
Graduate Council Action Summary

2010/2011

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Graduate Council Members

John Hancock, Council Chair <i>Behavioral Science</i>	Faculty Representative
Anne Howard, Council Vice-Chair <i>Special Education</i>	Faculty Representative
Catherine Canney, Dean <i>Graduate and Continuing Education</i>	Administrator Representative
John Chetro-Szivos <i>Communication Media</i>	Faculty Representative
Daneen Deptula <i>Behavioral Science</i>	Faculty Representative
Ann Hogan <i>Center for Excellence in Education</i>	Administrator Representative
Ruth Joseph, Principal <i>McKay Campus School</i>	Administrator Representative
Rosemary Reidy <i>Reading Specialist Program</i>	Student Representative
Stephen Taylor <i>Computer Science</i>	Faculty Representative

New Courses

MEd in Arts Education

Intermediate Choral Conducting – MUSC 8004 – 3 credits

The Intermediate Choral Conducting course involves score preparation, rehearsal participation, and conducting in rehearsals and a final concert. DVD's pertaining to diction, choral techniques by leading clinicians and DVD/CD's of literature and performance ensembles of note will be listened to and critiqued from the standpoint of conducting. Students will attend weekly both Chamber Singers and Choir in the Fitchburg State setting (3 hours contact time total). Following each rehearsal there will be 30 minutes of constructive criticism with the students and instructor. Class time will be held at another time for 2 hours of contact. Reading, time with the scores, and listening/watching to materials provided by the instructor will constitute weekly work by the students outside of class.

MEd in Arts Education

Musical Arranging – MUSC 8005 – 3 credits

Students gain knowledge of ranges, transportation, unique characteristics of instruments and voices and their use in traditional ensembles. Students apply this knowledge to arrange selections with their own creative dimensions.

MEd in Arts Education

Graduate Applied Music - MUSC 8150 – 3 credits

This directed study will provide advanced graduate vocal or instrumental instruction. Prerequisite: Students are required to prove their proficiency before registration is allowed.

MEd in Arts Education

Advanced Graduate Studio – ART 8150 – 3 credits

After writing the intent or focus of their artwork, students will create personal visual art products based on the building blocks of value, alteration, shape, balance, dominance, gradation, depth and focal point. Students will make self-diagnoses and prognoses to treat problems in their works to achieve their previously written intent before attempting to complete their product. Prerequisite: Art degree or permission of the instructor.

MEd in Arts Education

Art and Human Development - ART 8500 – 3 credits

This course examines the production, history, criticism and philosophy of art. Students experience slide lectures as well as a museum trip during which noted works of art are examined from a formal, contextual and philosophical point of view involved in their creation. Students create art works applying this information. Prerequisite: Art degree or permission of the instructor.

MEd in Arts Education

Art Presentation - ART 9090– 3 credits

A student creates a culminating project in art under the supervision/direction of an art faculty member or the program chairperson. A student planning an exhibit of his/her works should have the majority of them created for this exhibit. Prerequisite: Must successfully complete at least 18 semester hours in the program.

MEd in Arts Education

Music Presentation - MUSC 9090– 3 credits

A student creates a culminating project in music under the supervision/direction of a music faculty member or the program chairperson. A student planning a recital should prepare to present a majority of new works not previously in his/her repertoire. Prerequisite: Must successfully complete at least 18 semester hours in the program and demonstrate mastery of the subject.

New Courses

MEd in Curriculum and Teaching

Introduction to Strategies for Effective Literacy Instruction Across the Disciplines – EDUC 7057 – 3 credits

Designed for teachers in Grades 5-12, this course addresses research-supported "best practices" focused on improving students' reading, writing, speaking and reasoning skills across the content areas are addressed.

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

MEd in Curriculum and Teaching

Literacy Through Poetry Across the Content Areas – EDUC 7062 – 3 credits

The connection between poetry, rhythm and music, and enhanced memory is stressed. Teachers develop skills to foster a love and appreciation of poetry. Poetry as a genre in the context of standardized assessments is addressed.

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

MEd in Curriculum and Teaching

Teaching Responsible Behavior: Strategies for Pre-Kindergarten to High School – EDUC 7081 – 3 credits

Provides PreK-12 teachers with an understanding of pro-social competence as well as how to teach, model, and coach students self-control. Skills for managing conflict and anger are developed, resulting in students' improved social development.

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

MEd in Curriculum and Teaching

Managing Classroom Behavior - EDUC 8004 – 3 credits

Teachers of diverse student populations will acquire strategies and techniques for dealing with behavioral issues within their classroom. Teachers will develop teaching approaches that result in the effective management of learning.

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

MEd in Curriculum and Teaching

Terror in the Name of God: The Global Rise of Religious Violence - EDUC 8005 – 3 credits

This course will inform teachers of the dangers when terrorist groups name religion as the political identity that gives license to vengeful ideologies. This issue will be studied from a historical, political, psychological and sociological perspective.

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

MEd in Curriculum and Teaching

Discrete Mathematics with Applications for the Middle and High School Teacher - EDUC/MTED 8006 – 3 credits

This course is designed to cover topics in Discrete Mathematics by exploring the connection between Discrete Mathematics and real-life conditions.

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

MEd in Curriculum and Teaching

Topics in Statistical Reasoning - EDUC 8007 – 3 credits

Participants will become more discerning consumers of research. Topics include measures of central tendency, dispersion and relationship, as well as hypothesis testing using inferential techniques such as t-test, ANOVA, and chi-square at the advanced level.

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

New Courses

MEd in Curriculum and Teaching

Advanced Analysis of Reading for the Elementary and Early Childhood Teacher - EDUC 9103 – 3 credits

This course is based upon recent research and is designed to assist practicing teachers to develop advanced assessment and analysis skills of reading ability. Participants will explore concepts addressing different facets of the reading/writing assessment process.

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

MEd

Using Technology to Enhance Student Achievement - EDUC 7203 – 3 credits

This course will introduce participants to expanding the walls of the traditional classroom with the technology currently available to interact with students. Course participants will be introduced to the tools to supplement the traditional classroom setting and help engage students by using new and exciting formats that meet this generation's expectations and learning styles. Topics covered will include: enhancing presentations, creating content with the latest technologies and tools, continuing discussions outside of the classroom, managing the class outside the classroom, virtual classroom settings and the world of online learning.

MEd

Dynamic Perspectives in Education – SPED/EDUC/EDLM 9005 – 3 credits

Required course for MEd in Special Education: Guided Studies Professional Track

Course brings together candidates from across programs to analyze key issues facing educators today. Focal points will include curricular and instructional decisions, legislative mandates, diversity and special education. Personal biases will be examined.

MEd in Special Education

Understanding Disabilities and Diversity - SPED 7024 – 3 credits

Required course for MEd in Special Education: Moderate and Severe Disabilities. Replaces SPED 7004.

Course focuses on broadly defining disability and diversity. Topics include specific disabilities, special education laws, IEP, pre-referral, universal design, inclusion and families. Candidates explore their own cultural background, experiences and perspectives regarding diversity and disability.

Med in Special Education

Technology for Students with Moderate-Severe Disabilities - SPED 8000 – 3 credits

Candidates will gain understanding of how to use technology to support communication skills and address curriculum needs for students with moderate to severe disabilities. Focus will be on strategies for integrating technology into educational programming.

MEd in Special Education

Action Research for Special Education – SPED 9021 – 3 credits

Required course for MEd in Special Education: Guided Studies Professional Track

This seminar supports graduate candidates completing the Special Education Guided Studies program with an Action Research Project. Projects combine solid theoretical knowledge with effective teaching practices to have a positive impact on student learning

New Courses

MEd in Special Education: Severe Disabilities

Program Development Across the Life Span – SPED 8026 – 3 credits

Required course for MEd in Special Education: Severe Disabilities. Replaces SPED 8023 & SPED 8024.

Domains of community, domestic, recreation, vocational and social relationships are addressed along with the importance of accessing services provided by other agencies. Family-professional partnerships are explored and strategies for promoting transition outcomes are examined.

MS in Applied Communication

Health Communication and Social Change – COMM 8112– 3 credits

Applied Communication scholars have contributed substantially to the study of communication practices of groups, organizations and communities working towards social change, including studies of public health campaigns and activism. Given the current changes in the social, political, and economic contexts in which health care is delivered, public health practitioners must learn to develop effective campaigns to promote change in attitudes and/or behaviors, to improve social and economic conditions, to advance social policies, and to secure necessary resources. This course will explore the theories and methods that inform various social change strategies, activist projects and campaigns, along with specific examples of communication strategies used in planning, implementation, and evaluation of public health campaigns and initiatives.

Course Changes

MEd in Special Education: Behavior Analyst Certificate

SPED 8174 Behavioral Analysis in Applied Settings prerequisite additions:

- SPED 8015 Fundamentals in Applied Behavior Analysis
- SPED 8180 Positive Behavioral Supports for Students with Disabilities or SPED 8020 Behavior Analysis and Support for Students with Severe Disabilities

SPED 8175 Ethical Issues and Collaboration prerequisite additions:

- SPED 8015 Fundamentals in Applied Behavior Analysis
- SPED 8180 Positive Behavioral Supports for Students with Disabilities or SPED 8020 Behavior Analysis and Support for Students with Severe Disabilities

SPED 8176 Integrating Behavior, Communication and Sensory Strategies to Meet the Needs of those with Disabilities prerequisite additions:

- SPED 8015 Fundamentals in Applied Behavior Analysis
- SPED 8180 Positive Behavioral Supports for Students with Disabilities or SPED 8020 Behavior Analysis and Support for Students with Severe Disabilities

Med in Special Education: Moderate Disabilities

SPED 8016 Curriculum, Strategies in Reading/Language Arts prerequisite addition*:

- SPED 8300 Language Development, Differences and Disorders
- SPED 7024 Understanding Disabilities and Diversity

SPED 8915 Curriculum, Strategies for Mathematics (PreK-8 only) prerequisite addition:

- SPED 8016 Curriculum, Strategies in Reading/Language Arts

SPED 8916 Curriculum, Strategies for Mathematics (5-12 only) prerequisite addition:

- SPED 8016 Curriculum, Strategies in Reading/Language Arts

SPED 9130 Advanced Identification and Remediation of Reading/Language Based Learning Disabilities must be taken concurrently with:

- SPED 8917 Assessment/Strategies: Reading and Language Arts (for PreK-8 only)

SPED 8918 Reading and Writing: Methods for Secondary School Students with Moderate Disabilities must be taken concurrently with:

- SPED 8917 Assessment/Strategies: Reading and Language Arts (for 5-12 only)

SPED 8917 Assessment/Strategies: Reading and Language Arts prerequisite requirements:

- SPED 8016 Curriculum, Strategies in Reading/Language Arts
- SPED 8916 Curriculum, Strategies for Mathematics (for PreK-8 only)
- SPED 8915 Curriculum, Strategies for Mathematics (for 5-12 only)

SPED 8011 Differentiating Content Instruction in Inclusive Classrooms prerequisite requirement:

- SPED 8016 Curriculum, Strategies in Reading/Language Arts

Course Changes

MEd in Special Education: Moderate Disabilities

SPED 9004 Practicum and Research Application Seminar prerequisite requirement:

- SPED 9000 Research in Special Education

SPED 9004 Practicum and Research Application Seminar concurrent enrollment with:

- SPED 8963 Practicum (Moderate Disabilities)

SPED 8008 Working with Children with ASD/Inclusive Classroom course credit change:

- Changed from a 2 credit course to a 3 credit course.

New Programs/Tracks

Gender Studies Track MA in English

Graduate Program Chair – Chola Chisunka, PhD

Program Description

The Gender Studies track of the Masters of Arts in English program is designed to prepare teachers, researchers, writers and museum curators in an interdisciplinary area within the field of gender studies. It aims to provide student with the academic foundation needed to pursue doctoral work in gender studies.

This graduate degree program is made up of 9 courses and a 6 credit Master’s Thesis for a total of 33 credits.

Admissions Standards and Criteria

To apply for enrollment in the MA in English: Gender Studies program, a student must submit documents as outlined in the graduate application.

- Major or minor in English preferred, but not limited to

Program of Study

ENGL 8050	Graduate Study and Research in English	3 S.H.
ENGL 9XXX	Independent Study in Gender Studies or	
ENGL 9000	Literary Theory: Practical Applications for Today’s Readers	3 S.H.
	Four graduate English courses in the literature of gender	12 S.H.
	Three gender based courses (to be selected from other graduate programs)	9 S.H.
ENGL 9100	Master’s Thesis Research	3 S.H.
ENGL 9200	Master’s Thesis Writing	3 S.H.
Total for Program		33 S.H.

Program Changes

MA in History – Thesis Track

Change to Plan of Study – eliminated one “cognate course” and added one “Area of Specialization” course.

Credits	Course Sequence
	Content Core in History
3	HIST 7450 Historiography (must be taken first—offered fall only)
3	World History
3	European History
3	U.S. History
12	Area of Specialization (four courses)
6	HIST 9100 Thesis
30	Total Credits for Degree

MA in History – Non-Thesis Track

Change to Plan of Study– eliminated two “cognate courses” and added two “Area of Specialization” courses.

Credits	Course Sequence
	Content Core in History
3	HIST 7450 Historiography (must be taken first—offered fall only)
3	World History
3	European History
3	U.S. History
18	Area of Specialization (six courses)
	Comprehensive Oral Exit Examination
30	Total Credits for Degree

Program Changes

MAT in History – All Tracks

Change to Plan of Study – eliminated Non-Western course requirement in “Content Core” and added an additional 3 credits of “History Elective”

Credits	Course Sequence
	Content Core in History
3	HIST 7450 Historiography (must be taken first—offered fall only)
3	World History
3	European History
3	U.S. History
6	History Elective (two courses)

MAT in History and History

Enrollment/Admissions requirement – Applicants pursuing initial licensure either through the MAT or post-baccalaureate programs need to submit a passing score on the MTEL History subtest

MAT in History

Additions to Plan of Study – SEED 7015 Introduction to Strategies for Effective Teaching in the Academic Discipline and SPED 7709 – The High School Environment: Challenges in Educating Students with Disabilities. These courses will be marked “*may be waived for some students based on previous coursework or field experience”. The total credits required for degree is 36-42 credits.

MEd in Special Education - Behavior Analyst Certificate

Admission Requirement – Require that only SPED 8015 – Fundamentals in Applied Behavior Analysis may be taken prior to matriculation into the BCBA certificate program.

Additions to Plan of Study – SPED 8020 – Behavior Analysis and Support for Students with Severe Disabilities is now an equivalent course, which may be taken in place of SPED 8180 – Positive Behavior Supports for Students with Disabilities.

MS in Nursing

Plan of Study Change – Eliminated the Research Thesis option (NURS 9010). All students will be required to take NURS 9100 Research Project.

MS in Counseling

Program Undergraduate Prerequisite change – Eliminated General Psychology from Program’s undergraduate prerequisites.

MAT in English, History, Biology, MEd in Occupational Education, Science Education, Secondary Education and Technology Education and Post Baccalaureate programs in Biology, English, History and Mathematics

Addition to Admission Requirements – Added the requirement of a personal essay.

Program Changes

MEd in Special Education: Severe Disabilities

Courses shaded in orange – Eliminated from program

Courses in BOLD have been added to program

Courses shaded in yellow are also required in the Moderate Initial Licensure program

Courses shaded in blue are NEW courses

<u>CURRENT Plan of Study</u>		<u>New (Fall 2011) Plan of Study</u>	
Credits	Course Sequence for INITIAL Licensure in Severe Disabilities	Credits	Course Sequence for INITIAL Licensure in Severe Disabilities
Pre-requisite Courses (for those without teacher licensure)			
3	EDUC 7023 Foundations of Education	3	EDUC 7023 Foundations of Education
Required Courses			
3	SPED 7004 Working with Individuals with Disabilities	3	SPED 7024 <i>Understanding Disability and Diversity</i>
3	SPED 8300 Language Development, Differences and Disorders	3	SPED 8300 Language Development, Differences and Disorders
3	SPED 8020 Behavior Analysis and Support for Students with Severe Disabilities	3	SPED 8020 Behavior Analysis and Support for Students with Severe Disabilities
3	SPED 8021 Curriculum Frameworks and Alternative Assessments	3	SPED 8016 Curriculum , Strategies in Reading/LA PREK-8
		3	SPED 8915 Curriculum , Strategies in Mathematics (PreK-8 only)
3	SPED 7950 Physical and Medical Aspects of Working with Children with Disabilities	3	SPED 7950 Physical and Medical Aspects of Working with Children with Disabilities
3	SPED 8022 Augmentative and Alternative Communication	3	SPED 8022 Augmentative and Alternative Communication
3	SPED 9000 Research in Special Education	3	SPED 9000 Research in Special Education
3	Elective (1)	3	Elective (1)
3	SPED 8023 Services and Supports from Birth Through Adulthood	3	SPED 8026 Program Development through the Life Span
3	SPED 8024 Program Development in the Functional Domains	3	SPED 8917 Assessments in Reading/Language Arts
3	SPED 8861: Practicum: Severe Disabilities (Extends through Spring II) Students must pass MTEL General Curriculum exam (Elementary Education) prior to registering for this course.	3	SPED 8863: Practicum: Severe Disabilities - Students must pass MTEL General Curriculum exam prior to registering for this course. - Must be taken concurrently with SPED 9002
3	SPED 9200 Consultation and Collaboration Strategies	3	SPED 9200 Consultation and Collaboration Strategies
3	SPED 9002 Research Application and Seminar	3	SPED 9004 Research Application and Seminar (<i>must be taken concurrently with SPED 8861</i>)
39	Total Hours: MEd Program in Severe Disabilities (W/O Prerequisites)	42	Total Hours: MEd Program in Severe Disabilities (W/O Prerequisites)

Program Changes

MED in Special Education: Guided Studies Professional Track

Courses shaded in orange – Eliminated in New Plan of Study

Courses in **BOLD** have been added to the New Plan of Study

<u>CURRENT Plan of Study</u>		<u>New Plan of Study</u>	
Credits	Students were required to complete 36 credits, including eight required courses (24 credits), an action research project/independent study, and two electives (6 credits).	Credits	Students are required to complete 39 credits, including ten required courses (30 credits), an action research project (3 credits), and two electives (6 credits).
3	SPED 9000 Research in Special Education	3	<i>SPED 9000 Research in Special Education OR</i> SPED 9100 Research in Reading Education
3	SPED 9400 Current Issues in Special Education	3	EDUC 8002 <i>Dynamic Perspectives in Education</i>
3	SPED 9200 Collaboration and Consultation	3	SPED 9200 Collaboration and Consultation
3	SPED 9003 Reflective Teaching	3	SPED 9003 Reflective Teaching
3	SPED 9130 Advanced Identification and Remediation of Reading/Language-Based Learning Disabilities*	3	SPED 7017 Psychology of Reading, Reading Development and Disabilities OR SPED 8017 Specialized Reading Approaches
3	SPED 8180 Positive Behavior Supports for Students with Disabilities	3	SPED 7410 Advanced Strategies for Teaching School Aged Children with Emotional and Behavioral Challenges OR SPED 8174 Behavioral Analysis in Applied Settings
3	SPED 8950 Assessment Strategies in the Content Areas	3	TOPICS: SPED 9XXX Advanced Assessment Strategies for Special Educators
3	SPED 8025 Alternative Assessment in the Content Areas	3	SPED 8022 Augmentative and Alternative Communication OR SPED XXXX Technology for Students with Moderate and Severe Disabilities
3	ELECTIVE	3	ELECTIVE
3	ELECTIVE	3	ELECTIVE
6	SPED 9500 Internship/Independent Study	3	SPED 9120 Special Education and the Law
		3	SPED 9021 Action Research Special Education: Guided Studies
36	Total Hours: CURRENT MEd Special Education Guided Studies	39	Total Hours: New MEd Guided Studies:

Med in Special Education: Moderate Disabilities

Plan of Study Change – Replaced Modifying and Adapting Instruction – SPED 7004 with Understanding Disabilities and Diversity – SPED 7024