



These top fields will be completed by the SGOCE office.
Academic Year: * 23-24 SGOCE#: * 5

New Graduate Course Proposal

Form Procedure

To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.

Create a PDF of the saved form go to Print and choose **Save as PDF** copy rather than print.

To access the saved form for editing or to finalize submission visit forms.fitchburgstate.edu to log in and view your Pending/Drafts under My Forms.

Course Title

Course Title: * Effective Instructional Methods

Proposed Banner Abbreviation: * EIM

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Michael Hanna

Members of the Graduate Curriculum Committee:

Department / Unit Developing: Education

Department Chair: * Dr. Lyndsey Benharris * lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray nmurray5@fitchburgstate.edu

Program Chair The Program Chair for this request is among the people listed above.

- * Yes
- No

Graduate Program * Online Accelerated Program - Curriculum and Teaching

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

This course will examine the actions of the effective teacher. Topics covered will include the science of learning, effective instructional design, and essential elements of social-emotional learning. Students will develop skills in designing and implementing instruction anchored to best practices, and they will learn how to adapt instruction for students with special needs.

Course Objectives

Students will develop the habits of the highly effective teacher, including instructional language for social-emotional learning, learning design frameworks, and responding to the diverse backgrounds and needs of the learners with whom they work.

Rationale and expected outcomes of offering the Course

Students are prepared for practice by developing the capacity to lead learning for all students. Essential elements of learning design are explored, including 'backward design'/UbD frameworks. Habits of high impact and effective instructional language are developed. Students anticipate responding to a broad diversity of students, in terms of cultural/racial/language backgrounds and learning styles and capacities.

What are the Learning Outcomes for the Course?

1. Develop capacity to design units of study utilizing the Understanding by Design framework
2. Create a habit of verbal and non verbal language approaches that are necessary for social-emotional learning.

- 3. Differentiate instruction based on content, process, and product to meet the various instructional needs of all students.
- 4. Utilize best practices to engage all learners regardless of curriculum content.
- 5. Analyze and critique the current trends in school curricula and related pedagogies

Number of Credits: * 3

Discipline Prefix or Prefixes:

* EDUC

Brief rationale if more than one prefix:

Level of Course:

- * 7000
- 8000
- 9000

Brief rationale for level choice::

Similar courses leveled similarly

The course will be:

- Requirement
- Elective

Elective or Requirement Note/Special:

Is there a similar undergraduate course?

- * Yes
- No

Does this course affect offerings in any other department or program?

- * Yes
- No

Course Enrollment

Expected Average Enrollment:

* 45

This course is a replacement for:

Course # / Name

Has the course been offered previously as a "Topics" course?

- * Yes
- No

Is this an Extended Campus Course?

- * Yes
- No

Which semester will this course be offered for the first time?:

* Spring 2024

How often thereafter to be offered?:

Every other term

Course Requirements

Prerequisite course(s) if any:

Additional Requirements

Laboratory Hours:

Fieldwork Hours:

Pre-Practicum Hours:

Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload:

Effective Instructional Methods.docx

Signatures

Click on the **Submit Form** button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.

...3038373438

Michael Hanna

10/26/2023

Requester Signature

Date

Academic Dean Signature

Date

Department Chair Approval

Date

SGOCE Dean Signature

Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature

Date

Notifications

Approval of the President

Date

SGOCE Dean Initials

Date

Reviewed by the Registrar:

Date



Comprehensive Syllabus
Graduate School of Education
Fall 2023

EDUC TBD: Effective Instructional Methods

Instructor: Dr. Michael Hanna
Office: Online
Office Hours: By appointment
Telephone: 978-665-3001
E-mail: mhanna@fitchburgstate.edu

CATALOG COURSE DESCRIPTION:

This course will examine the actions of the effective teacher. Topics covered will include the science of learning, effective instructional design, and essential elements of social-emotional learning. Students will develop skills in designing and implementing instruction anchored to best practices, and they will learn how to adapt instruction for students with special needs.

REQUIRED TEXTS:

Dean et al. (2012). Classroom instruction that works. Denver, CO: MCREL ISBN: 978-1-4166-1362-6

Denton, P. (2015). The power of our words: Teacher language that helps children learn. Turners Falls, MA: Center for Responsive Schools. ISBN: 978-1892989598

Wiggins, G., & McTighe, J. (2012). The understanding by design guide to creating high quality units. Alexandria, VA: ASCD. ISBN: 978-1416611493

Tomlinson, C. & McTighe, J. (2006). Integrating differentiated instruction and understanding by design: Connecting content and kids. Alexandria, VA: ASCD. ISBN: 978-1416602842

- 50% Reading Response prompts - Discussion Board. This includes synchronous and asynchronous submissions and responses as detailed below.
- 35% Unit Plan
- 15% Instructional Practice Journal

Reading Response Prompts (50%): There is a significant amount of reading expected of all students engaged in this course, but even more important is the cooperative learning in response to the readings. Depending on the nature of the readings, responses may include synchronous online conversations arranged at a mutually convenient time for students, recorded/asynchronous audio/video that are created and responded to, or a written response that are created and responded to. Students are encouraged to communicate with the professor to the degree to which it would be responsive to their needs to adjust deadlines. Responses and discussions will be anchored to the Discussion Board.

Unit Plan (35%): This will be submitted by the last day of the course, and should be seen as a summative assessment of both understanding and readiness to implement both the UbD framework, and best practice as developed in the Dean text and Denton text. It can be centered on one discipline, or be an interdisciplinary unit. It will be standards-based, contain assessment strategies for all students, and is actively differentiated to meet the needs of all learners, as grounded in the readings of McTighe and Tomlinson. This will include plans to modify and accommodate appropriately for hypothetical students that each student will propose; it's recommended to base these hypotheticals on experiences each unit designer has encountered or is encountering personally.

The unit can be grounded in any disciplines, but must meet the following criteria:

- Contain all three stages of the UbD framework, and placed into the UbD template.
- Have a minimum of two content standards and one practice standard (as applicable) for each subject area.
- Have a detailed assessment, including any necessary materials and scaffolds, for the whole unit.
- Have a minimum of 4 fully developed lessons. There should be one lesson per major content area if the unit is interdisciplinary.

Instructional Practice Reflection Journal (15%): The dynamics of the best teaching are complex. The possibility of effective implementation of UbD, best practice instruction and differentiation requires a critical posture towards one's own verbal and non-verbal language and teacher moves, not simply designing 'future' teaching. Increasingly, districts are relying on instructional coaches to give real-time feedback on the actual activity of teaching students. Given the constraints of this completely online course, students will maintain a reflection journal, with at least 5 entries, each documenting either an event when application of this course's content was attempted and achieved - in the case of current practitioners - or when a problem of practice might be anticipated in an attempt to apply our course content - in the case of non-current practitioners. For example, you may have been mindful to implement teacher language as Denton recommends, and found success,

Your course grade will be calculated as a percentage of total points. You can receive a total of 100 points.

Grading Policy

FSU Grade	Letter Grade Equivalency	100% Equivalency
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
0.0	F	0-70
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

COURSE POLICIES:

1. Communicating with the Professor

The best way to contact me is through email. I am available for a phone conference or meet with you if needed. I routinely meet with students virtually or on the phone. There are voluntary Google Meets and Research Circles for those who have questions or want to discuss their drafts of assignments. The Google Meet will be recorded and posted on Bb.

2. Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at (978) 665-3427 or (978) 665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment with the staff of Disability Services as soon as possible. It is important that the issues relating to disabilities be discussed with faculty early in the course in order to provide you with appropriate accommodations.

3. Grade Appeal

<p>Module 4</p>	<ul style="list-style-type: none"> ● Read Tomlinson & McTighe (2006) pp. 1-82. Post response to reading prompts by Friday 9/29 at noon. Post response to peers by Sunday, 10/1 at noon. ● Instructional practice reflection journal ● Brainstorming and drafts of Unit Design
<p>Module 5</p>	<ul style="list-style-type: none"> ● Read Tomlinson and McTighe (2006) pp. 83-172. Post response to reading prompts by Friday, 10/6 at noon. Post response to peers by Sunday, 10/8 at noon. ● Instructional practice reflection journal & Unit Design Stage 1 and 2 drafts by Tuesday, 10/17 at midnight.
<p>Module 6</p>	<ul style="list-style-type: none"> ● Read 1st half of Dean et al ● Instructional Practice Reflection Journal ● Brainstorming and drafting Unit Design Stage 3
<p>Module 7</p>	<ul style="list-style-type: none"> ● Read 2nd half of Dean et al ● Instructional Practice Reflection Journal, Final Draft of all 3 stages of UbD Unit Plan due 10/30 at midnight

* Additional assignments and readings may be added throughout the semester. Additional activities and short readings may be assigned weekly as part of the online class work

* = required field
Some content may be updated based on selection



Academic Year: * 2023-2024 SGOCE#: * 01

New Graduate Course Proposal

Course Title

Course Title: * Ethical Hacking

Proposed Banner Abbreviation: * Ethical Hacking

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Xuzhou Chen

Members of the Graduate Curriculum Committee:
Natasha Kourtonina, Nadimpalli Mahadev, Ricky Sethi

Department / Unit Developing: * Computer Science

Department Chair: * Dr. Nadimpalli Mahadev * nmahadev@fitchburgstate.edu

Academic Dean: Dr. Jennifer Hanselman jhanselm@fitchburgstate.edu

Program Chair * The Program Chair for this request is among the people listed above.
Yes
No

Graduate Program * MS CS

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

*This course introduces the basic terminologies used in ethical hacking and penetration testing on Kali Linux. Students will learn to explore the vulnerabilities in various systems and operate the industry-leading tools and framework to perform penetration testing on different target systems.

Course Objectives

- Understand the realm of network security.
- Explain why people attack computers and networks.
- Define the roles, responsibilities, and common challenges of security personnel to successfully combat hackers.
- Explain the difference between hacking myths and hacking facts.
- Explain the denial-of-service (DoS) attack.
- Describe the causes of DoS attacks.

Rationale and expected outcomes of offering the Course

* Ethical Hacking has been offered as part of the cybersecurity concentration in our undergraduate CIS program. Recently the course has been taught as topics course in our MS CS and was very successful. The department is planning to create a Cyber Security Concentration to be offered for MS CS program. Cyber Security is becoming increasingly an important area and combating the hacking is one of the most important goals. This course teaches how to explore the vulnerabilities in various systems and operate the industry-leading tools and framework to perform penetration testing on different target systems.

What are the Learning Outcomes for the Course?

- After the completion of the course, students will
- understand the realm of network security and explain why people attack computers and networks.
 - learn to define the roles, responsibilities, and common challenges of security personnel to successfully combat hackers.
 - know the difference between hacking myths and hacking facts.
 - be able to explain what the denial-of-service (DoS) attack is and describe the causes of DoS attacks.
 - be able to describe the evolution of programming exploits.

* Number of Credits: 3

Discipline Prefix or Prefixes: * CSC

Brief rationale if more than one prefix:

Level of Course:

- * 7000
- 8000
- 9000

Brief rationale for level choice: :

* This is an advanced course in MS CS

The course will be:

- Requirement
- Elective

Elective or Requirement Note/Special:
Will be required for the planned cybersecurity concentration

Is there a similar undergraduate course?

- * Yes
- No

How does this graduate course differ from the undergraduate one?

Does this course affect offerings in any other department or program? *

- Yes
- No

Course Enrollment

Expected Average Enrollment:

* 20

Course # / Name

This course is a replacement for:

Has the course been offered previously as a "Topics" course? * Yes No

How often / when was it offered as a Topics course? Every semester

Is this an Extended Campus Course? * Yes No

Which semester will this course be offered for the first time?: * Spring 2024

How often thereafter to be offered?: * Every semester

Course Requirements

Prerequisite course(s) if any: None

Additional Requirements Laboratory Hours:

Fieldwork Hours:

Pre-Practicum Hours:

Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload:

Attach File

Signatures

Click on the Submit Form button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.

* ...3430343530

Xuzhou Chen 09/20/2023 Date

Jennifer Hanselman 09/20/2023 Date

* ...335588730

Nadimpalli Mahadev 09/20/2023 Date

Becky Cooper-Hleng 09/20/2023 Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature Date

Notifications

Approval of the President

Date

SGOCE Dean Initials

Date

Reviewed by the Registrar: Date