
Graduate Council Action Summary

2009/2010

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Graduate Council Members

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New Courses

MEd in Special Education: Reading Specialist

Explicitly Teaching Comprehension Skills in the Classroom - READ/SPED 8200 – 3 credits

Content will include an overview of current reading comprehension research and implications for instruction. The course will emphasize learning as an active, constructive process and promote using a variety of learning strategies to enhance understanding.

MEd in Education: Secondary Education

Research in the Secondary Education Classroom – SEED 8150 – 3 credits

Required course for MEd in Secondary Education. Replaces EDUC 8300.

Students develop knowledge, understanding and skill in the action research process, enabling them to make data driven decisions using quantitative and qualitative educational research procedures. Students develop an action research project to address current issues affecting schools and students. Field-based experience is mandatory.

MEd in Special Education: Moderate Disabilities

Working with Children with Autism Spectrum Disorders in the Inclusive Classroom – SPED 8008 – 2 credits

Required course for all 3 tracks in moderate disabilities program.

This course provides teachers and teacher candidates with the knowledge and methods to educate children with 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 students with communication and behavior intervention will be explored to support students in becoming active participants in their classroom.

MEd in Special Education: Moderate Disabilities

Curriculum Strategies in Reading/Language Arts – SPED 8016 – 3 credits

Required course for all 3 tracks in moderate disabilities program.

This course addresses direct instructional procedures for phonemic awareness, letter-sound correspondences, systematic and explicit phonics, fluency, vocabulary, language and comprehension skills. The design and modification of curriculum instructional materials and general education classroom environments for students with moderate disabilities will be explored.

This course provides detailed information on how to systematically and explicitly teach essential reading skills based on research. The reading and writing process and specific modifications for children with special needs will be covered.

In addition the cognitive, physical, cultural, social, and emotional needs of students will be analyzed in order to develop an appropriate comprehensive and student-centered reading approach for each child.

The preparation, implementation, and evaluation of Individualized Education Programs (IEP's) will be developed. Candidates will write lesson plans using the Fitchburg State College format. The findings of the National Reading Panel as well as summaries of other research will be discussed.

New Courses

MEd in Special Education: Moderate Disabilities

Assessment, Curriculum, Strategies for Math (focus on PreK-8) – SPED 8915 – 3 credits

Required course for both PreK-8 tracks in moderate disabilities program.

This course will focus on assessment, curriculum and strategies for teaching mathematics to students with special needs. It will address basic concepts and issues in developing and modifying mathematics curriculum while analyzing current research-based strategies and approaches to instruction. Candidates will utilize information from formal and informal assessments to plan instruction and write components of an IEP. Students will explore and become aware of different service delivery models and strategies for meeting the challenges of creating inclusive classrooms that address educational needs for all learners. The curriculum presented will be based on The Massachusetts Department of Education Frameworks in the content area of mathematics.

MEd in Special Education: Moderate Disabilities

Assessment, Curriculum, Strategies for Math (focus on 5-12) – SPED 8916 – 3 credits

Required course for 5-12 track in moderate disabilities program.

This course will focus on basic concepts and issues in developing and modifying curriculum in mathematics while analyzing current research based approaches to instruction specific for students in grades 5-12. It will address integration of these content areas. Students will explore and become aware of software available for use in education and actually try out software in the content area of mathematics. Students will learn a variety of techniques, service deliveries and strategies for meeting the challenges of creating instruction for inclusive classrooms in mathematics that address the educational needs of all students. The Massachusetts Department of Education Frameworks in Math will be handed out and reviewed.

MEd in Special Education: Moderate Disabilities

Assessment/Strategies: Reading and Language Arts – SPED 8917 – 3 credits

Required course for all 3 tracks in moderate disabilities program.

This course prepares candidates to employ the processes and terminology utilized in assessment. Assessment in the academic areas of reading, written and oral language and listening will be explored. Graduate students will evaluate students with disabilities (or suspected disabilities) in these academic areas using formal assessment tools, background information and observations. Information gathered will be synthesized and interpreted to select appropriate strategies and plan effective academic programs in the language arts domain. Candidates will develop components of the students IEP that pertain to reading and language arts.

Pre-requisite: SPED 8016

MEd in Special Education

Integrating Behavior, Communications and Sensory Strategies to Meet the Needs of Those with Disabilities

SPED 8030 – 3 credits

This course will integrate behavior, communication and sensory strategies with various behavioral, neurological and psychiatric characteristics and the range of behavioral manifestations. The students will conduct a Functional Behavior Assessment (FBA) and develop a functionally equivalent behavior intervention plan for a target behavior within one of the disability areas.

New Courses

MEd in Special Education: Moderate Disabilities

Reading and Writing: Methods for Secondary Students with Moderate Disabilities – SPED 8918 – 3 credits

Required course for 5-12 track of moderate disabilities program.

This course addresses the components of reading plus written language and spelling and difficulties associated with each area as they impact adolescent students with reading/learning disabilities in the secondary curriculum. The course focuses on the literacy requirements in content area learning (common text structures, vocabulary, comprehension, summarizing, and study skills) and direct instructional procedures. It also addresses document literacy, technological literacy and quantitative literacy. Further, the course explains the reading/writing connection and the processes that impact on the understanding and production of written text. Written expression is explored at the sentence and text level and also addressed are the constraints that can impact an adolescent with learning disabilities the ability to connect ideas to written text. Interventions, which combine the process writing theory with an emphasis on text structure and cognitive writing strategies, are analyzed.

Pre-requisite: SPED 8016

MS in Applied Communication

Health Care Management Capstone – COMM 9050 – 3 credits

Required course in the Healthcare Management Certificate.

This course is aimed at providing students with the opportunity to integrate the knowledge and competencies they have acquired while studying in the certificate program in health care management. It is also an opportunity for students to design a program, policy, change, or other intervention in the organization where they are employed to bring about meaningful change and respond to a "real world" issue they have experienced firsthand. By working on a capstone project they should draw on prior course work and utilize their critical thinking skills in synthesizing previous course work and extend and develop their own original ideas.

MBA

Health Services Marketing – MGMT 9250 – 3 credits

Required course in the Healthcare Management track of MBA.

The focus is on exploring marketing principles and applications to management decisions in the healthcare industry using case analysis. Topics covered include product development, pricing, distribution, consumer behavior, forecasting and development of marketing plans.

Pre-requisite: BSAD 3300 or permission of instructor.

MBA

Legal & Ethical Issues in Health Care – MGMT 9251 – 3 credits

Required course in the Healthcare Management track of MBA as well as the Healthcare Management Certificate.

Examination of law impact on public health, role of legal institutions, individual rights, basic principles of medical decision-making, medical liability, basic regulatory aspect of health care delivery, universal health coverage, impact of technology and human rights issues.

New Courses

MBA

Health Care Management – MGMT 9252 - 3 credits

Required course in the Healthcare Management Certificate.

Studies major social and economic aspects of illness and the health care industry. The focus is on exploring how management principles apply to decisions in the healthcare industry using case analysis. Topics covered include economic, social, cultural, and psychological influences and responsibilities of the patient and focusing on application of these concepts to the healthcare organization.

Pre-requisite: BSAD 3200

MBA

Cost Control in Health Care – MGMT 9253 – 3 credits

Required course in the Healthcare Management track of MBA as well as the Healthcare Management Certificate.

The focus is on exploring how cost control principles apply to management decisions in the healthcare industry using case analysis. Topics covered include an overview of financial management, tools such as accounting and cash flow analysis, financial statement analysis, the risks and returns associated with the financial market, capital budgeting and forecasting with a focus on the application of these concepts to the healthcare organization.

Pre-requisite: BSAD 3400

Nursing

Health Care Informatics – NURS 7600 – 3 credits

Required course in the Healthcare Management Certificate.

This course provides an overview of the role of information systems in health care. Current technologies and their impact on health care practice are explored. Organizational, cost-benefit, and ethical issues related to the application of technologies are discussed. Topics include medical devices, electronic health record, key health information systems and standards, telemedicine, administrative and clinical applications, evidence based health care, decision support systems, security and confidentiality, and information retrieval.

MEd in Educational Leadership and Management: Technology Leader

Educational Technology Ethics – EDLM 8015 – 3 credits

New required course for existing Educational Technology Certificate.

Examines the impact of educational technology on social, legal, cultural and moral systems. Social policies and laws related to copyright, intellectual property, privacy, free speech and responsible behavior are discussed.

MEd in Special Education

Fundamentals in Applied Behavior Analysis – SPED 8015 – 3 credits

Required course in Behavior Analyst Certificate Program.

The basic frameworks and theory of applied behavior analysis (ABA) will be examined including the definition and characteristics of ABA. The history and foundation of applied behavior analysis will be reviewed. Students will learn to identify the differences in behaviorism, the experimentation of behavior and applied behavior analysis. Important definitions, terms and concepts will be identified and reviewed. Seminal research articles from field of applied behavior analysis will be used to emphasize the relationship between behavior analysis and the education of children. General principles will be covered targeting areas of clinical intervention and educational intervention.

New Courses

MEd in Special Education

Behavior Analysis and Intervention in Applied Settings– SPED 8014 – 3 credits

Required course in Behavior Analyst Certificate Program.

This course will prepare students to function as behavior analysts and consultants within the community, school and home environments. Students will learn to identify socially significant behaviors to target for change, operationally define these behaviors, conduct descriptive assessments, develop hypotheses based on the results of their assessments to conduct functional analyses, interpret the results of the functional analyses to develop effective and ethical treatments and evaluate implemented treatments in terms of efficacy and consumer approval/acceptance/adherence based on the data. Students will learn to identify barriers to effective behavioral analysis and intervention within applied settings (e.g., resistance), and methods to overcome these barriers, such as conducting functional and ecological assessments of caregiver behavior and potential motivating operations for resistance. In addition, students will learn how to conduct a needs assessment to determine areas for caregiver training and support and develop a support system/training program based on the results of the assessment. Throughout the content of this course, attention will be given to methods to improve consultant/consultatee relationships to foster adherence to behavioral interventions and support systems.

MEd in Special Education

Ethical Issues and Collaboration– SPED 8175 – 3 credits

Required course in Behavior Analyst Certificate Program.

This course is designed to connect the ethical and professional standards of the profession of applied behavior analysis with its implementation. Candidates will learn to use questions such as, What is the right thing to do? What is worthy doing? What does it mean to be a good behavior analyst? to guide their personal and professional practices. Candidates will study theory and practice skills related to communication skills and processes as well as effective consultation strategies for working with families, school personnel and other professional. Candidates will learn how to evaluate their consultation skills and maintain themselves as consultant and collaborators.

MS in Applied Communication

Communication and Social Change – COMM 8115– 3 credits

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. Students will study various communication strategies to identify the most persuasive strategies used to promote social change.

MS in Applied Communication

Crisis Communication – COMM 8120 – 3 credits

This course in Crisis Communication emphasizes a proactive approach to planning for, managing and then responding to organizational crises by following a comprehensive crisis management process. It is intended for students in both the Applied Communication and Health Communication Programs insofar as it will emphasize the application of conceptual and substantive readings to the actual practice of crisis communication. Beginning from the assumption that all organizations should be prepared for crises, we will use a series of case studies in crisis management in conjunction with Ongoing Crisis Communication: an in depth analysis of a past organizational crisis and the communication strategies and practices that were employed in response; and your development of a Comprehensive Crisis Management Plan (CCMP) for an actual organization in your field to cultivate your own expertise in how to forecast and then develop a successful communications approach for any exigent crisis.

New Courses

MS in Applied Communication

Quasselstrippe – COMM 8700 – 3 credits

Required course in CAGS in Interdisciplinary Studies – Applied Communication.

In this course, students examine origins, nature and consequences of communication in a variety of subfields. Students work towards developing their critical thinking competency and attain a deeper understanding of the inquiry process. As a co-learner and faculty member, the faculty member will share drafts of his/her work and thinking with the students so that they could model the scholarly process.

Course Changes

MEd in Special Education: Moderate Disabilities

Course Description Changes - Six courses require some text changes within the course descriptions to match the language required by DESE for preliminary licensure. No course content changes.

Working with Individuals with Disabilities - SPED 7004:

Course content covers the characteristics and needs of children and adults with disabilities along with the educational terminology for students with mild to moderate disabilities. The total special education service delivery system is examined to include federal and state regulation, the IEP process and services provided by other agencies such as DMR and DMH. The course is intended for regular educators, students beginning in special education and, it provides an update for experienced special educators and administrators.

Language Development, Differences and Disorders - SPED 8300:

This course addresses normal development of expressive and receptive language in terms of phonology, morphology, syntax, semantics and pragmatics. It focuses on the language performance exhibited by different populations of children/adults with disabilities. The language of bilingual/bicultural children and language-disordered adolescents are addressed. Students develop an understanding of the principles and practices related to assessment and intervention for children with language disorders. Students assess language needs and plan appropriate strategies. Field experience (25 hours) required for testing and program planning.

Positive Behavioral Supports for Students with Disabilities - SPED 8180:

This course provides an overview of the research and best practices for assessing, planning, and implementing individual, classroom and school-wide positive behavior support. Students will examine evidence-based strategies for conducting an effective Functional Behavioral Assessment (FBA) and use the results to design and implement an individual Behavior Support Plan. Students will also become more proficient in designing data collection sheets and collecting and graphing data. Systematic procedures for influencing behavior will be reviewed. Teacher candidates will look at patterns of problem behavior and examine it through a systems approach and explore ways to design and implement classroom and school-wide supports to prepare and maintain students with disabilities for the general education classrooms. Federal and state legislation and regulations are examined with particular attention to their impact on the design and implementation of educational programs for students with behavior challenges.

Advanced Identification and Remediation of Reading/Language Based Learning Disabilities - SPED 9130:

In this intensive five week course, the identification of reading disabilities will be examined and various approaches to remediation of reading disabilities will be presented. Instructional and managerial strategies to differentiate reading and language based disabilities will be studied. Emphasis will be placed on exploring and designing Individualized Educational Programs based on specific student needs to plan effective instruction.

Current trends in reading and their effect on students with disabilities will be discussed. Students will develop further communication and collaboration skills with peers, parents and other professionals, including those from various reading programs. In addition, the cognitive, physical, cultural, social, and emotional needs of students will be analyzed in order to develop an appropriate, comprehensive, and student-centered reading approach for each individual child.

Course Changes

Research in Special Education - SPED 9000:

This course is designed to introduce teachers and educators to the basic research designs and methods used in special education. Students will learn to critically analyze the research literature and will write critiques of current articles in the field. Students will also be required to conceptualize a study based on their interests and propose procedures for implementing it (please note that students will NOT be required to collect or analyze data!). The goal of the course is to help educators use empirical studies presented in the literature to improve their practice and to participate in research and evaluation projects in their professional settings.

Consultation and Collaboration Strategies - SPED 9200:

Students study theory and practice skills related to communication skills and processes as well as effective consultation and collaboration strategies for working with school personnel, human service agencies and key special education stakeholders. Theory is grounded in the interpersonal issues arising from a variety of school teams (grade level, IEP, Eligibility, departmental, transition planning). The course focuses on emerging issues related to student assistance, inclusion, peer to peer consultation, IEP design/elements, IEP implementation and monitoring and transition planning/post-secondary requirements in light of differing agendas of key stakeholders including parents, district, building, grade level, and departments. The process of differentiating between collaboration situations and consultation options is practiced. Students learn how to evaluate their consultation skills, target collaboration opportunities and maintain themselves as consultants/collaborators in a variety of school, community and agency situations.

MEd in Special Education: Moderate Disabilities and Severe Disabilities

Course Credit, Title and Description Change - Research Application Seminar (SPED 9002 - 1 credit) changed to Practicum and Research Seminar (SPED 9004 - 3 credits).

This seminar serves as a culminating course for Special Education candidates enrolled in their practica experiences. Within the context of the FSC Education Unit Conceptual Framework, candidates use Massachusetts initial teaching license competencies and Council for Exceptional Children (CEC) standards to reflect on and improve their teaching practices. Candidates complete a targeted literature review to ensure that they are using evidence based practices. Candidates also use the Renaissance Partnership for Improving Teaching Quality-Teacher Work Sample prompts and resources to design and implement an instructional unit (or approved alternative project) to demonstrate impact on student learning. Knowledge of curriculum and effective instructional strategies are integrated with knowledge of formative and summative assessment and the results are reflected on by candidates as they develop a professional development plan.

MEd in Educational Leadership and Management: Technology Leader

Title change - Impact of Technology on Education (ETEC 7600 – 3 credits) changed to Introduction to Educational Technology. Description remains the same.

MEd in Educational Leadership and Management: Technology Leader

Title and Description Change - Managing Communications (ETEC 9140 – 3 credits) changed to Communication and Productivity Tools for Teachers.

This course presents the principles of formulating persuasive strategies for organizing information and creating written, electronic, and mediated communications. Candidates become familiar with current computing hardware, software, accessories, interfaces, and applications helpful to technology leaders.

New Programs/Tracks

Health Care Management Certificate Program Interdisciplinary Program (COMM, MGMT, NURS)

Graduate Program Chair - John Chetro-Szivos, PhD

Program Description

The Health Care Management Certificate program is designed to meet the career advancement needs of health care professionals, emerging leaders in the field seeking to build competencies, and to provide a strong foundation for those considering entry into the field of health care management.

This graduate level certificate may be taken as a stand-alone program, and some courses may be applied to graduate degrees in management or communication. The program is made up of 5 courses and a capstone project for a total of 18 credits.

Admissions Standards and Criteria

To apply for enrollment in the Health Care Management Certificate program, a student must submit documents as outlined in the graduate admissions section.

- MAT/GRE/GMAT exams are not required

Program of Study

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|-----------|---------------------------------------|--------|
| MGMT 9252 | Health Care Management | 3 S.H. |
| MGMT 9253 | Cost Control in Health Care | 3 S.H. |
| MGMT 9251 | Legal & Ethical Issues in Health Care | 3 S.H. |
| COMM 7300 | Health Communication | 3 S.H. |
| NURS 7600 | Health Care Informatics | 3 S.H. |
| COMM 9050 | Health Care Management Capstone | 3 S.H. |

Total for Certificate **18 S.H.**

New Programs/Tracks

Reading Specialist track

CAGS in Interdisciplinary Studies: Reading Specialist track

New Reading Specialist track within the CAGS in Interdisciplinary Studies. Program requirements are within the same structure as the CAGS in IDIS with 2 core courses, 24 credits in the declared disciplines and a 6 credit capstone experience.

Advisor - TBA

Program Requirements

Students choosing to study the fields of Fundamentals of Reading Instruction and Assessment and Leadership in Literacy Instruction as part of the CAGS in Interdisciplinary Studies work with an advisor from the graduate reading specialist program to develop a plan of study. CAGS consists of an integrated core curriculum, research, supervised professional practice, and a capstone experience. Students choosing the disciplines of Fundamentals of Reading Instruction and Assessment and Leadership in Literacy Instruction complete a practicum and seminar as their capstone experience.

The integrated core curriculum consists of:

- Two common courses, Critical Inquiry in Interdisciplinary Studies and Research in Reading Education.
- Twelve advanced graduate credits (7000 level and above) in each of two declared disciplines.
- A 6 credit practicum and seminar capstone experience.

This capstone experience allows the student to demonstrate specified competencies in the two fields studied.

Admissions Standards and Criteria

To apply for enrollment in the CAGS in Interdisciplinary Studies Program, a student must submit documents as outlined in the graduate admissions section as well as:

- Official transcript of a master's degree from a regionally accredited institution
- MAT/GRE/GMAT exams are not required
- Personal Statement

Students must complete an essay of no more than one page in response to one of the following questions/statement:

1. Tell about a positive situation in which you helped a person and made a significant difference in that person's life.
 2. What are the most important factors in establishing a long-term working relationship with students, friends, etc.?
 3. Tell us about a significant event that involved you in a teaching or helping role.
 - Describe the situation as it occurred at the time.
 - What did you do in that particular situation?
 - How did you feel about the situation at the time you were experiencing it?
 - How do you feel about the situation now?
 - What would you change, if anything?
- Passing score on the Communication and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL).
 - Initial Licensure in Early Childhood, Elementary, Middle School or Special Education

New Programs/Tracks

Reading Track Specialist track Program of Study

Program Prerequisites

- Children’s Literature or Literature of Young Adults
- Child Development (Child Growth and Development)
- Principles and Practices of Teaching Reading or equivalent
- An initial teaching license

Required Courses

| | | |
|--|---|---------|
| IDIS 8000 | Critical Inquiry in Interdisciplinary Studies | 3 S.H. |
| SPED/READ 9100 | Research in Reading Education | 3 S.H. |
| Twelve semester hours of advanced graduate level course work in each declared discipline | | 24 S.H. |

Discipline Area I: Fundamentals of Reading Instruction

1. SPED 8300 Language Development, Differences, and Disorders (or a comparable course)
2. SPED/READ 7016 Understanding the Structure of the English Language
3. SPED/READ 7017 The Psychology of Reading
4. SPED/READ 8017 Specialized Reading Approaches

Discipline Area II: Assessment and Leadership in Literacy Instruction

1. SPED/READ 8018 Reading Disabilities and the Assessment of Reading
2. SPED/READ 8019 The Assessment of Writing Skills and Writing Disabilities
3. SPED 9500 Independent Study: Action Research
4. SPED/READ 9102 The Reading Specialist: Leadership Roles

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|---|--------|
| *Capstone Experience | 6 S.H. |
| SPED/READ 9101 Practicum: Reading Specialist | |
| SPED/READ 9104 Reading Specialist Practicum Seminar | |

*Candidates must successfully pass the Stage Review prior to enrolling in this capstone experience; the Stage Review includes a passing score on the Reading Specialist MTEL.

Total for CAGS **36 S.H.**

Program Notes:

As part of SPED/READ 9100 candidates are required to complete a literature review. In addition, CAGS candidates will be required to write a Method section corresponding to the literature review demonstrating critical thinking across areas such as Participants, Measures, Procedures, Statistical Analysis, and Research Questions/Hypotheses. Candidates will complete an action research project as part of the Independent Study. Specifically, CAGS candidates collect and analyze educational achievement data within the schools. For example, pre-test and post-test data can be gathered for an at-risk group receiving a new intervention. A comparison group can also be assessed. Candidates will write a report including a Literature Review, Method section, Results, and Discussion. SPED/READ 9100 is a prerequisite course.

New Programs/Tracks

Applied Communication track

CAGS in Interdisciplinary Studies: Applied Communication Track

Advisor - John Chetro-Szivos, PhD

New Applied Communication track within the CAGS in Interdisciplinary Studies. Program requirements are within the same structure as the CAGS in IDIS with 2 core courses, 24 credits in the declared disciplines and a 6 credit capstone experience. Within the 24 discipline credits, COMM 8700 Quasselstrippe is required.

Program Requirements:

Students accepted into this program must have completed a Master's Degree in Communication or a closely related field of study. Students who enter this program as part of the CAGS in Interdisciplinary Studies work with an advisor from the graduate program in Applied Communication to develop a plan of study. The plan of study must be completed before the student enters their first class. The CAGS consists of an integrated core curriculum, and completion of a capstone experience. Students in this program can choose between practicum involving action research or thesis to complete the capstone requirement.

The integrated core curriculum consists of:

- Two common required courses, Advanced Communication Research Methods and Advanced Seminar in Applied Communication
- Students cannot enroll in the Advanced Seminar in Applied Communication until all other course work is completed.
- Twenty-four advanced graduate credits (7000 level and above) in Applied Communication
- A six-credit capstone experience. Students choose either practicum or thesis that cannot begin until a passing grade is earned on the comprehensive examination that is given in the Advanced Seminar in Applied Communication.
- 6000 level professional development courses may not be taken or transferred in as part of the CAGS program of study.

The students must complete 36 semester hours, which includes six semester hours of required course work, a six-hour capstone and twenty-four semester hours in Applied Communication. Before the student begins the capstone they must complete all course work and pass the comprehensive examination in the Advanced Seminar in Communication.

As part of the capstone program experience, students collaborate with faculty members from the MS in Applied Communication program. Students choosing the thesis option follow the Fitchburg State College Thesis guidelines.

Admissions Standards and Criteria

To apply for enrollment in the CAGS in Interdisciplinary Studies Program, a student must submit documents as outlines in the graduate admissions section as well as:

- Official transcript of a master's degree from a regionally accredited institution. Master's degree must be in communications or a closely related field.
- MAT/GRE/GMAT exams are not required.

New Programs/Tracks

Applied Communication track

Program of Study

| | | |
|-----------|--|----------------|
| COMM 9105 | Advanced Communication Research Methods | 3 S.H. |
| COMM 9100 | Advanced Seminar in Applied Communication | 3 S.H. |
| | 24 semester hours in advanced graduate level coursework in Applied Communication (COMM 8700 Quasselstripe is required as part of the 24 credits in the discipline) | 24 S.H. |
| COMM 9200 | Practicum in Communication or | 6 S.H. |
| COMM 9980 | Thesis in Communication | 6 S.H. |
| | Total for Degree | 36 S.H. |

New Programs/Tracks

Behavior Analyst Certificate Program MEd in Special Education

Graduate Program Chairs - Nancy Murray, EdD and Anne Howard, PhD

Program Description

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. The five course certificate program has been approved by the Behavior Analyst Certification Board, Inc. as meeting coursework eligibility requirements required for the Behavior Analysis Certification exam. Our carefully planned course sequence prepares individuals to work with children and adults with Autism Spectrum Disorders and other disabilities through the understanding of behavioral analysis and other factors that often contribute to student success.

Most graduate students enrolled in a Fitchburg State Special Education teaching license program will be able to apply two courses to a master's degree, while students in the non-licensure Special Education Guided Studies, Individualized Track could count up to five courses toward their degree.

Admissions Standards and Criteria

To apply for enrollment in the Behavior Analyst Certificate program, a student must submit documents as outlined in the graduate admissions section as well as:

- A personal statement (maximum 300 words). The statement should describe your goals and reasons for applying to the program and should include information about previous course work, training or work experiences related to the program. It should also discuss specifically the strengths you bring and the areas of competence you need to develop.
- Applicant must (one of the following must apply) 1. Submit official master's degree transcript from a fully accredited institute of higher education; 2. Be matriculated in a Fitchburg State College master's degree program, or 3. Concurrently submit an application to a Fitchburg State College master's degree program.

Program of Study

The following five courses must be completed by students wishing to pursue certification as a Board Certified Behavior Analyst. The first two courses must be taken in sequence (not concurrently) while the final three courses can be taken concurrently and in no specific order.

Required Courses:

| | | |
|-----------|---|----------------|
| SPED 8015 | Fundamentals in Applied Behavioral Analysis | 3 S.H. |
| SPED 8180 | Behavior Assessment and Support | 3 S.H. |
| SPED 8014 | Behavioral Analysis in Applied Settings | 3 S.H. |
| SPED 8175 | Ethical Issues and Collaboration | 3 S.H. |
| SPED 8030 | Integrating Behavior, Communication and Sensory Strategies to Meet the Needs of those with Disabilities | 3 S.H. |
| | Total for Certificate | 15 S.H. |

This sequence of courses has been approved by the Behavior Analysis Certification Board (BACB) to meet the 225 hour coursework requirement for taking the Board Certified Behavior Analyst (BCBA) Examination. In addition, students completing the Behavior Analyst Certification Program will need to make independent arrangements to complete 1500 hours of Supervised Independent Fieldwork to complete all requirements to sit for the Behavior Analysis Certification exam.

New Programs/Tracks

Certificate in Civic Engagement MS in Applied Communication

Graduate Program Chair – John Chetro-Szivos, PhD

Program Description

The certificate in Civic Engagement is designed to provide the student with the knowledge and skills to become an active, effective, ethical citizen in both their professional and personal life. Students develop reflective, analytic, and practical skills to apply what they learn in a classroom to civic engagement through service-learning classes, internships, community-engaged scholarships and creative activities. The 6 course, 18 credit program consists of 2 core required courses plus 4 additional courses chosen from amongst several disciplines.

Admissions Standards and Criteria

To apply for enrollment in the Certificate in Civic Engagement Program, a student must submit documents as outlined in the graduate admissions section as well as:

- MAT/GRE/GMAT exams but not required

Program of Study

Required courses:

| | | |
|-----------|----------------------------------|--------|
| COMM 7016 | Communities and Civic Engagement | 3 S.H. |
| COMM 7015 | Career Strategies | 3 S.H. |

Students must complete four courses from the following list (elective course choices may continue to be updated):

| | |
|-----------|--|
| COMM 8011 | Interpersonal Communication |
| COMM 8012 | Intercultural Communication |
| COMM 8114 | Social Marketing |
| MGMT 9040 | Organizational Behavior and Development |
| MGMT 9050 | The Human Resource Function |
| MGMT 9200 | Managing the Not-for-Profit Organization |
| MGMT 9160 | Marketing Communication |
| POLS 9001 | Globalization and the American City |
| POLS 9002 | Leadership Strategies |

Total for Certificate **18 S.H.**

Program Changes

Health Communication track

MS in Applied Communication

Graduate Program Chair – John Chetro-Szivos, PhD

This track will assist health care professionals develop the communication competencies necessary to improve the treatment of illness, promotion of health, management of health care professionals and the capacity to implement social change programs. This degree will enhance health care professionals' ability to act as an agent of change within their institutions and community. Students learn the critical role that communication plays in human action and choice and how they can utilize communication to be more effective in their practice as health care professionals. Track has 7 required courses, 3 elective courses and a 6 credit capstone for a total of 36 credits.

Program of Study – Health Communication Track

Required core courses

| | | |
|-----------|---|----------------|
| COMM 7011 | Foundations of Communication Studies | 3 S.H. |
| COMM 7300 | Health Communication | 3 S.H. |
| COMM 8114 | Social Marketing | 3 S.H. |
| COMM 9130 | Organizational Communication | 3 S.H. |
| COMM 8011 | Interpersonal Communication | 3 S.H. |
| COMM 9110 | Communication Research Methods | 3 S.H. |
| COMM 9120 | Legal and Ethical Issues in Communication | 3 S.H. |
| | | 21 S.H. |

Three elective courses from the current list that follows. Additional courses may be developed and added.

| | | |
|-----------|---|----------------|
| COMM 8011 | Interpersonal Communication | 3 S.H. |
| COMM 8115 | Communication for Social Change | 3 S.H. |
| COMM 8120 | Crisis Communication | 3 S.H. |
| COMM 9010 | Contemporary Issues in Communication | 3 S.H. |
| COMM 9072 | Persuasion in Context: Communication | 3 S.H. |
| COMM 9130 | Organization Communication | 3 S.H. |
| COMM XXXX | Topics: Advanced Professional Communication | 3 S.H. |
| | | 9 S.H. |
| | Capstone Project in Health Communication | 6 S.H. |
| | Degree total | 36 S.H. |

Program Changes

MEd in Education: Secondary Education

Plan of Study Change - New course Research in the Secondary Education Classroom, SEED 8150 is required in place of Research in Education, EDUC 8300.

MS in Counseling

Addition of prerequisites - Courses which currently require a field experience as part of the course requirements will be restricted to those students who have been admitted to the MS in Counseling program. These courses are PSY 8130, PSY 8174, PSY 8175, PSY 8200, PSY 8210, PSY 8300, PSY 8220, PSY 8310, PSY 8500.

MEd in Education: Early Childhood, Elementary and Middle School

Addition to Plan of Study - SPED 7650: Inclusion of Students with Disabilities in Regular Education was added to the Initial licensure track in Early Childhood, Elementary and Middle School Education. This will increase the credits required for these degrees from 36 to 39 credits.

MS in Computer Science

Addition of Prerequisites - The addition of undergraduate prerequisites for several graduate courses. Also, credit level prerequisites added to both directed and independent studies.

1. Change the prerequisites as CSC 1550 and CSC 2560 for the following courses:
 - CSC 7014 Practice of Computer Programming
 - CSC 7132 Operating Systems and Networking
 - CSC 8050 Design and Analysis of Algorithms
2. Change the prerequisite as CSC 1550 for the following courses:
 - CSC 7200 Object Oriented Programming
 - CSC 7400 Object Oriented Analysis and Design
 - CSC 8205 Advanced Java
3. Remove all the prerequisites from the following courses:
 - CSC 7050 Theory of Computation
 - CSC 7255 Data Communications and Networking
4. Change the prerequisite as CSC 7132 for CSC 8280; Advanced Operating Systems.
5. Change the prerequisite as CSC 7011 for CSC 7600: Embedded Systems.
6. Change the prerequisites for independent study as follows: At least 18 S.H. of graduate courses in Computer Science and an overall GPA of at least 3.0.
7. Change the prerequisites for directed study as follows: At least 9 S.H. of graduate courses in Computer Science in addition to the prerequisites for the course the directed study is used for.

Program Changes

MEd in Special Education: Moderate Disabilities

Creation of three tracks - The three tracks are PreK-8 initial licensure track, PreK-8 initial licensure track with option to add an elementary education license not endorsed by FSC, and 5–12 initial licensure track.

| Former Program (M.Ed. Licensure Program) | M.Ed. in Moderate Disabilities Pre-K-8 (Fall 2010) | M.Ed. in Moderate Disabilities 5-12 (Fall 2010) | M.Ed. in Moderate Disabilities Pre-K-8 Adding Elementary Ed. License 1-6 (Fall 2010) |
|---|---|---|---|
| Prerequisites | Prerequisites | Prerequisites | Prerequisites |
| SPED 7020: Modifying and Adapting Instruction | Foundations of Education: Theory and Practice EDUC 7023 CURRENT COURSE | Foundations of Education: Theory and Practice EDUC 7023 CURRENT COURSE | Foundations of Education: Theory and Practice EDUC 7023 CURRENT COURSE |
| SPED 7025: Pedagogy in Reading | | | |
| Required Courses | Required Courses | Required Courses | Required Courses |
| SPED 7004: Working with Individuals with Disabilities (3) | SPED 7004: Working with Individuals with Disabilities (3) CURRENT COURSE | SPED 7004: Working with Individuals with Disabilities (3) CURRENT COURSE | SPED 7004: Working with Individuals with Disabilities (3) CURRENT COURSE |
| SPED 8300: Language Development, Differences and Disorders (3) | SPED 8300: Language Development, Differences and Disorders (3) CURRENT COURSE | SPED 8300: Language Development, Differences and Disorders (3) CURRENT COURSE | SPED 8300: Language Development, Differences and Disorders (3) CURRENT COURSE |
| | SPED 8XXX: Working with Children with Autism Spectrum Disorders in the Inclusive Classroom (2) NEW COURSE-Ran as a topics course Summer 2009 | SPED 8XXX: Working with Children with Autism Spectrum Disorders in the Inclusive Classroom (2) NEW COURSE-Ran as a topics course Summer 2009 | SPED 8XXX: Working with Children with Autism Spectrum Disorders in the Inclusive Classroom (2) NEW COURSE-Ran as a topics course Summer 2009 |
| SPED 8914: Assessment, Curriculum, Strategies in Reading/Language Arts (6) | SPED 8XXX: Curriculum, Strategies in Reading/Language Arts (3) NEW COURSE | SPED XXX: Curriculum, Strategies in Reading/Language Arts (3) NEW COURSE | SPED 8XXX: Curriculum, Strategies in Reading/Language Arts (3) NEW COURSE |
| SPED 8924: Assessment, Curriculum, Strategies for Math/Science/Social Studies, and Cognitive Assessment (6) | SPED 8XXX: Assessment, Curriculum, Strategies for Mathematics (focus on pre-k-8) (3) NEW COURSE | SPED 8XXX: Assessment, Curriculum, Strategies for Math (focus on 5-12) (3) NEW COURSE | SPED 8XXX: Assessment, Curriculum, Strategies for Mathematics (focus on pre-k-8) (3) NEW COURSE |
| | SPED 8011 Differentiating Content Instruction in the Inclusive Classroom (3) CURRENT COURSE | SPED 8011 Differentiating Content Instruction in the Inclusive Classroom (3) CURRENT COURSE | SPED 8011 Differentiating Content Instruction in the Inclusive Classroom CURRENT COURSE (3) |
| SPED 8180: Positive Behavioral Supports for Students with Disabilities (3) | SPED 8180: Positive Behavioral Supports for Students with Disabilities (3) CURRENT COURSE | SPED 8180: Positive Behavioral Supports for Students with Disabilities (3) CURRENT COURSE | SPED 8180: Positive Behavioral Supports for Students with Disabilities (3) CURRENT COURSE |
| SPED 9130: Advanced Identification and Remediation of Reading/Language Based Learning Disabilities (3) | SPED 9130: Advanced Identification and Remediation of Reading/Language Based Learning Disabilities (3) CURRENT COURSE | SPED 9XXX: Reading and Writing: Methods for Secondary Students with Moderate Disabilities(3) CURRENT COURSE | SPED 9130: Advanced Identification and Remediation of Reading/Language Based Learning Disabilities (3) CURRENT COURSE |
| | SPED: 8XXX Assessments in Reading/Language Arts (3) NEW COURSE | SPED: 8XXX Assessments in Reading/Language Arts (3) NEW COURSE | SPED: 8XXX Assessments in Reading/Language Arts (3) NEW COURSE |
| SPED 9200: Consultation and Collaboration Strategies (3) | SPED 9200: Consultation and Collaboration Strategies (3) CURRENT COURSE | SPED 9200: Consultation and Collaboration Strategies (3) CURRENT COURSE | SPED 9200: Consultation and Collaboration Strategies (3) CURRENT COURSE |

Program Changes

| | | | |
|---|--|--|--|
| SPED 9000: Research in Special Education (3) | SPED 9000: Research in Special Education (3) CURRENT COURSE | SPED 9000: Research in Special Education(3) CURRENT COURSE | SPED 9000: Research in Special Education (3) CURRENT COURSE |
| SPED 8962: Clinical Experience (6) | SPED 8961: Moderate Disabilities Practicum (3) CURRENT COURSE WITH REDUCED # OF CREDITS | SPED 8961: Moderate Disabilities Practicum (3) CURRENT COURSE WITH REDUCED # OF CREDITS | SPED 8961: Moderate Disabilities Practicum (3) CURRENT COURSE WITH REDUCED # OF CREDITS |
| SPED 9002: Research Application (1) | SPED 9XXX: Practicum and Research Application Seminar (3) NEW COURSE | SPED 9XXX: Practicum and Research Application Seminar(3) NEW COURSE | SPED 9XXX: Practicum and Research Application Seminar (3) NEW COURSE |
| | | | EDUC 8XXX: Elementary Ed. Practicum (3) ADDITIONAL 150 HOUR PRACTICUM |
| One Approved Elective (3) | One Approved Electives(3) | One Approved Elective (3) | One Approved Elective (3) |
| Total Credits for Required Courses= 40 | Total Credits for Required Courses= 41 | Total Credits for Required Courses= 41 | Total Credits for Required Courses= 44 |

MEd in Special Education: Severe Disabilities

Plan of Study Change - Practicum (SPED 8861 - 6 credits) change to Practicum (SPED 8863 - 3 credits)

MEd in Special Education: Moderate Disabilities

Plan of Study Change - Practicum (SPED 8961 – 6 credits) change to Practicum (SPED 8963 – 3 credits)

MEd in Special Education: Severe Disabilities and Moderate Disabilities

Plan of Study Change - Research Application (SPED 9001 – 1 credit) change to Practicum and Research Application Seminar (SPED 9004 – 3 credits)

MEd in Special Education: Severe Disabilities

Prerequisite Changes - Eliminate the requirement prerequisite of SPED 7020 for all incoming students without teaching license and SPED 7025 for all incoming students without teaching license and incoming students who hold teaching license in secondary content area. Replace with pre-requisite requirement of EDUC 7023 Foundations of Education: Theory and Practice for all incoming students without teaching license at initial level.

MEd in Educational Leadership and Management: Technology Leader

The current 15 credit Educational Technology Certificate Program was updated to better address current issues in educational technology. New certificate program keeps ETEC 9200 as is, updates title for ETEC 7600 and replaces 3 courses with 2 existing ETEC courses and one new course.

Revised Program of Study

| | | |
|-----------|---|--------|
| ETEC 7600 | Introduction to Educational Technology | 3 S.H. |
| ETEC 8500 | Educational Technology Ethics | 3 S.H. |
| ETEC 9140 | Communication and Productivity Tools for Teachers | 3 S.H. |
| ETEC 9200 | Project in Educational Technology | 3 S.H. |
| | One Educational Technology (ETEC) elective | 3 S.H. |

Total for Certificate

15 S.H.