 –

The founder of modern policing, Sir Robert Peel, delineated the concepts of ethical policing and policing by consent. In this course we will show how these two concepts are mutually reinforcing. The course focuses attention on the constituencies' interest in police services, the goals that law enforcement agencies are expected to achieve, and the means to achieve goals. Ethical police behavior is considered at three levels (individual, agency, and society-wide) and the interaction of those three levels is observed in a case study. Examples of effective and ineffective community relations strategies are examined. The roles of police leadership is discussed.

Criminal Justice Police Certification Concentration

GCE #14-15-07 – Advanced Police Patrol Operations – 3 Credits - CJ 7350 -

This course will provide an in-depth study of the police patrol function, its evolution including studies of patrol, the goals of patrol, issues of discretion for patrol officers, the role of community and patrol, strategies and techniques of patrol, and the types of patrol. In addition, there will be a comprehensive study of report writing.

Criminal Justice Police Certification Concentration

GCE #14-15-08 – Crime Causation – 3 Credits - CJ 7320 -

This study combines various perspectives from across the behavioral sciences to help illuminate the causes and consequences of crime and criminality, from juvenile delinquency and street crime to white collar and corporate crime.

Criminal Justice Police Certification Concentration

GCE #14-15-09 – Massachusetts Criminal Law Procedure – 3 Credits – CJ 7370 -

The main goal of this course is to help students develop a working knowledge of Massachusetts black-letter law, case law, and procedural law relevant to the practice of law enforcement in the Commonwealth.

Criminal Justice Police Certification Concentration**GCE #14-15-10 – Leadership and Management – 3 Credits - CJ 8010 –****Prerequisite: CJ 7350 Advanced Police Patrol Operations**

This course focuses on theories of leadership and management within a public organization. General theories will be interwoven with behavioral theories, with critical distinctions made between leadership and management, and on communication, team-building and ethics. Prerequisite: CJ 7350, Advanced Police Patrol Operations.

Criminal Justice Police Certification Concentration**GCE #14-15-11 – Program Evaluation – 3 Credits - CJ 8100 -**

Perhaps the most important question for persons and institutions in the helping and public service professions is whether their efforts are accomplishing their goals. Program evaluation is the process of determining how well a program, treatment, or other intervention designed to help ameliorate social or personal problems, including but not limited to crime and delinquency, or otherwise enhance the quality of life and/or the overall well-being of society, has accomplished its goals. This process requires attention to the interests and desires of multiple segments of society who have a stake in the outcome of the intervention as well as to the principles of scientific methodology. In this course, students will learn, among other things, the importance of evaluating not only how well an intervention worked but how well it was implemented in the first place, the value of using the results of evaluations to design new programs or improve existing ones, how to conduct a program evaluation, how to evaluate the validity of a program evaluation, and, perhaps most importantly, the role of program evaluation in designing good public policy.

Criminal Justice Police Certification Concentration**GCE #14-15-12 – Advanced Policy Seminar – 3 Credits – CJ 8150 –****Prerequisite: 15 Criminal Justice Graduate credits**

This course combines a seminar-style overview of public policy theories and the policy-making process, including research, analysis, recommendation(s), implementation and evaluation, along with a clinical approach of gaining experience working as a research team member. Prerequisite: 15 graduate credits.

Behavior Analyst Certificate Program**GCE #14-15-22 – Concepts and Principles of Behavior Analysis – 3 Credits - SPED 8013 -**

The history and theory of applied behavior analysis will be examined, including the definition and characteristics of ABA. Seminal Research will be used to emphasize the relationship between behavior analysis and the education of children.

Behavior Analyst Certificate Program**GCE #14-15-23 - Research Methods in Behavior Analysis Comprehensive – 3 Credits - SPED 8028 –****Prerequisite: SPED 8013**

This course provides advanced coverage of the measurement and experimental methods in the field of ABA. Candidates operationalize definitions of behaviors, collect, analyze data, and develop needed skills to plan, develop, and systematically evaluate behavioral interventions.

Behavior Analyst Certificate Program**GCE #14-15-24 – Fundamental Elements of Behavior Change and Specific Behavior Change Procedures- 3 Credits – SPED 8029 –****Prerequisite: SPED 8013 and SPED 8028**

This course focuses on refining candidate understanding of the basic principles of applied behavior analysis, critically examining the factors influencing behavior change procedures on these basic principles.

Behavior Analyst Certificate Program

GCE #14-15-25 – Identification of the Problem/Assessment – 3 Credits - SPED 8032 –

Prerequisite: SPED 8013, SPED 8028, and SPED 8029

This course provides advanced coverage of assessment methods utilized in the field of ABA. Theoretical frameworks and best practices for analyzing behaviors are examined. Candidates utilize evidence-based strategies for conducting an effective functional behavioral assessment.

Behavior Analyst Certificate Program

GCE #14-15-26 – Implementation, Management, and Supervision – 3 Credits - SPED 8033 –

Prerequisite: SPED 8013, SPED 8028, SPED 8029, and SPED 8032

The design of evidence-based behavior change tactics, taking into account function of behavior, least restrictive treatment, and the right to effective treatment is the focus of this course. Candidates complete an effective behavior management plan.

Behavior Analyst Certificate Program

GCE #14-15-27 - Ethical & Professional Issues – 3 Credits - SPED 8034 –

Prerequisite: SPED 8013, SPED 8028, SPED 8029, SPED 8032, and SPED 8033

This course is designed to connect the ethical and professional standards of the profession of applied behavior analysis with their implementation. Candidates will learn how to improve their own professional repertoires as human service consultants and collaborators.

M.Ed. in Arts Education

GCE #14-15-37 - Instrumental Conducting – 3 Credits – MUSC 8100 –

Study of the art of conducting. Audio and visual materials, presentations, demonstrations, score study, and hands-on practice are used to gain understanding, skill, and experience in conducting. Class functions as an ensemble, with rotating conducting assignments. Experience needed for course: Intermediate knowledge of harmony, aural skills, instrumentation, music theory, and music history.

M.Ed. in Curriculum and Teaching

GCE #14-15-39 – Impact of Technology on Curriculum Development – 3 Credits – EDUC 7160 –

K-12 educators will learn reasoning and common practices for incorporating technology into the daily curriculum. Content includes examination of technology integration techniques using various application tools, instructional software, productivity software, the Internet, and internet based software applications.

Offered through Extended Campus partner, Lowell Public Schools

M.Ed. in Curriculum and Teaching

GCE #14-15-40 - Creating a Technology Rich Classroom – 3 Credits – EDUC 7177 –

This course is designed to train teachers from diverse backgrounds who possess varying levels of technological experience, how to successfully integrate technology into the curriculum, and use it to enhance overall student learning in the classroom.

Offered through Extended Campus partner, Lowell Public Schools

M.Ed. in Curriculum and Teaching

GCE #14-15-41 - Teaching Students with Special Needs in an Urban Context – 3 Credits – EDUC 7170 -

New special education teachers gain information and skills required to begin work in Lowell. The seven major components of the MA DESE Principles of Effective Teaching and the Lowell Public Schools evaluation instrument are addressed. Readings from research, current practice and DESE publications analysis of teaching students with disabilities.

Offered through Extended Campus partner, Lowell Public Schools

M.Ed. in Curriculum and Teaching

GCE #14-15-42 - Teaching the Common Core Standards in Mathematics – 3 Credits – EDUC 7180 –

This course provides educators with an understanding of the Common Core standards for mathematics and the relationships between the Standards for Content and the Standards for Practice. Participants will closely engage standards with an emphasis on expected learning outcomes and content standard progressions.

Offered through Extended Campus partner, Lowell Public Schools

M.Ed. in Curriculum and Teaching

GCE #14-15-43 - Creating a Positive Learning Environment: Climate, Management, High Expectations, Instruction – 3 Credits – EDUC 7185 -

This course is for practicing teachers who will learn how to develop self - awareness and self-control in students so that academic achievement is supported by pro-social development. The integration of instruction and management into the planning of lessons is addressed.

Offered through Extended Campus partner, Lowell Public Schools

M.Ed. in Curriculum and Teaching

GCE #14-15-44 - Foundations in Teaching and Learning – 3 Credits – EDUC 7186 –

Candidates learn about teaching and learning and develop a basic understanding of adolescent development and behavior. Opportunities are provided for candidates to craft and facilitate mini-lessons and practice their preliminary understanding of lesson and unit planning using a backward design process and Essential Questions.

Offered through Extended Campus partner, Parker Charter School

GCE #14-15-45 - General Education Classroom (Tier 1) Foundational Skills with Foundations[®] Facilitator Certification course (Levels K, 1, 2, or 3) – 3 Credits – READ 8070 -

Foundations[®] Facilitator Certification Program is a year-long course to develop teacher leaders to facilitate the implementation of Foundations which systematically teaches skills in all five areas of reading. Student achievement is promoted by supporting fidelity of implementation.

Offered through Extended Campus partner, Wilson Language Training

GCE #14-15-46 - Classroom (Tier 2) Foundational Skills with Just Words[®] Facilitator Certification Program – 3 Credits – READ 8080 -

The Just Words[®] Facilitator Certification Program is a year-long course that develops teacher leaders to facilitate the implementation of this explicit, multisensory decoding and spelling program for students in Grades 4-12.

Offered through Extended Campus partner, Wilson Language Training

GCE #14-15-47 - Intervention (Tier 2) Foundational Skills with Foundations[®] Facilitator Intervention Certification Program – 3 Credits – READ 8085 –

The Foundations[®] Facilitator Intervention Certification Course is a year-long program to develop a Foundations[®] Facilitator in a Tier 2, targeted intervention setting to at-risk, K-3 students in need of strategic instruction.

Offered through Extended Campus partner, Wilson Language Training

M.Ed. Teaching Programs

GCE #14-15-52 - Capstone: Implementation of Best Practices – 3 Credits – EDUC 9510 –

Prerequisites: EDUC 8300, 8310, or 9300

This is the culminating experience for candidates in most M.Ed. teaching programs (initial, professional licensure and non -licensure) in the Education Department. Candidates review literature on best practices and implement a project that assesses impact of an intervention on student learning.

Course Changes

GCE #14-15-38 – Course Change – Adding a cross-listing for existing course **CRAR 8146** – Arts Technology in the Classroom as **MUSC 8146** and **ART 8146**. The current course description applies to cross-listings.

GCE #14-15-50 – Course Change – Revised course description for **MUSC 8004 – Intermediate Choral Conducting**: This course will involve score preparation, including playing parts on a piano. Literature will meet the norm for graduate conducting work (for example, changing meter). Exercises will involve conducting in front of the class, and the University Choir. Students will produce an electronic file containing the best and most suitable sources for music literature for their level teaching as the culmination of a semester long research project. Diction studies using the International Phonetic Alphabet (IPA) will be included. Beginning keyboard skill, vocal skills, and the ability to conduct with two hands, independent of each other, are expected of students entering course.

Course Removals

GCE # 14-15-14 – Course Removals – Elimination of School to Career Specialist Certificate Program courses:

ITEC 8050 and PDEV 8050- School to Career Components Seminar

ITEC 8100 - STWOA Federal Legislation and State Plan

ITEC 8250 - School to Career in Public School Curriculum

ITEC 8300 and PDEV 8300 - Developing STC Industry/Business/Community Partnerships

ITEC 8350 and PDEV 8350 - Career Assessment, Mentoring, Portfolios, and Coordination of Work-Based Learning Experiences

ITEC 9400 - School to career Clinical Internship.

GCE # 14-15-18 – Course Removal – SPED 8015 – Fundamentals in Applied Behavior Analysis.

This course is no longer offered or part of Behavior Analyst Certificate Program.

GCE # 14-15-19 – Course Removal – SPED 8174- Behavior Analysis and Intervention in Applied Settings.

This course is no longer offered or part of Behavior Analyst Certificate Program.

GCE #14-15-20 – Course Removal – SPED 8175 – Ethical Issues and Collaboration

This course is no longer offered or part of Behavior Analyst Certificate Program.

GCE #14-15-21- Course Removal – SPED 8176- Integrating Behavior, Communications and Sensory Strategies to Meet the Needs of Those with Disabilities.

This course is no longer offered or part of Behavior Analyst Certificate Program.

GCE# 14-15-33 – Course Removals - Removal of COMM 8600- Selection and Evaluation of Instructional Materials and COMM 9030 - Instructional Design and Evaluation in Communications Media.

GCE #14-15-36 – Course Removals - Course removals from Catalog per Humanities Department:

CRAR 7103 – Methodologies in Furniture Construction

CRAR 7104 – Drawing & Design of Crafts

CRAR 7105 – Survey of Fiber Arts

CRAR 7106 – Survey of Hand building Techniques

CRAR 7107 – Survey of Kiln forming

CRAR 8150 – Advanced Graduate Studio

CRAR 8350 – Dance in Education

GCE #14-15-49 – Course Removal – Removal of ENGL 9400 – Clinical Experience and Research Project per English Studies Department.

GCE #14-15-53 - Course Removals from catalog for Education Department:

SPED 9101 - Practicum (Reading Specialist)

SPED 9104 - Practicum Seminar

New Programs

GCE #14-15-03 – New Program - Criminal Justice Police Certification Concentration (4+1 program)

This is the University's first 4+1 program (Bachelors + Masters).

The role of the police officer is intellectually demanding, requiring officers to possess knowledge and skills in both substantive and procedural law, police procedures, problem solving, crisis management, written and oral communication, technology, and professionalism. This course of study, following the Bachelors of Science in Criminal Justice with the Police Certification Concentration, will lead to, upon completion, both a Master's of Science in Criminal Justice and a Certificate of Completion from the Massachusetts Municipal Police Training Committee, thereby allowing the student to apply for any Massachusetts municipal police department, or that of any other state with a reciprocal agreement. In this concentration, students will complete a total of 30 credits: eight 3-credit courses that concentrate in criminal justice studies and a 6-credit Practicum, which will have both a skills component and an academic component.

Criminal Justice Master's Program – Police Certification Concentration Plan of Study

SUMMER

CJ 7500 Practicum 6 Credits

FALL

CJ 7250 Applied Concepts in Policing 3 Credits

CJ 7300 Professional Responsibility and Community Relations 3 Credits

CJ 7350 Advanced Police Patrol Operations 3 Credits

CJ 7320 Crime Causation 3 Credits

SPRING

CJ 7370 Massachusetts Criminal Law & Procedure 3 Credits

CJ 8010 Leadership/Management 3 Credits

CJ 8100 Program Evaluation 3 Credits

CJ 8150 Advanced Policy Seminar 3 Credits

GCE #14-15-48 – New Program – M.Ed. in Special Education Guided Studies - Dyslexia Specialist Concentration
Offered in collaboration with Wilson Language Training

The Special Education Guided Studies Program Individualized Concentration is designed for students who are not seeking a teaching license. Students complete four required courses, including an action research course, and 27 credits in three goal areas. In this Dyslexia Specialist Concentration, individuals will complete 9 courses (27 credits) with content meeting the Knowledge and Practice Standards for Teachers of Reading set forth by The International Dyslexia Association (IDA) (2010). Three courses are associated with Wilson Reading Level I Certification, three courses are associated with Wilson Reading Level II Certification, and the three courses in the Foundations of Literacy goal area have been selected to meet IDA standards.

M.Ed. In Special Education Guided Studies Individualized Concentration: Dyslexia Specialist

Credits	Course Number and Name
Required Courses	
3	EDUC 9300 Education Research
3	SPED 9005 Dynamic Perspectives in Education
3	SPED 9200 Consultation and Collaboration Strategies.
Total Credits: 9	
Individualized Goal Area Courses (27 credits)	
Goal Area I: <i>Wilson Level I Certification</i>	
3	READ 7012 Wilson Reading System - Word Study Part 1, Steps
3	READ 7014 Wilson Reading System - Word Study Part 2, Steps 4-6
3	READ 7020 Wilson Reading System - Level 1 Practicum, Steps 1-6
Total Credits: 9	
Goal Area II: <i>Wilson Level II Certification</i>	
3	READ 8040 Wilson Reading System - Group Mastery Practicum
3	READ 8021 Wilson Reading System - Level II Course OR READ 8050 Wilson Reading System- Advanced Word Study, Steps 7-12
3	READ 8060 Wilson Reading System - Advanced World Study Practicum, Steps 7-12
Total Credits: 9	
Goal Area III: <i>Foundations of Literacy (Courses meeting additional Dyslexia Specialist Competencies)</i>	
3	SPED 8300 Language Development, Differences and Disorders
3	SPED/READ 8018 Reading Disabilities and the Assessment of Reading
3	SPED/READ 8019 Assessment of Basic Writing Skills and Disabilities
Total Credits: 9	
3	SPED 9021 Action Research for Special Education
M.Ed. Total Credits: 39	

All courses are offered as online or hybrid courses except Goal Area II practicum courses (READ 8040 and READ 8060)

Program Changes

GCE #14-15-01- Program Change – Post - Baccalaureate Certificate Program in English Studies – Addition of EDUC 7096 Sheltered English Immersion (SEI) as part of the Education Core for the Post–Baccalaureate Certificate Program

Post Baccalaureate Certificate-- English Studies Concentration (Initial Licensure 8-12) Plan of Study

	Course Number	Course Title	Credits
Fall Semester*			
	SEED 7015	Introduction to Strategies for Effective Teaching in the Academic Discipline (25 hour pre-practicum)	3
	or		
	ENGL 2860	Introduction to Secondary Education	
Spring Semester			
	SPED 7709	The High School Environment: Challenges in Educating Students with Disabilities (10 hour pre-practicum)	3
	or		
	SPED 3800	Secondary Programs for Adolescents with Disabilities	
	EDUC 7096	Sheltered English Immersion (10 hour pre-practicum)	3
Summer Semester			
	ENGL 8076	Creating Literacy Experience: Building Reading and Writing into the Content Area	3
	or		
	ENGL 4700	Teaching Reading and Writing Across the Content Area	
Fall Semester			
	ENGL 7850	Advanced Special Methods in English (25 hour pre-practicum)	3
	or		
	ENGL 4850	Special Methods in Teaching English	
Spring Semester			
	ENGL 9400	Clinical Experience	6
	or		
	ENGL 4860	Practicum I (150hours),	4.5
	ENGL 4870	Practicum II (150hours)*	4.5
Total Credits			21-24

Students can complete the courses at the graduate level or the undergraduate level if the equivalent course is offered. Courses missing (if any) in the subject area will be identified via a transcript review. Students will complete all requirements of the major and license as identified in the undergraduate program.

* Check the university catalog for course prerequisites before beginning your coursework at www.fitchburgstate.edu/catalog.

** Students must have a passing score on MTEL subject-English (07)

GCE #14-15-13 – Program Change - Graduate Mathematics Post-Baccalaureate Certificate Program –
 Require EDUC 3122 or 7096 Sheltered English Immersion (SEI) course as part of the Education Core for initial Licensure for the Mathematics Post-baccalaureate program leading to Initial Licensure (8-12).

Mathematics Post-Baccalaureate – Initial Plan of Study

Course Number	Course Title	Credits
SEED 7015 or MATH 2860	Introduction to Strategies of Effective Teaching Introduction to Secondary School Teaching (25 hour pre-practicum)***	3
SPED 7709 or SPED 3800	High School Environment: Educating Students with Disabilities Secondary Program for Adolescents (14-22) with Disabilities (10 hour pre-practicum)***	3
ENGL 8076 or ENGL 4700	Creating Literacy Experience: Building Reading and Writing into the Content Area Teaching Reading and Writing Across the Content Area (25 hour pre-practicum)***	3
EDUC 7096 or EDUC 3122	Sheltered English Immersion (SEI) Sheltered English Immersion (SEI)	3
MATH 8000 or MATH 4850	Advanced Methods of Teaching at the Secondary Level Special Methods in Teaching Mathematics	3
MATH 8090 or MATH 4860/70	Practicum - Initial (300 hours) Mathematics Practicum in Secondary School I/II (150 hours each)	6
Total Credits for Certificate		21

GCE #14-15-15 – Program Change – Elimination of the School to Career Specialist Certificate Program.
 Program as originally established 20 years ago, is no longer relevant. There are no students in this program.

GCE #14-15-16 – Program Change - Middle School Education- Math/Science Initial Licensure Program - Addition of EDUC 7096 SEI into program of study for Middle School Education (Initial Licensure)

Middle School Education – Math/Science (New Plan of Study)

Initial Licensure Program: Math/Science (reflects the addition of EDUC 7096)

Core Courses for Licensure

EDUC 7023	(A)	Education Foundations: Theory and Practice** (15 hours field experience)	3 SH__

SPED 7650	(A)	Inclusion of Students with Disabilities	3 SH __
EDUC 7096	(B)	Sheltered English Immersion (25 hours field experience) *	3 SH __

Middle School Education

EDUC 7013	(A)	Middle School Structures and Curriculum (15 hours field experience)	3 SH __
EDUC 7024	(A)	Educational Issues in Early Adolescent Development (15 hours field experience)	3 SH __
EDUC 7014	(B)	Reading and Writing in the Content Areas (20 hours field experience)	3 SH __

License Specific (Content)

EDUC 7040	(B)	Advanced Concepts and Methods of Elementary and Middle School Math (20 hours field experience)	3 SH __
EDUC 7025	(B)	Teaching Science in the Elementary and Middle School (20 hours field experience)	3 SH __
EDUC 9700	(C)	Practicum/Middle School Education	3 SH __
EDUC 9750	(C)	Practicum/Middle School Education	3 SH __

M. Ed. Advanced Courses

EDUC 7600	(C)	Strategies for Creating an Effective Learning Environment	3 SH __
CRAR 8140	(C)	Creative Teaching	3 SH __
EDUC 8300	(C)	Research in Education	3 SH __
EDUC 9100	(C)	Reflective Seminar and Action Research	3 SH __

Total Semester Hours 42

GCE #14-15-17 - Program Change - Middle School Education - Humanities Initial Licensure Program - Addition of EDUC 7096 SEI into program of study for Middle School Education (Initial Licensure)

Middle School Education – Humanities (New Plan of Study)

Initial Licensure Program: Humanities (reflects the addition of EDUC 7096)

Core Courses for Licensure

EDUC 7023 (A) Education Foundations: Theory and Practice 3 SH __
 (15 hours field experience)

SPED 7650 (A) Inclusion of Students with Disabilities 3 SH __

EDUC 7096 (B) Sheltered English Immersion (25 hours field experience)* 3 SH __

Middle School Education

EDUC 7013 (A) Middle School Structures and Curriculum (15 hours field experience) 3 SH __

EDUC 7024 (A) Educational Issues in Early Adolescent Development (15 hours field experience)
 3 SH __

EDUC 7014 (B) Reading and Writing in the Content Areas (20 hours field experience) 3 SH __

License Specific (Content)

EDUC 8360 (B) Advanced Social Studies in Education (20 hours field experience) 3 SH __

EDUC 7225 (B) Language Arts and Literacy at the Middle Level (20 hours field experience) 3 SH __

EDUC 9700 (C) Practicum/Middle School Education 3 SH __

EDUC 9750 (C) Practicum/Middle School Education 3 SH __

M. Ed. Advanced Courses

EDUC 7600 (C) Strategies for Creating an Effective Learning Environment 3 SH __

CRAR 8140 (C) Creative Teaching 3 SH __

EDUC 8300 (C) Research in Education 3 SH __

EDUC 9100 (C) Reflective Seminar and Action Research 3 SH __

Total Semester Hours 42

GCE #14-15-28 - Program Change - Behavior Analyst Certificate Program – Change in the number and sequences of courses within the program. The Behavior Analyst Certificate Program provides the specialized training needed for individuals interested in becoming Board Certified Behavior Analysts (BCBA) through the national Behavior Analyst Certification Board, Inc. For Students pursuing the BCBA certificate, two courses or 6 semester hours may be taken prior to acceptance while completing the admissions process. Students must be accepted prior to start of third course, SPED 8029, Fundamental Elements of Behavior Change Procedures.

Behavioral Analyst Certificate Program Plan of Study (New)

Course Number	Course Title	Credits
SPED 8013	Concepts and Principles of Behavior Analysts	3
SPED 8028	Research Methods in Behavioral Analysis Comprehensive	3
SPED 8029	Fundamental Elements of Behavior Change and Specific Behavior Change Procedures	3
SPED 8032	Identification of the Problem/Assessment	3
SPED 8033	Implementation, Management and Supervision	3
SPED 8034	Ethical and Professional Issues	3
Total Credits		18

GCE #14-15-30 - Program Change - Post Baccalaureate Certificate Program, English Concentration, Initial Licensure (8-12) - Eliminating ENGL 9400, ENGL 4860, and ENGL 4870 from program of study and replace with ENGL 8090 Practicum.

Post Baccalaureate Certificate-- English Studies Concentration (Initial Licensure 8-12) Plan of Study

	Course Number	Course Title	Credits
Fall Semester*			
	SEED 7015	Introduction to Strategies for Effective Teaching in the Academic Discipline (25 hour pre-practicum)	3
	or		
	ENGL 2860	Introduction to Secondary Education	
Spring Semester			
	SPED 7709	The High School Environment: Challenges in Educating Students with Disabilities (10 hour pre-practicum)	3
	or		
	SPED 3800	Secondary Programs for Adolescents with Disabilities	
	EDUC 7096	Sheltered English Immersion (10 hour pre-practicum)	3
Summer Semester			
	ENGL 8076	Creating Literacy Experience: Building Reading and Writing into the Content Area	3
	or		
	ENGL 4700	Teaching Reading and Writing Across the Content Area	
Fall Semester			
	ENGL 7850	Advanced Special Methods in English (25 hour pre-practicum)	3
	or		
	ENGL 4850	Special Methods in Teaching English	
Spring Semester	ENGL 8090	Practicum (300 hour practicum)	6
Total Credits			21

Students can complete the courses at the graduate level or the undergraduate level if the equivalent course is offered. Courses missing (if any) in the subject area will be identified via a transcript review. Students will complete all requirements of the major and license as identified in the undergraduate program.

* Check the university catalog for course prerequisites before beginning your coursework at www.fitchburgstate.edu/catalog.

** Students must have a passing score on MTEL subject-English (07)

GCE #14-15-31 – Program Change - Health Care Management Certificate Program – Elimination of program.

Inactive program with no students currently enrolled.

GCE #14-15-32 – Program Change - Civic Engagement Certificate Program – Elimination of program.

Inactive program with no students currently enrolled.

GCE #14-15-34 – Program Change - Counseling Program – Change in Admissions prerequisites for Counseling Program, removal of PSY 2350-Abnormal Psychology as prerequisite for admission into program and as well as prerequisite for following courses in program: PSY 7000, PSY 7005, PSY 8100, PSY 8140, PSY 8230, PSY 8330, PSY 8625, PSY 8700, PSY 8705, PSY 8710, PSY 8730.

GCE #14-15-35 – Program Change - Counseling Program – Prefix change: All current PSY classes at the 7000 level or above will be renumbered with a COUN prefix.

Change to assist in providing a stronger counselor identity to the program. Change is necessary to pursue CACREP accreditation.

GCE #14-15-51 – Program Change - Education - Curriculum and Teaching, Early Childhood (Initial and Professional), Elementary (Initial and Professional Licensure) , Middle School (Initial and Professional Licensure, Special Education (Guided Studies), Reading Specialist (Initial and Non-Licensure) - Replacing EDUC 9100 - Seminar in Reflective Practice and Action Research, EDUC 9150 - Advanced Seminar in Reflective Practice and Action Research, and SPED 9021 - Guided Studies Action Research with EDUC 9510 Capstone: Implementation of Best Practices.

Program	Old course	New course
M.Ed.: Middle School Education-Math/Science- Initial Licensure	EDUC 9100- Reflective Seminar and Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed.: Middle School Education-Math/Science- Professional Licensure	EDUC 9150- Advanced Seminar in Reflective Practice and Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed. : Middle School Education-Humanities -Initial Licensure	EDUC 9100- Reflective Seminar and Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed. : Middle School Education-Humanities -Professional Licensure	EDUC 9150- Advanced Seminar in Reflective Practice and Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed.: Early Childhood Education-Initial Licensure	EDUC 9100- Reflective Seminar and Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed.: Early Childhood Education-Professional Licensure	EDUC 9150- Advanced Seminar in Reflective Practice and Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed.: Elementary Education- Initial Licensure	EDUC 9100- Reflective Seminar and Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed.: Elementary Education-Professional Licensure	EDUC 9150- Advanced Seminar in Reflective Practice and Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed: Special Education Guided Studies - Individualized Concentration	SPED 9021 - Guided Studies Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed: Special Education Guided Studies -Professional Concentration	SPED 9021 - Guided Studies Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed: Special Education Guided Studies - Individualized Concentration: Dyslexia Specialist	SPED 9021 - Guided Studies Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed.: Reading Specialist - Initial Licensure Concentration	SPED 9021 - Guided Studies Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed.: Reading Specialist -Non-Licensure Concentration	SPED 9021 - Guided Studies Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)
M.Ed.: Curriculum and Teaching	EDUC 9150- Advanced Seminar in Reflective Practice and Action Research (3)	EDUC 9510 - Capstone: Implementation of Best Practices (3)

GCE #14-15-54 – Program Change - EDUC- Early Childhood Education - Initial Licensure - Adding EDUC 7096 - Sheltered English Immersion (SEI) into plan of study.

**Early Childhood Education
M.Ed. Initial Licensure Program (revised to reflect addition of EDUC 7096) (REV 5/21/15)**

Core Courses for Licensure

EDUC 7023	(A)	Education Foundations: Theory and Practice <i>(15 hrs. field experience)*</i>	3 SH _____
SPED 7650	(A)	Inclusion of Students with Disabilities in Regular Education	3 SH _____
EDUC 7096*	(B)	Sheltered English Immersion (SEI) for Teachers <i>(25 hrs. field experience)</i>	3 SH _____

Early Childhood Education

EDUC 7003	(A)	Educational Issues in Child Development <i>(10 hrs. field experience)</i>	3 SH _____
EDUC 7120	(B)	Advanced Methods for Integrating Science, Math and Social Studies – Early Childhood Setting I <i>(35 hrs. field experience with Setting II)</i>	3 SH _____
EDUC 7123	(B)	Advanced Methods for Integrating Science, Math and Social Studies – Early Childhood Setting II <i>(35 hrs. field experience with Setting I)</i>	3 SH _____
EDUC 7222	(B)	Language Arts and Literacy in Early Childhood Education Settings <i>(25 hrs. field experience)</i>	3 SH _____
EDUC 8250	(B)	Family Involvement in Early Childhood <i>(20 hrs. field experience)</i>	3 SH _____
EDUC 9400	(C)	Practicum I/Early Childhood Education	3 SH _____
EDUC 9450	(C)	Practicum II/Early Childhood Education	3 SH _____

M.Ed. Advanced Core Courses

EDUC 7600	(C)	Strategies for Creating an Effective Learning Environment	3 SH _____
EDUC 8140	(C)	Creative Teaching	3 SH _____
EDUC 9300	(C)	Educational Research	3 SH _____
EDUC 9XXX	(C)	Capstone: Implementation of Best Practices	3 SH _____

Total for program: 42 SH _____

GCE #14-15-55 – Program Change - EDUC - Elementary Education - Initial Licensure - Adding EDUC 7096 - Sheltered English Immersion (SEI) into plan of study.

**Elementary Education
Initial Licensure Program (revised to reflect addition of EDUC 7096) (5/21/2015)**

Core Courses for Licensure

EDUC	7023	(A)	Education Foundations: Theory and Practice <i>(15 hrs. field experience)*`</i>	3 SH _____
SPED	7650	(A)	Inclusion of Students with Disabilities in Regular Education	3 SH _____
EDUC	7096	(B)	Sheltered English Immersion (SEI) for Teachers * <i>(25 hrs. field experience)*</i>	3 SH _____

Elementary Education

EDUC	7003	(A)	Educational Issues in Child Development <i>(10 hrs. field experience)*</i>	3 SH _____
EDUC	8360	(B)	Advanced Social Studies in Education <i>(20 hrs. field experience)*</i>	3 SH _____
EDUC	7015	(B)	Language Arts and Literacy in Elementary Education <i>(25 hrs. field experience)*</i>	3 SH _____
EDUC	7025	(B)	Teaching Science in the Elementary and Middle School <i>(20 hrs. field experience)*</i>	3 SH _____
EDUC	7040	(B)	Advanced Concepts and Methods of Elementary and Middle School Math <i>(20 hrs. field experience)*</i>	3 SH _____
EDUC	9600	(C)	Practicum/Elementary Education I	3 SH _____
EDUC	9650	(C)	Practicum/Elementary Education II	3 SH _____

NOTE: You may now apply for your Initial License!

M.Ed. Advanced Core Courses

EDUC	7600	v(C)	Strategies for Creating an Effective Learning Environment	3 SH _____
CRAR	8140	(C)	Creative Teaching	3 SH _____
EDUC	9300	(C)	Educational Research	3 SH _____
EDUC	9XXX	(C)	Capstone: Implementation of Best Practices	3 SH _____

Total for program: 42 SH _____

Policy Changes

GCE #14-15-02 – Graduate Program Review Policy - Requirement of the existing policy to submit the five year cycle of programs each year.

This Graduate Program proposal mirrors the undergraduate program review cycle currently going through AUC.

GRADUATE PROGRAM REVIEW CYCLE

SELF STUDY/PROGRAM REVIEW	ACCREDITATION VISIT
Year One: 2015-2016	
Library	Nursing 10 year CCNE accreditation visit
	Human Services - reaccreditation
Year Two: 2016 -2017	
English	
Math	
NEASC Five Year Review	
Year Three: 2017 – 2018	
Biology	Business Administration - IACBE
History	
Fitchburg State University Honors Program	
Year Four: 2018 - 2019	
Communications Media	Computer Science/CIS – ABET (need program review for M.S., not ABET)
Psychology	
Political Science	
Exercise and Sport Science	
Year Five: 2019 -2020	
Sociology	CJ – five year review by DHE
Geo/Physical Sciences	Nursing – five year report
Economics	NCATE/CAPE
Industrial Technology	
Humanities	
LAS Review	

Departments with Graduate Programs are highlighted.

NOTE: Please refer to program review guidelines from Academic Affairs