
Graduate Council Action Summary

2011/2012

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Graduate Council Members

John Hancock, Council Chair <i>Behavioral Science</i>	Faculty Representative
Susan Williams, Council Vice-Chair <i>History</i>	Faculty Representative
Catherine Canney, Dean <i>Graduate and Continuing Education</i>	Administrator Representative
John Chetro-Szivos <i>Communication Media</i>	Faculty Representative
Ronald Colbert <i>Education</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
Stephen Taylor <i>Computer Science</i>	Faculty Representative

New Courses

Post Baccalaureate Certificate in Technology/Engineering Education, 5-12, Initial Licensure

Methods of Teaching Technology/Engineering Education – ITEC 7016 – 3 credits

This course is designed to provide the teacher candidate with a series of related academic, observational and participatory experiences based on the fundamental elements of the teaching-learning process. Teacher candidates develop, implement and assess a variety of short-range and long-range instructional methods. A pre-practicum experience in a public technology/engineering education program is a required part of the course.

Post Baccalaureate Certificate in Technology/Engineering Education, 5-12, Initial Licensure

Curriculum Design Development in Technology/Engineering Education – ITEC 7033 – 3 credits

During this course, the teacher candidate will participate in experiences that relate directly to the development of a course of study in the field of technology / engineering education. Students will analyze and develop technology/engineering curriculum. A pre-practicum experience in a public technology/engineering education program is a required part of this course.

Post Baccalaureate Certificate in Technology/Engineering Education, 5-12, Initial Licensure

Practicum I in Technology/Engineering Education – ITEC 9000 – 3 credits

Candidates are assigned to a middle or junior high school for one eight-week station during the semester of student teaching. Candidates are assigned supervising practitioners in partner schools located within a 50-mile radius of Fitchburg. Candidates have the opportunity to relate their practical experiences in the classroom to current theory. The teacher candidate will have the opportunity to experience all aspects of the school environment and will work collaboratively with a master teacher, administrators, support staff, and parents. Whenever possible, candidates will conduct the practicum in a diverse setting.

Prerequisites: SPED 7709 or 3800, ENGL 8076 or 4700, ITEC 7210, 7220, successful passage of required MTEs and a Stage 2 Review.

Post Baccalaureate Certificate in Technology/Engineering Education, 5-12, Initial Licensure

Practicum II in Technology/Engineering Education – ITEC 9501 – 3 credits

Candidates are assigned to a high school for one eight-week station during the semester of student teaching. Candidates are assigned supervising practitioners in partner schools located within a 50-mile radius of Fitchburg. Candidates have the opportunity to relate their practical experiences in the classroom to current theory. The teacher candidate will have the opportunity to experience all aspects of the school environment and will work collaboratively with a master teacher, administrators, support staff, and parents. Whenever possible, candidates will conduct the practicum in a diverse setting.

Prerequisites: SPED 7709 or 3800, ENGL 8076 or 4700, ITEC 7210, 7220, successful passage of required MTEs and a Stage 2 Review.

New Courses

MS in Counseling

Counseling Techniques and Case Analysis: School Guidance Counseling – PSY 8900 – 3 credits

This course investigates the principles and practices of School Guidance Counseling as applied to the skills necessary to work effectively with students, parents, teachers (including special education personnel) school psychologist, school adjustment counselors, administrators, and other school personnel in providing or facilitating appropriate student services as required by the Department of Elementary and Secondary Education (DESE). The course address such topics as curriculum frameworks and their use in the advising responsibilities of the School Guidance Counselor; understanding, interpreting, and applying the Massachusetts Comprehensive Assessment System (MCAS) and other academic tests results to students, parents, and teachers; career and college counseling; crisis intervention; and working with both individual students and groups of students; consultation with parents, teachers (including special education personnel) school psychologists, school adjustment counselors, administrators, other student personnel, and community-based service providers. Note: A pre-practicum (25 hour minimum) is required for this course. *Required for School Guidance Concentration – replaces PSY 8500*

MS in Counseling

Counseling Techniques and Case Analysis: Mental Health Counseling – PSY 8901 – 3 credits

This course integrates the variety of counseling skills necessary in a helping relationship, in order to, move a client and/or a client system from initial interview through processes of information gathering, assessment, goal setting, intervention (both individually and family system oriented) to establishing and effective termination. Students will practice basic active listening skills such as paraphrasing, clarification, probing, confrontation, etc., in addition to more advance skills such as utilizing changes of stage, motivational interviewing, strength based & solution focus approaches in working with clients. Furthermore, the course will address such topics as crisis intervention, couples and family assessment, case conference techniques, etc. Students will have the opportunity to work with both simulated clients and real clients. They will analyze and interpret client information and problem solve options in addressing various clinical issues. Students will document their client contact and will write case reports both individually and as part of a clinical team. Note: A field experience (25 hour minimum) is required for this course. *Required for Mental Health Counseling Concentration – replaces PSY 8500*

MEd in Arts Education

Book Making as Art and Craft – ART 7013 – 3 credits

This course is an intensive study of bookmaking as an art form and communication tool throughout history. Students will create books through different processes and of different styles.
Prerequisite –Art background or permission of the instructor.

MEd in Arts Education

The Mask and the Maker – ART 7016 – 3 credits

Students will explore different techniques of making masks. They will examine the role of the mask maker and meanings of masks as an historical, multicultural and personal journey in becoming mask makers.

New Courses

MEd in Arts Education

Instrumentation – MUSC 8007 – 3 credits

Study of the construction, capabilities and sounds of orchestral and band instruments. Audio and visual materials, discussions, presentations, demonstrations and scoring projects are used to gain understanding, craft and experience in instrumentation.

Prerequisite – Intermediate knowledge of theory and harmony needed. Remedial assignments in these areas can be taken concurrently to the course. The course serves as a prerequisite to its sequential course MUSC 8008 Orchestration.

MEd in Arts Education

Orchestration – MUSC 8008 – 3 credits

Study of the art of orchestration. Audio and visual materials, discussion, presentations, demonstrations and scoring projects are used to gain understanding, skill and experience in orchestration.

Prerequisite – MUSC 8007 and intermediate knowledge of harmony and music notation software. remedial assignments in these areas need to be completed before taking the course. Instructor may waive requirements, based on proven experience.

MEd in Curriculum and Teaching

Voices Seldom Heard – EDUC 7054B– 3 credits

Groups of people throughout history who have been seen as outside the mainstream and the image of these groups' experiences are explored through literature. Through knowledge gained, educators will create a community of sensitivity and respect in schools. *Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.*

MEd in Curriculum and Teaching

Literacy through Literature – EDUC 7070B– 3 credits

Educators interested in developing their students' literacy skills study a variety of reading materials across core subject areas, organized by historical period with a strong U.S. literature content. Emphasis is on skills needed to be literate in the 21st century. *Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.*

MEd in Curriculum and Teaching

Bullying: A Crisis in Education – EDUC 8008B– 3 credits

Awareness of bullying in educational settings and intervention competence among education professionals are addressed. Definitions, types, prevalence, severity, prevention, legal considerations and intervention strategies are presented. *Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.*

MEd in Curriculum and Teaching

Succeeding with the Resistant Student – EDUC 8009B– 3 credits

Strategies are presented to help the most resistant students love school, believe in their own ability to succeed and always want to do their best. Activities of Brain Gym, Neuro-linguistic Programming and the latest brain research are offered to maximize learning. *Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.*

New Courses

MEd in Curriculum and Teaching

Family Systems Theory – EDUC 8010B– 3 credits

An understanding of family systems theory, as well as practical applications of the theory for educators is provided. Topics explored include interpersonal relationships, family life cycle, sibling position, family of origin and family systems theory implication for schools. *Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.*

MEd in Curriculum and Teaching

Violence Against Children – EDUC 8011B– 3 credits

Educators will review the history of violence as well as growing violence against children in contemporary society. Witnessing domestic violence, witnessing social violence, bullying in schools, cyber-bullying, including text messaging, gang membership, and the routine socialization of children for violence are addressed. *Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.*

MEd in Curriculum and Teaching

Inquiry Science – EDUC 8012H– 3 credits

Learning science through inquiry is a focus. Teachers learn how to help students acquire knowledge of the science through direct investigation. Teachers learn the process of deeper understanding of specific topics through inquiry described in standards-based approaches to science education. *Offered through extended campus partner, Collaborative for Educational Services.*

MEd in Curriculum and Teaching

Using Primary Sources – EDUC 8013H– 3 credits

Teachers are guided in the use of primary sources in their classrooms. Emphasis on an interpretive approach using documents, artwork, current events and literature to help enhance the history and English curriculum. Promotes critical thinking skills by analyzing the sources used. *Offered through extended campus partner, Collaborative for Educational Services.*

MEd in Curriculum and Teaching

Action Research, Part I: Advanced Analysis of Content Area Concepts – EDUC 9500B– 3 credits

This is the first of a two-part experience for the Brine district-based licensure program. “Teacher as reflective practitioner and change agent” provides a context in which advanced content knowledge and pedagogical theory are integrated and applied. *Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.*

MEd in Curriculum and Teaching

Action Research, Part II: An Advanced Investigation of Teacher Leadership Across the Content Area – EDUC 9502B– 3 credits

This is the second of a two-part experience for the Brine district-based licensure program. “Teacher as leader” provides a context in which advanced content knowledge and pedagogical theory and practice are integrated and applied. *Offered through extended campus partner, Catherine Leahy-Brine Educational Consultants.*

Prerequisite: EDUC 9500B

New Courses

CAGS in Interdisciplinary Studies: Coordinated Management of Meaning

Introduction to the Coordinated Management of Meaning – COMM 8015– 3 credits

This course will introduce students to the theory and practice of CMM. Students will be introduced to concepts such as the communication perspective, logical forces, moral operators, person position, the primary of life stories, the development of interactional patterns, and the role of mystery and ineffability in the human condition.

CAGS in Interdisciplinary Studies: Coordinated Management of Meaning

Philosophical Underpinnings of CMM – COMM 8016– 3 credits

In this course student will be introduced to the past and current "conversation partners" that inform CMM. These include American pragmatism, systemic thought and practice, social constructionism, Buberian dialogue, adult transformational learning, and interpersonal neuroscience. At the end of this course students will be familiar with the philosophical conversations that have and are shaping the development of CMM.

CAGS in Interdisciplinary Studies: Coordinated Management of Meaning

A CMM Based Approach to Research and Analysis – COMM 8017– 3 credits

CMM will be studied as a practical theory and the course will provide specific research project, thesis, and dissertations using CMM as a research methodology. After this course is completed, students will have knowledge and information about how to structure CMM-based research and how to use CMM as a methodology in collecting data and analysis.

CAGS in Interdisciplinary Studies: Coordinated Management of Meaning

Joint Action: Meaning, Thought and Episodic Action – COMM 8018– 3 credits

Students will become familiar with the George Herbert Mead's ideas about joint action, the later work of Ludwig Wittgenstein, and John Dewey's conceptions of aesthetics, experience, and consummatory moments. The course will explore emotions as social construction, and applications to non- responding media such as television, radio, or listening to music.

CAGS in Interdisciplinary Studies: Coordinated Management of Meaning

Methods and Techniques of CMM – COMM 8019– 3 credits

Students will develop proficiency in circular questioning techniques, the CMM heuristics such as the hierarchy model, daisy model, serpentine model, LUUUUTT model, and loops and paradoxes and make applications of these models to situation action. Students will call upon these models as tools to analyze moments of situated action.

CAGS in Interdisciplinary Studies: Coordinated Management of Meaning

CMM in Organizational Settings – COMM 9015– 3 credits

This course will focus on the use of CMM concepts and tools to enhance organizational life and organizational communications. CMM can make sense of what goes on in an organization so that members can align with the mission and purpose of enterprise. The work of organizations is carried out largely through talk and communication. CMM can offer organizations a new perspective in understanding what goes on in moments of organizational life.

Prerequisites: All 8000 level courses in the program.

New Courses

CAGS in Interdisciplinary Studies: Coordinated Management of Meaning

CMM in Public Dialogue or Participatory Democracy Projects –COMM 9016– 3 credits

Students will learn how to use CMM in designing strategic processes, specific events, and developing facilitation skills to engage communities in dialogic conversations. The primary goal of CMM is to enrich the lives of others and in this course students will study how CMM has been used in community projects.

CAGS in Interdisciplinary Studies: Coordinated Management of Meaning

A Comparative Study of CMM and Other Theories – COMM 9017– 3 credits

Students will explore theorists such as John Shotter, Kenneth Gergen and Shelia McNamme, and Rom Harre so they may take on a comparison of semiotic and representational views of language. Students will develop an understanding of the constitutive nature of language and how meaning arises in use. This course will focus on other perspective mostly in the social constructionist tradition.

CAGS in Interdisciplinary Studies: Coordinated Management of Meaning

CMM in Personal and Social Development – COMM 9018– 3 credits

Students will learn how to use CMM to enhance mindfulness of their social world to discover the part they play and how they can make better social worlds. In this course students will be introduced to a number of concepts where they develop a richer appreciation of their intellectual and physiological resources and how these can be contribute to their research and goals.

Prerequisites: All 8000 level courses in the program.

CAGS in Interdisciplinary Studies: Coordinated Management of Meaning

Advanced Seminar in CMM – COMM 9019– 3 credits

Students explore their topics of interest and work with a faculty member and other students to develop a prospectus for their thesis. In this course students will conduct a literature review of their area of interest, develop their guiding research questions, and complete their research design.

Prerequisites: All 8000 level courses in the program.

Course Changes

MS in Counseling

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

- PSY 8020 Issues in Development: Counseling Adults
- PSY 8060 Psychology of Women: Counseling Implications
- PSY 8090 Divorce: Process and Issues
- PSY 8135 Psychopharmacology for Counselors
- PSY 8143 Impact of Alcohol Abuse and Other Addictive Disorders on Family Systems
- PSY 8172 Criminal Psychopathology
- PSY 8174 Systems, Laws, and Issues in Forensic Case Work
- PSY 8175 Treatment Issues and Intervention in Forensic Case Work
- PSY 8176 Mental Status Examination
- PSY 8240 Intervention Methods for School Adjustment Counselors
- PSY 8320 Psychological Testing and Assessment: Projective Techniques
- PSY 8615 Psychotherapeutic Techniques, Treatment and Modalities
- PSY 8750 Family Models: Organization, and Process I
- PSY 9065 Internship in Forensic Case Work

MEd in Special Education

Change SPED 8917 title from *Assessment/Strategies: Reading and Language Arts* to *Assessment/Strategies for Students with Disabilities*.

New Programs/Tracks

Post Baccalaureate Certificate in Technology/Engineering Education, 5-12, Initial Licensure

Graduate Program Chair – Wayne Whitfield, PhD

Program Description

Students who hold a bachelor's degree and wish to become a secondary level (grades 5-12) teacher of technology/engineering education may complete this post baccalaureate licensure program. Once accepted, students will undergo a transcript review by the Graduate Program Chair. A plan of study will be developed that addresses:

- content courses missing (if any) in the subject that are equivalent to the requirements for the major as determined by the transcript review. Students will complete all requirements of the major and license as identified in the undergraduate program.
- pedagogy courses identified below in the teacher preparation program (professional courses). When courses are in a student's plan of study, they will complete the courses at the undergraduate level or at the graduate level if the equivalent course is offered.

Once a student has completed all requirements for professional and content specific courses, they will be eligible for endorsement in their selected field through Fitchburg State University. When the licensure program is completed, students can request admission to the graduate program by completing additional admissions requirements as designated by the department.

Admissions Standards and Criteria

To apply for enrollment in the Post Baccalaureate Certificate in Technology/Engineering Education, 5-12, Initial Licensure, a student must submit documents as outlined in the graduate application.

Program of Study

SPED 7709	The High School Environment: Challenges in Educating Students with Disabilities or	
SPED 3800	Secondary Programs for Adolescents with Disabilities	3 S.H.
ENGL 8076	Creating Literacy Experience: Building Reading and Writing into the Content Areas or	
ENGL 4700	Teaching Reading and Writing in the Content Areas	3 S.H.
ITEC 7033	Curriculum Design Development in Technology/Engineering Education or	
ITEC 3810	Curriculum Development in Technology Education	3 S.H.
ITEC 7016	Methods of Teaching Technology/Engineering Education or	
ITEC 3800	Methods of Teaching Technology Education	3 S.H.
ITEC 9000	Practicum I in Technology/Engineering Education or	
ITEC 4862	Practicum I in Technology Education	3 S.H.
ITEC 9501	Practicum II in Technology/Engineering Education or	
ITEC 4862	Practicum II in Technology Education	3 S.H.

Total for Program **18 S.H.**

New Programs/Tracks

Certificate of Advanced Graduate Study in Interdisciplinary Studies: Coordinated Management of Meaning

Graduate Program Advisor – John Chetro-Szivos, PhD

Program Description

Fitchburg State University in association with the CMM institute will offer a Certificate of Advanced Graduate Study in Interdisciplinary Studies: Coordinated Management of Meaning through a combination of long distance learning and real time work-shops and seminars. This is a 36 credit program for post Master level students. Students will complete 10 courses for a total of 30 credits and then complete a 6 credit thesis that would demonstrate the ability to apply CMM to real world challenges. The faculty selected for this program are among the leading researchers in the field of CMM research and application. This certificate will be delivered through a combination of long-distance/online learning (synchronous and asynchronous) and on-campus workshops and seminars.

Admissions Standards and Criteria

To apply for enrollment in the Certificate of Advanced Graduate Study in Interdisciplinary Studies: Coordinated Management of Meaning, a student must have completed a Master's Degree in Communication or a related field and meet all of the University's admission requirements.

Program of Study

COMM 8015	Introduction to the Coordinated Management of Meaning	3 S.H.
COMM 8016	Philosophical Underpinnings of CMM	3 S.H.
COMM 8017	A CMM Based Approach to Research Analysis	3 S.H.
COMM 8018	Joint Action: Meaning, Thought, and Episodic Action	3 S.H.
COMM 8019	Methods and Techniques of CMM	3 S.H.
COMM 9015	CMM in Organizational Settings	3 S.H.
COMM 9016	CMM in Public Dialogue or Participatory Democracy Projects	3 S.H.
COMM 9017	A Comparative Study of CMM and Other Theories	3 S.H.
COMM 9018	CMM in Personal and Social Development	3 S.H.
COMM 9019	Advanced Seminar in CMM	3 S.H.
COMM 9980	Thesis	6 S.H.

Total for Program **36 S.H.**

Program Changes

MS in Counseling: Mental Health Counseling Track

Change to Plan of Study – replaced “PSY 8500 Counseling Techniques and Case Analysis: Individuals and Families” with new, track specific “PSY 8901 Counseling Techniques and Case analysis: Mental Health Counseling”

MS in Counseling: School Guidance Counseling Track

Change to Plan of Study – replaced “PSY 8500 Counseling Techniques and Case Analysis: Individuals and Families” with new, track specific “PSY 8900 Counseling Techniques and Case analysis: School Guidance Counseling”

MEd in Curriculum and Teaching

Change to Plan of Study – eliminated “a course in contemporary issues in education” and replaced with the course “EDUC 8002 Dynamic Perspectives in Education”.

Change to Plan of Study – eliminated “Thesis, Internship or Action Research 3 S.H.” and replaced with the course “EDUC 9150 Advanced Seminar in Reflective Practice”.

MEd in Secondary Education

Change to Plan of Study – eliminated “SEED 9500 Internship” and “SEED 9090 Practicum Thesis/Internship”

MEd in Special Education: Moderate Disabilities Pre-K with add-on Elementary License

Elimination of Track- eliminated the track. Added “People who have completed this program and would like information on adding an Elementary License please contact Graduate Program Chair Dr. Nancy Murray” to the end of the Moderate Disabilities Pre-K track catalog text.

MEd Special Education: Guided Studies Individualized Track

Change to Plan of Study – SPED 9400 “Current Issues in Special Education” has been replaced with EDUC/SPED 9005 “Dynamic Perspectives in Education”.

Change to Plan of Study – 6 credits of Internship/Independent Study has been replaced with SPED 9021 a 3 credit action research course and by adding 3 additional credits to the individualized goal areas.

Policy Changes

Credit Hour Policy

Reaffirmed the University's long-term reliance on the Carnegie Unit as the campus standard, by review and vote on the following definitions:

Credit Hour definition the University follows the Carnegie Unit for credit. Students are expected to spend a minimum of 45 hours of work for each credit. The most common breakdown for one credit is one hour of class instruction and two hours of homework for 15 weeks each semester. A three credit course demands nine hours each week. Credit hour definition applies to both undergraduate and graduate course work (included in catalog glossary).

In-Progress Course Policy

Added "art and music presentations" to the current In-Progress policy allowing IP grades to be awarded for these courses. Students awarded IP grades for these course must complete course work within two semesters.