FITCHBURG STATE UNIVERSITY
GRADUATE AND CONTINUING EDUCATION

Graduate Council Action Summary

2020/2021

Table of Contents

Graduate Council Members

Laura Baker Economics, History and Political Science	Faculty Representative
Soumitra Basu Engineering Technology	Faculty Representative
Becky Copper Glenz Dean, School of Graduate, Online and Continuing Education	Administrator Representative
Petri Flint Humanities	Faculty Representative
Diane Fors School of Graduate, Online and Continuing Education	Recorder
Michael Hoberman English Studies	Faculty Representative
Megan Krell Behavioral Sciences	Faculty Representative

Viera Lorencova   Faculty Representative (Spring 2021)
Communications Media

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Nancy Murray   Administrator Representative
Dean, School of Education

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Business Administration

Robert Shapiro   Faculty Representative
Education

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Nursing

J. J. Sylvia   Faculty Representative (Fall 2020)
Communications Media

Keith Williamson   Administrator Representative
Dean, School of Business & Technology

New Courses

GCE 20-21-01 - MGMT 9045 Taxation for Managers
Department: Business Administration

Course Description:
This course is designed in general for managerial decision making. It offers a broad knowledge of how taxes affect assets prices and the financial and operational structure of firms. The design focuses on an integration of tax and financial accounting and emphasizes differences and tradeoffs between taxation and financial accounting of transactions. Course readings examine industry practice. Special emphasis is placed on how income tax laws affect executive business and investment decisions.

Proposal approved by President Lapidus on January 16, 2021

GCE 20-21-02 - HIST 9024 Age of the Atlantic
Department: Economics History and Political Science

Course Description:
As a field of study, the "Atlantic world" is one of the more influential and in many ways most controversial to emerge in the last two decades. Unlike more established fields, historians understand the Atlantic world more fluidly. Loosely defined, Atlantic world historians

attempt to re-conceptualize the early modern period as more transnational and interconnected between North America, South America, Africa, and Europe. In this course, students will analyze the field of Atlantic world history by studying competing theories of Atlantic history through careful readings of important selections from the last twenty years. Additional topics include economic push and pull factors driving colonization, the African slave trade, and religious and cultural interactions taking place on a local and macro scale.

Proposal approved by President Lapidus on January 16, 2021

GCE 20-21-03 – HIST 9030 Issues in Native American History
Department: Economics History and Political Science

Course Description:
In this course, we will study the history of diverse Indigenous American populations from their prehistoric migration to North America to present day. In doing so, we will also contend with new ways of thinking by analyzing questions such as: how do various Native American groups think about the past? How have historians constructed native pasts, and how should they in the future? To do so, we will study the non-western history of North America from its first settlement by native peoples until today by analyzing history from the perspective of indigenous peoples. After 1776, this course will focus exclusively on Indigenous people in territories that become the United States. We will not focus on memorization of facts and events, but on ways of studying history from non-western perspectives and course readings will combine events and topics with indigenous historical methodologies and philosophies of history.

Proposal approved by President Lapidus on January 16, 2021

GCE 20-21-06 - CSC 7131 Advanced Programming
Department: - Computer Science

Course Description:
This course covers the most essential concepts of modern Computer Programming with Python, Java and C programming languages. It starts with core computer science topics typically found in an undergraduate Computer Science curriculum, but at a graduate-level pace. Python programming language will be used as a tool for implementing advanced programming techniques and algorithms. Object Oriented Paradigm will be presented with Java. Finally, dynamic memory management, pointers and dynamic structures will be explored in C.
Proposal approved by President Lapidus on January 16, 2021.

GCE 20-21-07 – COMM 8021 Integrated Social Media
Department: Applied Communication

Course Description:
This course offers students the opportunity to learn about advanced applications of social media and produce high quality content for organizations. Issues such as search engine optimization, workflow, convergence, production of culture, conscientious posting, and coordination between networked audiences and publics will be addressed, This course examines communication theory and practices, how they are integrated and illustrated. in social media, and how it affects users and producers. Modern social media are ever-evolving toolsets and distribution platforms, and they are linked by a core set of skills and best practices, This course applies those core skills and practices to user organizations as they relate to business and communicative contexts.

Proposal approved by President Lapidus on January 16, 2021

GCE 20-21-10 - EDLM 8200 Marketing and Recruiting For Education Programs
Department: Education

Course Description:
This course provides an overview of a strategic marketing and recruiting framework to help you plan and organize your own approach to finding right-fit candidates for your education or training program. It examines consumer behavior and decision-making concepts that underlie effective planning for combining digital advertising, social media, virtual events, and marketing content for websites and

materials into comprehensive strategies and persuasive messages. It also examines the use of a Customer Relations Management (CRM) system to facilitate personal communication to effectively move prospects through your recruiting cycle so they ultimately become successful participants in your program. We will cover the basics of designing and managing effective online marketing campaigns designed to influence audiences and build brand equity. Basic concepts in data analytics will be covered so that you will know how to track campaign effectiveness and make improvements to future marketing and recruiting efforts.

Proposal approved by President Lapidus on January 16, 2021

GCE 20-21-11 - EDLM 9200 Policy Issues in the Administration of Online Programs
Department: Education

Course Description:
This course provides an examination of conflicting positions on policy issues of importance in K-12 and higher education and their direct implications for participants. Candidates will learn what is required to ensure that programs and courses delivered, and the operation of distance learning delivery systems, are in compliance with institution, state and federal codes, guidelines and policies; Candidates will receive an introduction to the history, philosophy, organizations, learning theories, and instructional procedures used in American and international distance education.

Proposal approved by President Lapidus on January 16, 2021

GCE 20-21-12 - EDLM 9230 Developing Quality Online Learning
Department: Education

Course Description:
This course provides foundational and advanced knowledge and skills needed to design and deliver high quality online learning experiences. Explore the history of online learning and design along with establishing support for learners in the online learning and training. Topics will include approaches to effective instructional design; theories and principles of online learning, setting expectations for participants, establishing and maintaining presence and community, interactions and collaborations, effective feedback and assessment, and overall engagement.

Proposal approved by President Lapidus on January 16, 2021

GCE 20-21-13 – EDLM 9240 Leadership for Educational Teams
Department: Education

Course Description:
Students in this course will learn to facilitate meetings that have educational and legal implications for students with disabilities and the people who support them. Together, we will discuss compliant practices for conducting IEP team meetings and manifestation determination meetings. We will also explore facilitation techniques to promote effective partnerships on teams made up of administrators, educators, community service providers, students and families. This course is designed to assist educational leaders to communicate effectively, promote collaborative problem-solving, and resolve situations of conflict with clarity. A 10 hour pre-practicum accompanies this course.

Proposal approved by President Lapidus on January 16, 2021

GCE 20-21-18 - READ 8065 - SPED 8065 Developing Motivation in All Readers
Department: Education

Course Description:
This course will explore theories and research related to reading motivation. Constructs of reading motivation and findings on the relationship between elements of reading motivation, reading behavior, and reading competence are investigated. Strategies to increase intrinsic motivation for reading will be presented with particular attention to the utilization of high-quality literature, authentic learning tasks, and digital platforms.

Proposal approved by President Lapidus on January 16, 2021

GCE 20-21-23 - HIST 9021 The Civil Rights Movement
Department: - Economics History & Political Science

Course Description:
This course examines the modern Civil Rights Movement In the larger historical context of the African-American freedom struggle, from its roots in abolitionism and reconstruction through the period of legalized racial discrimination to the dismantling of legal segregation to the ongoing persistence of white privilege,

Proposal approved by President Lapidus on July 12, 2021

GCE 20-21-24 - HIST 9003 Urban America
Department: - Economics History & Political Science

Course Description:
This course examines the growth and development of cities In the United States from the colonial period to the present, focusing on four broad, overlapping subjects: growth and differentiation within urban systems and city-regional relations, the built environment, urban society and group relations, and civic life.

 Proposal approved by President Lapidus on July 12, 2021

GCE 20-21-25 - HIST 9026 Immigration and American Identity
Department: Economics History & Political Science

Course Description:
This course examines Immigration to America from the beginning of the Age of Exploration to the present day, It Includes the experiences of those who came voluntarily, those who arrived In bondage, and those who migrated under other forms of duress. Our goal will be to address major problems In American Immigration history, explore how our own community histories have been shaped by Immigration, and apply our learning to understanding contemporary Immigration Issues.

Proposal approved by President Lapidus on July 12, 2021

GCE 20-21-29 - EDUC 7055H Theory and Practice in Fostering Literacy in a New Language
Department: Education

Course Description:
This course provides participants with an introduction to pedagogical approaches to reading and writing instruction for English Language Learners (Ells); an overview of best practices to enhance literacy development within content area curriculum; an in-depth examination of the learning needs of students for whom English is a second language at different stages of proficiency (including those with limited or interrupted formal schooling); and a survey of authentic and effective methods of assessing growth in Ells' reading and writing.

Proposal approved by President Lapidus on July 13, 2021

GCE 20-21-30 – EDUC 7056H Reflective Practicum Seminar
Department: Education

Course Description:
This course is designed to enrich the experience for candidates in their practicum and as a means for practicum candidates to hone their teaching competencies. Through this course, candidates will enhance their ability to become reflective practitioners by participating in collaborative, critical inquiry within their specific licensure area. They will refine their ability to develop and implement effective lesson plans, and engage in analyzing and reflecting on classroom situations, the teaching- learning process and on student engagement and classroom climate. Opportunities will be provided to share observations, questions, and reflections. Candidates will be guided in their selection of substantial evidence to support the CANDIDATE ASSESSMENT OF PERFORMANCE (CAP). They will complete focused tasks using data driven decision-making using formative and summative assessments and on the use of strategies to support diverse student learning, and will implement and assess the impact on student learning using these strategies.

Proposal approved by President Lapidus on July 13, 2021

GCE 20-21-32 – EDUC 7044H Theory and Practice of Acquiring a Second Language
 Department: Education

Course Description:
This course provides participants with an introduction to the field of second language acquisition (SLA) at different age and proficiency levels with a focus on factors and instructional approaches that directly impact the second language classroom. We will examine the World-Class Instructional Design and Assessment (WIDA) Proficiency Descriptors as a starting point for setting goals for English learners (Els) based on proficiency levels in listening, speaking, reading, and writing.
This course will explore the structural aspects of language learning as well as the profound influence of culture, socioeconomic background, and psycho-social factors on the acquisition process - and ultimately on academic learning. This course will provide information and insights into how to differentiate instruction based on these complex factors using a range of collaborative, self-reflective, and authentic activities in relationship to the principles of second language learning.

Proposal approved by President Lapidus on July 13, 2021

GCE 20-21-33 - EDUC 9070 M.Ed. Practicum 8-12
Department: Education

Course Description:
This course is the student teaching experience for candidates who do not have a prior certificate or license. Through a field-based experience students are provided an opportunity to develop skills and demonstrate competency in the area of licensure they are seeking. This course is one of the requirements for initial licensure. This course is taken in conjunction with EDUC 9020.
Prerequisite(s): Successful Passing of Stage 2 Review.

Proposal approved by President Lapidus on July 13, 2021

GCE 20-21-47 – EDUC 7636 Essential Linguistics for Educators
Department: Education

Course Description:
This course takes a practical approach to the study of linguistics and English as a new language with implications for teaching ESL, reading, writing, spelling, phonics, and grammar In monolingual or multilingual contexts. The basic nature of language, first language

acquisition, language variation, language change, and the relations of language to society and culture are explored. The course focuses on the development of linguistic foundational knowledge elements such as phonology, morphology, syntax, and pragmatics that Informs planning for teaching first or second language. Structural and semantic differences between the students first and English as a new language are examined and used in planning for learning.

Proposal approved by President Lapidus on July 9, 2021

GCE 20-21-48 – EDUC 7232 Second Language Acquisition
Department: Education

Course Description:
In this course students will learn about the developmental process of language acquisition, with a particular focus on second language acquisition. We will explore the internal and external factors that Influence second language acquisition In an interdisciplinary survey emphasizing research In linguistics, education, psychology, and sociology, Along with these factors, students will learn about the laws specific to English learners and the various models of language instruction found In schools, We will review and evaluate the major second language theories and connect these theories to classroom practices, Students will learn how to discriminate between language stages and will be Introduced to methods for appropriate Instruction to students at various language levels. Students will be able to communicate their approaches to language instruction with administrators, teachers and parents. Required 10 hours of pre-practicum.

Proposal approved by President Lapidus on July 9, 2021

GCE 20-21-49 – EDUC 7234 Curriculum and Assessment for English Learners
Department: Education

Course Description:
In this course, candidates will learn to use assessment to inform planning and instruction, specifically focused on classroom and authentic assessment of language and content. Standards and curriculum found in the candidate's grade/content level will also be examined and aligned to appropriate assessments for English learners. The course focuses on both the theoretical and practical study of tools and procedures for assessing culturally and linguistically diverse students. Candidates will design and use both informal and formal methods of evaluation to assess students' social, emotional, cultural, linguistic, and academic development and achievement, including critical analyses of existing assessment tools for validity, reliability, and bias.

Additionally, candidates will be exposed to the WIDA assessments and standards and can-do descriptors and will be able to use these to enhance instruction and planning. Required 10 hours of pre-practicum.

Proposal approved by President Lapidus on July 9, 2021

GCE 20-21-50 – EDUC 7235 Culturally Responsive Instruction
Department: Education

Course Description:
The course provides teacher candidates opportunities to develop an understanding and appreciation of multicultural perspectives and opportunities to develop skills to effectively work cross-culturally with peers, coworkers, students, and parents/guardians. The course develops teacher candidates' skills in critical thinking, active reading, effective communication, and the Identification and refinement of cultural proficiency, Candidates become engaged thinkers, learners, and contributing members of the classroom while developing culturally responsive teaching skills to effectively meet the needs of all learners in diverse environments.

Proposal approved by President Lapidus on July 9, 2021

GCE 20-21-51 – EDUC 8233 Teaching English as a Second Language
Department: Education

Course Description:
This course serves as a foundation in the methods, materials, and approaches for teaching English learners In grades PK-12. Teacher candidates will apply second language acquisition theory to planning, Implementing, and assessing Instruction. In addition, socio-cultural factors and their Influence on learning as well as the role of ESL teachers as advocates will be explored. There is a 20-hour pre-practicum associated with this course where students will put their planning, Instructional, and assessment techniques into practice. This pre-practicum experience must be at a site (or sites) where the candidate can interact and teach a variety of students at different English language development (ELD) levels (1-5).

Proposal approved by President Lapidus on July 9, 2021

GCE 20-21-52 – EDUC 8234 Literacy Methods for English Learners
Department: Education

Course Description:
This course serves as a foundation In the methods, materials and approaches for teaching literacy to English learners in grades PK-12. Teacher candidates will apply second language acquisition theory to planning, implementing, and assessing instruction. In addition, sociocultural factors and their influence on learning as well as the role of ESL teachers as advocates will be explored. There is a 20-hour pre-practicum associated with this course where teacher candidates will put their planning, instructional and assessment techniques into practice. This pre-practicum experience must be at a site (or sites) where the candidate can Interact and teach a variety of students at different English language development (ELD) levels (1-5)

Proposal approved by President Lapidus on July 9, 2021

GCE 20-21-54 – SPED 7080H Language Development and Literacy
Department: Education

Course Description:
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 children who are bilingual/bicultural or have language difficulties is 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.

Proposal approved by President Lapidus on July 10, 2021

GCE 20-21-55 – EDUC 7073H Theory and Practice in Sheltering Instruction
Department: Education

Course Description:
This course provides participants with an Introduction to the linguistic, sociocultural, academic and cognitive needs of English Language Learners (Ells) In the K-12 content classroom; an In-depth examination of the implications and challenges of simultaneously learning content and language; an overview of the eight components of sheltered content instruction as delineated in the Sheltered Instruction Observation Protocol (SIOP®) Model, Including rationale, approach, and application to specific content areas; an analysis of

considerations for Ells and their families In the wider contexts of school, home and community; and an inventory of best practices for sheltered content instruction, including curriculum development, task design, instructional techniques, and ideas for collaboration.

Proposal approved by President Lapidus on July 10, 2021

GCE 20-21-56 – EDUC 8045H SEI Endorsement Course for Career and Vocational Educators
Department: Education

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

Proposal approved by President Lapidus on July 10, 2021

GCE 20-21-57 – EDUC 7064H Academic Language
Department: Education

Course Description:
This course is designed to facilitate teacher understanding of how academic language Impacts learning. It will cover academic language features at the three levels of academic language as described in WIDA (word/phrase level, sentence level, and discourse level), both in terms of general academic register as well as specific to core content areas, in listening, speaking reading and writing.

Proposal approved by President Lapidus on July 10, 2021

GCE 20-21-58 – EDUC 8082E New Teachers Collaborative: Principles of Progressive Education
Department: Education

Course Description:
In the Progressive Education Seminar; teacher participants work with colleagues to explore foundational texts and ideas associated with progressive education and to reflect on and apply these theories to their own practice. This seminar is organized in three sections, each exploring a series of Essential Questions and focusing on one or more of the Ten Common Principles of the Coalition of Essential Schools. The first section explores the Purpose and History of Progressive Education, expanding teachers' understanding of the first common principle, "Learning to use one's mind well," Participants will explore ideologies and pedagogies that underlie progressive education and see how these Ideas have developed over time. Through the discussion of seminal texts, reflective journals, peer observations and synthesis paper, teacher participants will examine how Theodore R. Sizer, the Coalition of Essential Schools, and Parker are placed within a larger educational context. The second section, titled Adolescent Learning, allows teachers to examine common principle number four, "Personalization," In this section, teachers will work together to learn about adolescent development and consider how students think, feel, and act in relation to their development. They will think specifically about "risk-taking" in and outside the classroom. Through continued use of reflective journaling and observations, as well as the interpretation of student ethnographic data, teachers will continue to synthesize their learning through writing as they examine how students learn and how this impacts our thinking and understanding as educators. The final section of this course shifts towards the work of educators, examining the design of the Progressive Constructivist Classroom. Teacher participants will examine their role in designing student-centered, inquiry-based lessons and broaden their understanding of the second and fifth common principles, "Less is more" and "Student-as-worker, teacher-as-coach." Participants will learn the "what" and "how" of constructivism by engaging in hands-on and authentic learning themselves. They will also become familiar with contemporary research on foundational Ideas that support these instructional beliefs.

Proposal approved by President Lapidus on July 10, 2021

GCE 20-21-59 – EDUC 8190E New Teachers Collaborative - Year 2 Practicum and Capstone Portfolio
Department: Education

Course Description:
The semester-long internship experience, through New Teachers Collaborative, an MA ESE-approved apprenticeship model of teacher preparation program, supports teachers in reflective practice during their second year of teaching in the New Teachers Collaborative, Candidates engage in a robust 680-hour practicum, where they serve as full-time teachers In the classroom and engage in all tasks and activities associated with classroom practice, through which they also: 1) plan for Instruction; 2) assess student work; 3) act as advisors to small groups of students; 4) engage In student-led goal-setting conferences with students and their families; 5) participate in grade-level, content, and all-school faculty meetings; 6) assume responsibilities outside the classroom, Including extra-curricular activities; 7) observe and learn from other teachers In their practice, and; 8) meet regularly with NTC program director to deepen their reflective practice, as well as ask for, and receive real-time feedback on their work and progress. The New Teachers Collaborative Year Two practicum is fully aligned with MA ESE Guidelines for Professional Standards for Teachers.

Proposal approved by President Lapidus on July 10, 2021

GCE 20-21-63 – MTED 7042B Strategic Teaching in Early Childhood and Elementary Math
Department: Education

Course Description:
This course is designed to strengthen elementary teacher's mathematics content knowledge and provide participants with the opportunity to strategically plan their instruction using strategies related to best practices, direct Instruction, cooperative learning, spiraling approaches, and assessment. Through participation in this course, participants will have the opportunity to delve into K-6 mathematics content and standards. Students will then explore current research on instructional practices and best practices for mathematics, and plan strategically toward mathematical instruction.

Proposal approved by President Lapidus on July 10, 2021

GCE 20-21-64 – EDUC 7179B Using Educational Technology Effectively in 21st Century Schools
Department: Education

Course Description:
This course is designed to provide participants the opportunity to rethink teaching and learning through building and strengthening essential 21st century technology skills. Through participation in this course, educators will have the opportunity to become well versed in current techniques, issues, and best practices in the field of educational technology. Participants will examine national and state standards in the area of educational technology while framing a personal technology portfolio. Engaging with a variety of learning activities and course materials, participants will develop important skills for using current technology tools as teaching and learning tools. Participants will make connections between standards and classroom practice as they create projects and lessons that promote technology infused school environments.

Proposal approved by President Lapidus on July 10, 2021

Course Changes

GCE 20-21-05 - Remove SPED 8180 as Prerequisite for SPED 8041
Department: Education

Course Prerequisites:
Currently, SPED 8180 and SPED 8010 are listed as prerequisites for taking SPED 8041. However, SPED 8180 is typically taken after SPED 8041, and SPED 8010 is not required as part of the Autism endorsement program; therefore the proposed revision is to remove SPED 8180 and SPED 8010 as prerequisites for SPED 8041. Effective Fall 2022.

Proposal approved by President Lapidus on January 16, 2021

GCE 20-21-17 - READ 8017 Specialized Reading Approaches
Department: Education

Course Description:
This course is designed to provide candidates with a comprehensive knowledge base regarding the alignment of instructional practices with the reading profiles of students. There is an emphasis on evaluating the components of supplemental and alternative reading programs utilizing high quality research. Candidates will develop competencies in targeting the instructional (and social emotional) needs of students within a multi-tiered system of supports. A 20 hour pre-practicum is required.

Proposal approved by President Lapidus on January 18, 2021

GCE 20-21-20 - COUN 8132 Psychopath II: Treatment Planning and Outcome
Department: Behavioral Sciences

Course Description and Course Prerequisites:
The course description currently lists the following prerequisites:
Course Description: Course description to list the following:
Prerequisite(s): COUN 7030, 8130, and admission to a counseling program. Course requires a 50 hour field based experience.
Prerequisites: COUN 7030 and 8130 and a 50 hour field based experience.
This proposal seeks to add the prerequisite of admission to a counseling program. In addition, we wish to clarify that the 50 hour field based experience Is a course requirement, and not a prerequisite.

Proposal approved by President Lapidus on July 12, 2021

GCE 20-21-27 - CJ 8010 Leadership & Management
Department: Behavioral Services

Course Description and Prerequisites:
Course Description: This course focuses on theories of leadership and management within a public organization. General theories will be Inter-woven with behavioral theories, with critical distinctions made between leadership and management, and on communication, team-building and ethics.
Prerequisites: Currently CJ 8010, Leadership and Management, requires CJ 7350, Advanced Police Patrol Operations, as a prerequisite.

We would like to eliminate that prerequisite.

Proposal approved by President Lapidus on

GCE 20-21-28 - CJ 8150 Advanced Policy Seminar
Department: Behavioral Sciences

Course Prerequisite:
Currently CJ 8150,our Advanced Policy Seminar, requires 15 credits of CJ graduate coursework as a prerequisite. We would like to eliminate that prerequisite.

Proposal approved by President Lapidus on

GCE 20-21-43 - MGMT 9330 Integrated Marketing Communications
Department: Business Administration

Course Prerequisite:
Removing MGMT 9330 Integrated Marketing Communications prerequisites will allow for a progressive completion of the Marketing concentration courses and also using the course as a substitution for MGMT 9160 since the content of both courses overlap.

Proposal approved by President Lapidus on July 9, 2021

GCE 20-21-45 - SPED 8008 Emotional Behavioral, and Autism Spectrum Disorders
 Department: Education

Course Requirement:
Remove SPED 8008 5 hour pre-practicum from Banner. The 5 hour pre-practicum is not needed to meet the assignments within the course content since the majority of graduate students taking this course are teachers of record. The students who are not teachers of record are able to complete the assignments within a variety of settings that are pre-approved by the course instructor.

Proposal approved by President Lapidus on July 9, 2021

GCE 20-21-60 - EDUC 8005B Title Change from Terror in the Name of God to Understanding Religious Violence
Department: Education

Course Title:
Old course title: EDUC 8005B, Terror In the Name of God: Global
New course title: EDUC 8005B, Understanding Religious Violence

Proposal approved by President Lapidus on July 10, 2021

GCE 20-21-61 - EDUC 9500B Advanced Analysis of Content Area Concepts seminar
Department: Education

Course Title:
Old title: EDUC 9500B, Action Research I
New title: EDUC 9500B Advanced Analysis of Content Area Concepts Seminar

Proposal approved by President Lapidus on July 10, 2021

GCE 20-21-62 – EDUC 9502B Advanced Leadership Content Capstone
Department: Education

Course Title:
Old title: EDUC 9502B, Action Research II
New title: EDUC 9502B, Advanced Investigations In Teacher Leadership Across the Content Areas: Capstone
Proposal approved by President Lapidus on July 10, 2021

Course Removals
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GCE 20-21-04 - SPED 8035 Supervision in Applied Behavior Analysis
Department: Education

Course Removal:
SPED 8035 - Supervision in Applied Behavior Analysis

Proposal approved by President Lapidus on January 16, 2021

GCE 20-21-08 - Course Removal MGMT 9032 Advanced Accounting Financial Issues
Department: Business Administration

Course Removal:
MGMT 9032 - Advanced Accounting Financial Issues

Proposal approved by President Lapidus on January 16, 2021

GCE 20-21-42 - Course Removals for Criminal Justice
Department: Behavioral Sciences

Course Removals:
CJ 7200, Foundations
CJ 8400, Applications
CJ 8500, Applications
CJ 8530, Criminology
CJ 8540, Administration & Organizational Development
CJ 8590, Program Evaluation & Statistics
CJ 9800, Capstone Experience
CJ 9820, Internship
CJ 9880, Seminar

Proposal approved by President Lapidus on July 9, 2021

New Programs

GCE 20-21-15 - EDLM Online Education Administration Certificate Program
Department: Education

Description of Program:
This new certificate program offers three specialized courses and experience that equip graduate students with additional skills and competencies necessary for becoming effective online educational administrative leaders. This certificate program is an interdepartmental program and although it stands on its own, is a part of the M.Ed. Education Leadership and Management.

Required Courses:

EDLM 8200 – Marketing and Recruiting for Education Programs
EDLM 9200 – Policy Issues in the Administration of Online Programs
EDLM 9230 - Developing Quality Online Learning

Proposal approved by President Lapidus on January 18, 2021

GCE 20-21-16 - Special Education Certificate Program
Department: Education

Description of Program:
This new certificate program offers three specialized courses and experience that equip current school administrators with additional skills and competencies necessary for becoming effective educational leaders in the area of Special Education Administration. This certificate program is an interdepartmental program and although it stands on its own, is a part of the M.Ed. Education Leadership and Management.

Required Courses:
SPED 9120 – Special Education and the Law
EDLM 8028 – Public School Finance, Human Resources, and Personnel Administration
EDLM 9240 – Leadership for Educational Teams

Proposal approved by President Lapidus on January 18, 2021

GCE 20-21-53 - Teaching English as a Second Language Certificate Program
Department: Education

Description of Program:
An 18-credit graduate certificate program in Teaching English as a Second Language offers current and future educators an opportunity to be equipped with the knowledge of Teaching English Learners. With this knowledge, teachers can be better prepared for the Increasing diversity in our schools. This certificate program can stand alone or be combined with the Master's in Curriculum and Teaching (non-licensure).

Required Courses:
EDUC 7636 Essential Linguistics for Educators
EDUC 7232 Second Language Acquisition
EDUC 7234 Curriculum and Assessment for English Learners
EDUC 7235 Culturally Responsive Instruction

EDUC 8233 ESL Methods
EDUC 8234 Literacy Methods for English Learners

Proposal approved by President Lapidus on July 10, 2021

Program Changes

GCE 20-21-09 - MBA Accounting - Add Taxation for Managers - Remove MGMT 9032
Department: Business Administration

Program Change:
Advanced Core Requirements: (18 hours)

MGMT 9030 Accounting Theory

MGMT 9040 Organization Behavior

MGMT 9060 Management Information Systems

MGMT 9160 Marketing Management

MGMT 9170.Corporate Finance

MGMT 9180 Accounting Practices for Managers

MGMT 9500 Strategic Management

OLD PROGRAM: (Accounting Concentration)

MGMT 9032 Advanced Financial Accounting Issues

MGMT 9034 Selected Topics in Advanced Managerial Accounting

MGMT 9036 Accounting Information Systems

NEW PROGRAM:

MGMT 9045 Taxation for Managers

MGMT 9034 Selected Topics in Advanced Managerial Accounting

MGMT 9036 Accounting Information Systems

Proposal approved by President Lapidus on April 13, 2020

GCE 20-21-14 - EDLM Non Licensure M.Ed.
Department: Education

Program Change:

New Program Description:
The M.Ed. in Educational Leadership and Management program prepares the student to meet the Massachusetts Professional Standards and Indicators for Administrative Leadership and allows for flexibility in the pursuit for certification. The program offers courses and experience that equip school administrators with the skills and competencies necessary for becoming effective educational leaders in the areas of principal/assistant principal, special education, curriculum leadership, and online learning. This program is an interdepartmental program. While this program does not result in administrative licensure endorsement, the university will provide information and assistance for any candidates wishing to pursue administrative licensure on their own.

Education Leadership and Management, M.Ed. Non-Licensure

Old Plan of Study			New Plan of Study		
Required Courses **Course number: Title of Course**	Pre-practicum Hours	Credits	**Required Courses** **Course number: Title of Course**	Pre-practicum Hours	Credits
1.EDLM 8023-Principles for Success for Effective Administrators			1.EDLM 8023-Principles for Success for Effective Administrators		
2.EDLM 8027-Meaningful Family and Community Engagement			2.EDLM 8027-Meaningful Family and Community Engagement		
3.EDLM 8026-Data Informed Decision Making for School Improvement and Student Learning			3.EDLM 8026-Data Informed Decision Making for School Improvement and Student Learning		
4.EDLM 8012-Law, Ethics, and Policies for the Educator			4.EDLM 8012-Law, Ethics, and Policies for the Educator		
5.EDLM 9045-Dynamics of Planned Change			5.EDLM 9045-Dynamics of Planned Change		
6.ETEC 9200-Project in Education Technology			6.ETEC 9200-Project in Education Technology		

			7.SPED 8180-Positive Behavioral Supports for Students with Disabilities		
EDLM 9005-Dynamic Perspectives in Education					

EDLM 8050- Seminar: Research in Educational Leadership					
EDUC 9510- Capstone: Implementation of Best Practices					
EDLM 8028-Public School Finance, Human Resources, and Personnel Administration			**Concentration for Principal/Assistant Principal (2020-2021)** ☐ EDLM 8028-Public School Finance, Human Resources, and Personnel Administration ☐ EDLM 8029-Instructional and Curriculum Leadership and Evaluation ☐ EDLM 9035-Collegial Supervision in an Era of Accountability		
EDLM 8029-Instructional and Curriculum Leadership and Evaluation					
EDLM 9035-Collegial Supervision in an Era of Accountability					
			Online Education Administration- (Spring 2021) a. New course: *Policy Issues in the Administration of Online Programs*		
			☐ New course: *Assurance in Online Learning* ☐ New course: *Marketing and Recruiting for Education Programs*		

			Concentration for Special Education Director a. SPED 9120-Special Education and the Law b. EDLM 8028-Public School Finance, Human Resources, and Personnel Administration c. New Course: *Leadership for Educational Teams*		
			Concentration for Curriculum Development a. EDLM 8029-Instructional and Curriculum Leadership and Evaluation b. EDUC 7228-Contemporary Issues and Curriculum for Multi-Needs Populations c. PDEV 6755-Linking the Curriculum with the Internet		
TOTAL CREDITS FOR PROGRAM		39	**TOTAL CREDITS FOR PROGRAM**		30

Proposal approved by President Lapidus on January 18, 2021

GCE 20-21-19 - Remove M.Ed. in Arts Education Non-Licensure
 Department: Humanities

Program Change:
Remove this older non-licensure concentration from the graduate catalog (code MED• ARTE AENL)

 Proposal approved by President Lapidus on January 18, 2021

GCE 20-21-26 Grad Program Change Proposal SPED
Department: Education

Program Change:
This change will Impact all graduate students in the SPED Guided Studies MEd Dyslexia Specialist concentration.

Currently students have a choice of taking:

READ 8050 Wilson Reading System - Advanced Word Study Steps 7-12 OR

READ 8021 Wilson Reading System - Level II Course

READ 8021 is no longer being offered

Remove READ 8021

Proposal approved by President Lapidus on July 12, 2021

GCE 20-21-34 Graduate Program Change Proposal - M.Ed. 5-12
Department: Education

Program Change:
We will replace EDUC 9060 Practicum in Education (5-12) with the new course EDUC 9070 Practicum in Education (8-12) for the Graduate Program for Initial Licensure (5-12- Mathematics (8-12) .

This change will allow students in M.Ed in Education (5-12) program who are seeking licensure in Mathematics (8-12) to register for the appropriate practicum course that reflects the grade band of their licensure (8-12).

Proposal approved by President Lapidus on July 17, 2021

GCE 20-21-35 - Arts Educations
Department: Humanities

Program Change:
Replace CRAR 9060 Research in Creative Arts with EDUC 9300 Educational Research as a core requirement for both the Art and Music concentrations in the Arts Education M.Ed. program.

Proposal approved by President Lapidus on July 13, 2021

GCE 20-21-36 - Dyslexia Specialist
Department: Education

Program Change:
Currently students have a choice of taking:
READ 8050 Wilson Reading System – Advanced Word Study Steps 7-12 OR

READ 8021 Wilson Reading System – Level II Course

READ 8021 is no longer being offered

Proposal approved by President Lapidus on July 13, 2021

GCE 20-21-38 – EDUC 9060 Biology, M.Ed. 5-12
Department: Education

Program Change:
Replace EDUC 9060 Practicum in Education (5-12} with the new course EDUC 9070 Practicum In Education (B-12) for the Graduate Program for Initial Licensure (5-12)- Biology(B-12} .
This change will allow students In M.Ed. In Education (5-12) program who are seeking licensure In Biology (8-12) to register for the appropriate practicum course that reflects the grade band of their licensure (8-12).

Proposal approved by President Lapidus on July 9, 2021

GCE 20-21-44 Program Change - Computer Science
Department: Education

Program Change:
1. Admissions Standards and Criteria

To apply for admission Into the M.S. In Computer Science Program, applicants must have an equivalent of 4-year bachelor's degree. They must submit documentation as outlined by the graduate admissions section.

All the admitted students are required to take a placement test for programming languages. Depending on the test results, an applicant may be required to complete undergraduate and/or graduate prerequisites.

2. The prerequisite changes for the following graduate courses due to the change of admission criteria.

CSC 7000 Programming under UNIX In "C"

Current Prerequisite(s): CSC 2560

Planned Prerequisite(s): Pass the placement test or CSC 7131

CSC 7014 The Practice of Computer Programming

Current Prerequisite(s):CSC 1550 and CSC 2560

Planned Prerequisite(s): Pass the placement test or CSC 7131

CSC 7015 Introduction to Data Science Prerequisite(s):

Current Prerequisite(s): CSC 1550 and MATH 1700 or equivalent course/work experience.

Planned Prerequisite(s): CSC 7013 and Pass the placement test or CSC 7131

-        CSC 7132 Operating Systems and Networking

Current Prerequisite(s): CSC 1550 and CSC 2560

Planned Prerequisite(s): Pass the placement test or CSC 7131

CSC 7160 Software Development in Computer Graphics

current Prerequisite(s): CSC 2560

Planned Prerequisite(s): Pass the placement test or CSC 7131

CSC 7200 Object Oriented Programming

Current Prerequisite(s): CSC 1550

Planned Prerequisite(s): Pass the placement test or CSC 7131

CSC 7300 Cybersecurity Management

Current Prerequislte(s): No prerequisite

Planned Prerequisite(s): CSC 7013

CSC 7400 Object Oriented Analysis and Design

Current Prerequisite(s): CSC 1550

Planned Prerequisite(s): Pass the placement test or CSC 7131

CSC 8007 Parallel-Programming with CUDA

Current Prerequisite(s): No prerequisite

Planned Prerequisite(s): Pass the placement test or CSC 7131

CSC 8008 Data Exploration, Analytics, and Visualization

Current Prerequisite(s): CSC 7015 (may be taken concurrently)

Planned Prerequisite(s): Pass the placement test or CSC 7131

CSC 8015 Data Mining and Predictive Analytics

Current Prerequisite(s): CSC 7500 or equivalent, MATH 1700 or equivalent, and CSC 7015 (may be taken concurrently)

Planned Prerequisite(s): CSC 7015 (may be taken concurrently)

CSC 8016 Machine Learning for Data Science

Current Prerequisite(s): MATH 1700 or equivalent, CSC 7015 (may be taken concurrently)
-       CSC 8025 Computer & Network Security

Current Prerequisite(s): CSC 2560 Systems Programming or passing of placement test.

Planned Prerequisite(s): Pass the placement test or CSC 7131

CSC 8050 Design and Analysis of Algorithms

Current Prerequisite(s): CSC 1550 and CSC 2560

Planned Prerequisite(s): CSC7013 and Pass the placement test or CSC 7131

CSC 8100 Cloud Computing

Current Prerequisite(s): No prerequisite

Planned Prerequisite(s): Pass the placement test or CSC 7131

CSC 8120 Local Area Networks

Current Prerequisite(s): CSC 7255

Planned Prerequisite(s): No prerequisite

CSC 8205 Advanced Java

Current Prerequisite(s): CSC 1550

Planned Prerequisite(s): Pass the placement test or CSC 7131

CSC 8255 Advanced Network Technologies

Current Prerequisite(s): CSC 7255

Planned Prerequisite(s): No prerequisite

These changes also apply to the Data Science Concentration.

Proposal approved by President Lapidus on July 9, 2021

GCE 20-21-46 - Special Education (GCE 19-20-72 Program Change M.Ed. Spec Ed IL Mod Disab PreK-8, 5-12 and Severe all Levels)
Department: Education

Program Change:
This program change was submitted as GCE 19-20-72 - M.Ed. Spec Ed IL Mod Disab PreK-8, 5-12 and Severe all Levels Department: Education
The catalog program description will not change, but the plan of study for each program will change.
Unfortunately, the wrong Plan of Study was attached for the SEVERE DISABILITIES program. This proposal is simply necessary to provide the correct Plan of Study for this program.

M.Ed. Severe Disabilities (42 credits) 2/15/2021 CURRENT PROGRAM – 42 credits		PROPOSED PROGRAM Fall 2020 – 42 credits	
PREREQUISITE COURSE	credit	PREREQUISITE COURSE	credit
SPED 7023 Foundations of Education *15 pre-practicum hours required*	3	SPED 7023 Foundations of Education *15 pre-practicum hours required*	3
SPED 7024 Understanding Disability and Diversity	3	SPED 7024 Understanding Disability and Diversity	3
REQUIRED COURSES			
SPED 8300 Language Dev, Differences and Disorders	3	SPED 8300 Language Dev, Differences and Disorders	3
SPED 9130 Advanced Identification and Remediation of Reading and Language Based Learning Disabilities (taken concurrently with SPED 8917)	3	SPED 9130 Advanced Identification and Remediation of Reading and Language Based Learning Disabilities (taken concurrently with SPED 8917) GATEWAY #1 completed within SPED 9130	3
SPED 8917 Assessment/Strategies for Students with Dis *15 pre-practicum hours required*	3	SPED 8917 Assessment/Strategies for Students with Dis. *15 pre-practicum hours required*	3
SPED 7950 Physical/Medical Aspects of Working w/ Children with Disabilities *20 pre-practicum hours required*	3	SPED 7950 Physical/Medical Aspects of Working w/ Children with Disabilities *20 pre-practicum hours required*	3
SPED 8022 Augmentative and Alternative Communication *20 pre-practicum hours required*	3	SPED 8022 Augmentative and Alternative Communication *20 pre-practicum hours required*	3
SPED 8008 Emotional, Behavioral, Autism Spectrum Dis	3	SPED 8008 Emotional, Behavioral, Autism Spectrum Dis	3
SPED 8020 Positive Behavioral Supports Severe Disabilities *25 pre-practicum hours required*	3	SPED 8020 Positive Behavioral Supports Severe Disabilities *25 pre-practicum hours required* First pre-practicum observation	3

M.Ed. Severe Disabilities (42 credits) 2/15/2021 CURRENT PROGRAM – 42 credits		PROPOSED PROGRAM Fall 2020 – 42 credits	
SPED 8915 Assessment, Curriculum, Strategies in Mathematics (PreK-8 and Severe only) 15 hour pre-practicum required	3	SPED 8915 Assessment, Curriculum, Strategies in Mathematics (PreK-8 and Severe only) 15 hour pre-practicum required *GATEWAY #2 completed within SPED8915*	4
SPED 8026 Program Development Through the Life Span	3	SPED 8026 Program Development Through the Life Span	3
SPED 9200 Consultation and Collaboration	3	SPED 9200 Consultation and Collaboration	3
EDUC 9300 Educational Research	3	EDUC 9300 Educational Research	3
EDUC 7096 Sheltered English Immersion (SEI) *25 hour pre-practicum required*	3	EDUC 7096 Sheltered English Immersion (SEI) *25 hour pre-practicum required* Second pre-practicum observation completed	3
SPED 8863 Practicum: Severe Disabilities	3	SPED 8863 Practicum: Severe Disabilities	3
SPED 9004 Practicum and Research Application Seminar (*must be taken concurrently with SPED 8863*)	3	EDUC 9004 Practicum and Research Application Seminar (*must be taken concurrently with SPED 8863*)	2

Proposal approved by President Lapidus on July 9, 2021

Policy Changes

GCE 20-21-21 - Prerequisites 2.5 minimum for Counseling Program
Department: Behavioral Sciences

The Counseling program would like to require a minimum grade of 2.5 (or a B-) in the two prerequisite courses (a developmental psychology course and a statistics) for admission.

We also propose moving the reference to the prerequisites from the program requirement section to the admissions standards section in the catalog to aid in clarity.

Old wording (under program requirements):
Undergraduate Prerequisites 6 cr.
A course in Developmental Psychology (e.g., Human Growth & Development) 3 cr, A course in Statistics (e.g., Applied Statistics) 3 cr.

We propose the following wording (under admissions requirements, between personal statement and MTEL requirements):

Minimum grades of at least a 2.5 (or 8-) in a 3-credit course in Developmental Psychology (e.g., Human Growth and Development) and a 3-credit course In Statistics (e.g., Applied Statistics).

Proposal approved by President Lapidus on July 12, 2021

GCE 20-21-22 - COUN 7010 & COUN 7030
Department: Behavioral Sciences

The Counseling program would like to explicitly document in the catalog that the two Counseling Stage 1 courses, COUN 7010: Counseling Theories and COUN 7030: Introduction to Professional Counseling, cannot be transferred Into the M.S. program from another Institution.

OLD:
Program Requirements

For all programs, students together with their advisors, must plan a program to meet the candidate's career goals. All courses must have advisor-approval prior to registration. Please note that all counseling courses now have COUN·for a course prefix, rather than the formerly used PSY prefix, to better reflect the nature of this program as a preparation for professional counseling careers.

NEW:
Program Requirements

For all programs, students together with their advisors, must plan a program to meet the candidate's career goals. All courses must have advisor approval prior to registration. Please note that all counseling courses now have COUN for a course prefix, rather than the formerly used PSY prefix, to better reflect the nature of this program as a preparation for professional counseling careers. Transfer credits cannot be applied to meet the requirements of COUN 7010 and COUN 7030,

Proposal approved by President Lapidus on July 12, 2021

GCE 20-21-37 - Readmission Policy
Department: SGOCE

The current readmission policy listed in the catalog states that students can seek readmission after one semester, however it does not provide any details regarding how long a student has to wait to petition for readmission after being dismissed. I would like to update the language in the policy to provide more clarity on the timeline. In addition, some of the language in the current policy does not cover all dismissal types. I am proposing that we clarify a different between students that have been withdrawn from a program because they did not request a leave of absence but are in good standing can request to be readmitted at any time. Also, rather than saying "a graduate student who is dismissed from a program for academic reasons" I am requesting we change this to just say "dismissed" as there may be other reasons a student may be dismissed.

Current Policy:
Readmission to Graduate Degree Program
A student who has been dismissed from a program because of failure to request a leave of absence may reapply to the program.
A graduate student who is dismissed from a program for academic reasons may seek readmission after one semester, but the decision for readmission rests with the department and/or the Dean of Graduate & Continuing Education, and is considered final.

Readmission is contingent on the capability of the student to maintain at least a 3.0 GPA and on evidence that
there are sufficient courses remaining in the student's program to achieve a 3.0 GPA.

Students seeking readmission to a program must reapply by completing a Petition Form. For those seeking readmission into a different degree program, the admissions process must be completed after permission from the dean is secured.
The program/policies in effect at the time of readmission are those that the student must follow.

Policy Change:
A graduate student who is dismissed from a program may seek readmission after having been out of the program for at least one full 15 week semester.
Students seeking readmission from a program must reapply by completing a Student Petition Form located on the Registrar's website.
Petitions for readmission from students that have been dismissed can be submitted after they have been out of the program for a minimum of 60 days. Petitions submitted prior to the 60 day minimum will be returned.
(Please see the readmission policies for the MS programs in Counseling below.)
The decision for readmission rests with the academic department and dean and the dean of graduate, online & continuing education, and is

considered final.

Readmission is contingent on the capability of the student to maintain at least a 3.0 GPA and evidence that there are sufficient courses remaining in the student's program to achieve a 3.0 GPA.

For those seeking readmission into a different degree program, the admissions process must be completed after permission from the dean is secured.

A student who has been withdrawn from a program because of failure to request a leave of absence but is in good academic standing with the program may petition for readmission at any time.

The program/policies in effect at the time of readmission are those that the student must follow.

Proposal approved by President Lapidus on July 13, 2021