
Graduate Council Action Summary

2012/2013

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Graduate Council Members

Ronald Colbert, Council Chair <i>Education</i>	Faculty Representative
Nancy Kelly, Council Vice-Chair <i>English</i>	Faculty Representative
Catherine Canney, Dean <i>Graduate and Continuing Education</i>	Administrator Representative
Lisa Grimm <i>Biology</i>	Faculty Representative
John Hancock <i>Behavioral Science</i>	Faculty Representative
Ann Hogan <i>Center for Excellence in Education</i>	Administrator Representative
Gang Lou <i>Applied Communication Program</i>	Student Representative
Lisa Moison <i>Graduate and Continuing Education</i>	Administrator Representative
Renee Scapparone <i>Business Administration</i>	Faculty Representative

New Courses

MEd in Curriculum and Teaching

Psychology of Learning for the Inclusion of all Students – SPED 7035B – 3 credits

Classic and current theories of human development are explored. Particular attention is given to how the understanding of each theory and its application in classroom situations contributes to the inclusion of all students in the regular education classroom.

Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.

MEd in Curriculum and Teaching

Effective use of Technology in the Content Area – EDUC 7088B – 3 credits

Participants build and strengthen the skills needed to develop technology enhanced curriculum projects. Projects enable teachers to effectively use current technology tools in all content areas. Technology rich lesson plans are implemented with students in the K- 12 classroom.

Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.

MEd in Curriculum and Teaching

Introduction to Brain-Based Learning – EDUC 8015B – 3 credits

This course focuses on how the brain learns and processes information. Teachers learn about their own brain preferences, and explore teaching strategies that are compatible with current knowledge of brain functioning to enhance learning experiences for their students.

Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.

MEd in Curriculum and Teaching

Understanding Learning Styles – EDUC 8016B – 3 credits

This course explores differentiating instruction considering individual students' preferred ways of thinking, processing, and understanding information. A variety of learning style theories will be explored and discussed.

Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.

MEd in Curriculum and Teaching

Advanced Seminar in Curriculum and Teaching – EDUC 9014B – 3 credits

This course is taught in conjunction with the Brine district- based practicum. Topics, activities, readings, and course requirements are selected to support and promote the *Massachusetts Professional Standards for Teachers*. Candidates will implement concepts from this course into actual classroom practice during their practicum.

Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.

MEd in Curriculum and Teaching

Practicum – EDUC 9015B – 3 credits

In this district-based practicum experience teacher licensure candidates complete the requirements for MA licensure in their selected field. Evaluation by the university and school-based supervisor is based upon observations and completion of the Pre-service Performance Assessment. Catherine Leahy Brine Associates is the endorsing agency for this course.

Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.

New Courses

MS in Counseling

Introduction to Professional Counseling: Issue & Skills – PSY 7030 – 3 credits

This course is designed to provide an overview of the counseling profession, develop basic counseling skills, foster the initial development of a professional identity and examine one's suitability for a career in counseling. Note: Performance in this course is part of the pre-candidacy screening process for matriculation into the graduate program in counseling – *replaces PSY 7020 Group Dynamics*.

Extended Campus Programs

Sheltered English Immersion (SEI) Endorsement Course for Teachers – EDUC 8014 – 3 credits

The purpose of this course is to prepare the Commonwealth's teachers with the knowledge and skills to effectively shelter their content instruction, so that our growing population of English language learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multi-cultural resources as participants and future leaders in the 21st century global economy.

Programs in Early Childhood, Elementary, Middle School, Special Education and Curriculum and Teaching

Educational Research – EDUC 9300 – 3 credits

This course focuses on past and current research in education. Theories, research and implications for instructional practice are emphasized. Candidates are given appropriate instruction on the consumption of research, use of data tools such as Excel, the understanding and development of classroom and action research, and various methodologies associated with educational research. Candidates read studies that test all theories against one another at different points in time. Candidates also develop an understanding of longitudinal studies, sampling procedures, and research bias evaluating competing theories. Candidates report implications for teaching. Finally, candidates develop an action research project.

MA in English Studies and MAT in English Studies

20th Century American Women Writers – ENGL 9090 – 3 credits

American literary history in the 20th century can be centrally defined by the expanding and significant community of woman writers present in each era and genre. In this course we will trace the century's literary history across multiple moments and movements (from turn of the century innovators and modernists to postmodernists, ethnic writers and 21st century voices), focusing at length on key individual authors and texts but adding lots of additional writers into the mix as well. Authors to be read might include Cather, Larsen, Plath, Morrison and Tan.

MEd in Special Education Guided Studies Professional Track

Advanced Assessment Strategies for Special Educators – SPED 8009 – 3 credits

Designed for special educators who already hold an initial license in moderate or severe disabilities. Candidates develop more advanced capabilities in formative and summative assessment. Formal assessment tools (e.g. Weschler Individual Achievement Test, Woodcock Johnson III) and informal assessments will be examined.

Advanced Strategies for Multisensory Language Instruction – READ 8030 – 1 credit

Participants focus on instructional strategies to improve upon content delivery of the Wilson Reading System with small groups. This course provides participants with the information they need to successfully implement this multisensory structured language program through modeling, hands-on practice and discussion.

Offered through extended campus partner, Wilson Language Training.

New Courses

Wilson Group Mastery Practicum – READ 8040 – 3 credit

In the Group Mastery Practicum, participants focus on developing effective group instruction in the beginning steps of the Wilson Language Level II program.

Offered through extended campus partner, Wilson Language Training.

Wilson Reading Advanced Word Study – READ 8050 – 3 credit

Participants focus on instructional strategies in the upper steps of this 12-step multisensory structured language program. Detailed online instruction is provided for each of the 33 WRS Substeps through video demonstrations by the author, animations, text, printable materials, assessments and threaded discussions.

Offered through extended campus partner, Wilson Language Training.

Wilson Reading System Steps 7-12 Practicum – READ 8060 – 3 credit

In the Steps 7-12 Practicum (82 hours) participants focus on developing effective 1:1 instruction using in-depth and diagnostic strategies when instructing the upper steps of the Wilson Reading System, a multisensory structured language program.

Offered through extended campus partner, Wilson Language Training.

Course Changes

Catalog clean-up

Retired courses that have not been offered in years, have been replaced by another course, were part of a program that no longer exists, or are no longer needed:

- SPED 7018 Children and Adults with Disabilities – Abuse and Neglect
- SPED 7019 Students with ADHD
- SPED 7020 Modifying and Adapting Curriculum
- SPED 7021 Homeless and in Need of Special Education
- SPED 7033 Implementing Classroom and Schoolwide Effective Behavior Support
- SPED 7044 Positive Behavior Support at the Individual Level
- SPED 7250 Technology in Special Education
- SPED 7400 Emotional Disturbances: Theory and Practice
- SPED 8023 Support and Services from Birth Through Adulthood
- SPED 8024 Program Development in the Functional Domains
- SPED 8861 Practicum (Severe Disabilities)
- SPED 8862 Clinical Experience: Severe Disabilities
- SPED 8914 Assessment, Curriculum, Strategies in Reading/Language Arts
- SPED 8924 Assessment, Curriculum, Strategies in Math/Science, Social Studies
- SPED 8961 Practicum (Moderate Disabilities)
- SPED 8962 Clinical Experience (Moderate Disabilities)
- SPED 9002 Research Application Seminar
- SPED 9250 Educational Strategies
- SPED 9010 The Adult Learner
- SPED 9350 Internship and Reflective Analysis

Course prerequisite edits

PSY 8130 Psychopathology I: Diagnosis and Assessment

- Removed current undergraduate prerequisites.
- Added prerequisite “admission to a counseling program”.

PSY 8200 Principles of Guidance and Counseling

- Removed current undergraduate prerequisites.
- Added prerequisite “admission to a counseling program”.

PSY 8210 Occupational Information and Career Counseling

- Removed current undergraduate prerequisites.
- Added prerequisite “admission to a counseling program”.

PSY 8220 Counseling in the Elementary School

- Removed current undergraduate prerequisites.
- Added prerequisite “admission to a counseling program”.

PSY 8300 Psychological Testing and Assessment: Theory and Practice

- Removed current undergraduate prerequisites.
- Added prerequisite “admission to a counseling program”.

PSY 8310 Psychological Testing and Assessment: Individual Measurement of Intelligence

- Removed current undergraduate prerequisites.
- Added prerequisites “admission to a counseling program” and PSY 8300.

PSY 8900 Counseling Techniques and Case Analysis: School Guidance Counseling

- Added prerequisites PSY 7000, PSY 7010, PSY 7020, PSY 8010, PSY 8200, PSY 8210 OR PSY 8220, PSY 8300 and “admission to a counseling program”.

Course Changes

Course prerequisite edits

PSY 8901 Counseling Techniques and Case Analysis: Mental Health Counseling

- PSY 7005, PSY 7010, PSY 7020, PSY 8030 OR PSY 8010, PSY 8130, PSY 8300 and “admission to a counseling program”.

READ 7016 & SPED 7016 Understanding the Structure and Nature of the English Language

- Added prerequisite SPED 8300.

SPED 8011 Differentiating Content Instruction/Inclusive Class

- Removed prerequisite SPED 8016.
- Added prerequisites SPED 7024 & SPED 8300

SPED 8016 Curriculum, Strategies in Reading/LA

- Removed prerequisite SPED 7004 Working with Individuals with Disabilities
- Added prerequisites SPED 7024 “or an equivalent course as approved by the Program Chair”

READ 8018 & SPED 8018 Reading Disabilities and the Assessment of Reading

- Added prerequisite SPED 8300

SPED 8915 Curriculum Strategies for Mathematics (Prek-8)

- Removed prerequisite SPED 8016 Curriculum Strategies in Reading/Language Arts
- Added prerequisites SPED 7024 and SPED 8300.

SPED 8916 Curriculum Strategies for Mathematics (5-12)

- Removed prerequisite SPED 8016 Curriculum Strategies in Reading/Language Arts
- Added prerequisites SPED 7024 and SPED 8300.

Course title and description change

SPED 8008 Working with Children with Autism Spectrum Disorders in the Inclusive Classroom

New title: Emotional, Behavioral and Autism Spectrum Disorders

New description: This course provides teachers and teacher candidates with the knowledge and methods to educate individuals with emotional, behavioral, and autism spectrum disorders in the inclusive classroom. Related educational theories and interventions will be examined through a historical context, assessment approaches, developmental risk factors, and instructional interventions for multiple settings. Supportive technology and other evidence-based approaches to assist individuals with communication and behavior intervention will be addressed. The appropriate use of augmentative and alternative communication as well as various technological supports will be explored and included in the planning of all instructional programs.

Program Changes

MS in Counseling

Change to admissions requirements – Applicants who already have a masters degree and CAGS-IDIS: CO/PSY applicants will have to submit the official results of either the Graduate Record Examination (GRE) or the Miller’s Analogies Test (MAT) as part of the application process. Tests older than ten years will need to be retaken.

Change to plan of study – replaced PSY 7020 Group Dynamics with PSY 7030 Introduction to Professional Counseling: Issues and Skills.

MEd in Curriculum and Teaching, MEd in Early Childhood Education

Change to plan of study – replaced EDUC 8300 Research in Education with EDUC 9300 Educational Research.

MEd in Educational Leadership and Management Non-Licensure-

Change to admissions requirements – Applicants to the non-licensure track do not need to submit scores from the Massachusetts Tests for Educator Licensure (MTEL), hold a teaching license, or have three years of teaching experience.

MEd in Elementary Education, MEd in Middle School Education.

Change to plan of study – replaced EDUC 8300 Research in Special Education with EDUC 9300 Educational Research.

MEd in Special Education: Reading Specialist

Changes to plan of study – SPED 8300 Language Development, Differences and Disorders as a required course and replace with an elective course. Replaced elective with SPED 9021 Action Research in Special Education as a required course.

MEd in Special Education: Reading Specialist

Change to plan of study – replaced READ/SPED 9100 Research in Reading Education with EDUC 9300 Educational Research.

MEd in Special Education: Guided Studies Non-Licensure and Professional Licensure, MEd in Special Education: Moderate Disabilities, MEd in Special Education: Severe Disabilities.

Change to plan of study – replaced SPED 9000 Research in Special Education with EDUC 9300 Educational Research.

MEd in Special Education: Guided Studies Non-Licensure and Professional Licensure, MEd in Special Education: Reading Specialist, MEd in Special Education: Moderate Disabilities, MEd in Special Education: Severe Disabilities

Addition of program requirement – Prior to the completion of the program of study, candidates are required to take an SEI/ELL content course that is approved for the MA DESE SEI endorsement. This course may be taken through either Fitchburg State University or the district in which he or she may work in.

MEd in Special Education: Moderate Disabilities

Change to plan of study – replaced an elective with EDUC 8014 Sheltered English Immersion (SEI) Endorsement Course for Teachers.

MEd in Special Education: Severe Disabilities

Course Replacement – replaced SPED 7024 Understanding Disabilities and Diversity with SPED 8008 Emotional, Behavioral and Autism Spectrum Disorders.

Policy Changes

Special Students Policy

Revision - A special student holds a baccalaureate degree or higher and may take classes in most graduate or certificate programs, but is not matriculated as a degree candidate. Additional policies applying to special students are as follows:

- Special students who intend to matriculate into a degree are allowed to register for a maximum of 12 credits toward that degree prior to admission.
- Graduate courses at the 6000 level are exempt from this policy.
- Credit from courses taken prior to admission may apply to a degree only if prerequisites for the program are met and approval is received from the program chair or advisor at the time of admission to the program.

Graduate Grading System

Removed – “Grades that fall between intervals will be rounded to the higher number.”

Graduate Program Review

Graduate programs will conduct program reviews every 5 years to ensure departmental self-study, renewal of curriculum, consideration of programs in relation to the university mission, opportunity for feedback and continuous improvement.

Program review will be established and conducted in accordance with the undergraduate program review schedule. As is the case with undergraduate program reviews, programs that have outside accrediting agencies will conduct their reviews as determined and as required by those outside secondary accreditors. In those circumstances, formats and time lines of the outside accreditor will be followed.

