

**BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION**

COMMITTEE: Academic Affairs

NO: AAC 19-13

COMMITTEE DATE: March 5, 2019

BOARD DATE: March 12, 2019

APPLICATION OF FITCHBURG STATE UNIVERSITY TO AWARD THE BACHELOR OF SCIENCE IN EDUCATIONAL STUDIES

MOVED: The Board of Higher Education hereby approves the application of **Fitchburg State University** to award the **Bachelor of Science in Educational Studies**.

Upon graduating the first class for this program, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

VOTED: That AAC Motion 19-13 move forward for consideration by the Board of Higher Education at its next regularly scheduled meeting, subject to receiving the following additional information: Sample pathways that demonstrate how curriculum can lead to internship or employment opportunities for students in the field of Educational Studies 03/05/201.

Motion adopted by the BHE 03/12/2019

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Winifred M. Hagan, Ed.D., Associate Commissioner for Academic Affairs and Student Success

BOARD OF HIGHER EDUCATION

March 2019

Fitchburg State University

INTENT AND MISSION

The proposed Bachelor of Science in Educational Studies (BS/ES) program has been designed to align with the mission of Fitchburg State University (FSU) by supporting its commitment to excellence in teaching and learning and blending liberal arts and sciences with professional programs within a small college environment. The BS/ES is expected to develop student examination of broad educational topics from diverse perspectives. FSU anticipates offering a focused and relevant education degree alternative to teaching in PK-12 public school systems. It is planned that the BS/ES program will support the development of professionals to create a solid foundation for learning and extend FSU's community outreach to and partnership with local agencies, centers, and programs. It is intended that the proposed program will provide authentic service-learning opportunities for FSU students in a context of collaborative solutions to community issues. BS/ES plans extensive practice and employment opportunities for students through field-based experiences and a focused internship. The FSU Education Department has a history of systematically creating and maintaining partnerships with community schools and organizations. The proposed program intends to utilize these resources and systems to expand partnerships and forge new relationships to create opportunities for students that also meet area workforce needs. The proposed Educational Studies program is expected to extend and develop direct links to the local workforce through field-based and internship experiences, civic learning, career development, and further define Fitchburg State's as a service learning university. FSU is an active member of the Campus Compact for Southern New England (CCSNE), whose mission is to improve community life and to educate students for civic and social responsibility. FSU utilizes this relationship to help students and their advisors build effective internship opportunities that are grounded in service learning and focused on making a positive community impact. This effort is supported by FSU's Crocker Center for Civic Engagement, and its existing relationship with CCSNE. Of particular relevance to our Educational Studies program is CCSNE's commitment to build the institutional capacity of member campuses and their partners to achieve their civic missions.

The purpose of the proposed major is for students to learn how to support and enhance the education of children and adults in a variety of settings. While the focus of the FSU Education Department has traditionally been on training for licensed PK-12 public-school classroom teachers, the proposed program provides different and multiple paths to employment working with children and adults in a variety of other educational settings. Education-related and instruction-based skills in areas such as early education and care, out of school time, adolescent and adult learning environments are shown to be warranted across multiple industries and community services. FSU intends that graduates of the proposed program will be prepared for

jobs in public or private educational institutions as well as prepared for advanced graduate study. The interdisciplinary design of the program is expected to provide students with the flexibility and opportunity to create a particular pathway, tailored to their personal goals and objectives. Career examples include Adult Education (GED instruction, job training, senior services, literacy programs, tutoring, English as a Second Language programs); Child Development (afterschool programs, youth leadership and enrichment programs, camp leaders and outdoor recreation, Boys and Girl Clubs, YMCA, tutoring, child care, adolescent programs, parent education, children's media); Higher Education (student support, disability support services, tutoring, library assistance); Social/Educational Policy (government agencies, educational research organizations, advocacy groups, juvenile justice, social programs, educational lobbyist); Business (corporate training programs, educational publishing, design and marketing of educational products, assisted living, museums, science centers); and Classroom and Community (charter schools, private schools, peace corps, international teaching, paraprofessional in public/private schools, school and public libraries, community activism).

The proposed program has obtained all necessary governance approvals on campus and was unanimously approved by the Fitchburg State University Board of Trustees on August 21, 2018. The required letter of intent was circulated on September 5, 2018. The Department received no comments.

NEED AND DEMAND

National and State Labor Market Outlook

According to the Bureau of Federal Statistics, the 2016-2026 employment growth rate for education teachers outside of schools, is 15%. Similarly, a growth rate of 13% is indicated for archivists, curators, and museum workers. Demand for career and technical teachers is expected to grow at 4% and teaching assistants at 8% (United States Department of Labor, 2018)¹. FSU reports that this national outlook corresponds with local market demands², which demonstrate sufficient economic opportunities to support the scale of the Educational Studies program.

According to *Boston Globe Magazine*, November 19, 2017, multiple employers (e.g. Education First, Shore Light Education, and SEAM Collaborative), that provide educational services were included among the top places to work in MA (Bahman, 2017)³. In Fitchburg and the surrounding area, FSU reports multiple agencies that provide education services and social

¹ United States Department of Labor. (2018). Bureau of Labor Statistics. Retrieved June 15, 2018 from <https://www.bls.gov>

² The Commonwealth of Massachusetts. (2018). Massachusetts Occupational and Industry Projections. Retrieved June 15, 2018 from <https://www.mass.gov/massachusetts-occupational-and-industry-projections>

³ Bahman, D. (2017, November, 19). The 2017 Top Places to Work. Retrieved from <https://www.bostonglobe.com/section/2017-top-places-to-work>.

support to students with and without disabilities (e.g. LUK Behavioral Health, Shapiro Educational and Behavioral Consultants, Boys and Girls Club of Central MA, Montachusett Opportunity Council, and Institute of Professional Practice). Graduates from the proposed program are expected to be positioned for employment at these organizations. The *Commonwealth of Massachusetts Employment Projections 2014-2024* predicts an 8% growth rate in educational service positions statewide. FSU reports that because most students attending Fitchburg State are residents of the Commonwealth, it is anticipated that the program will be training MA residents for jobs within the state (The Commonwealth of Massachusetts, 2018). Additionally, FSU cites the *Commonwealth of Massachusetts Employment Projections 2014-2024* that predicted an 8% growth rate in Educational Services positions statewide. (The Commonwealth of Massachusetts, 2018) In a search on Monster.com, FSU found many job vacancies requiring a bachelor's degree in an education related field in the Fitchburg area were available (Monster, 2018)⁴. Some of the entry level positions FSU expects graduates will be prepared to fill are Behavioral Health Technicians, Residential Counselors/Mentors, Tutors, Paraprofessionals, Instructional Designers, Advocates, Online Educators.

Student Demand

FSU found that many students express a desire to study education but are not interested in becoming a public-school teacher. In addition, some have expressed an interest in working with young children, or people with disabilities outside of a classroom setting. Other students report difficulty with the Massachusetts' Tests for Educator Licensure and would like to benefit from a different option. Currently these students complete an Interdisciplinary Studies major with an education minor but without the benefit of a pathway to an education setting. The proposed Educational Studies major is expected to fill this void and provide such a pathway and is expected to enroll about 20-25 students annually. FSU also anticipates that the proposed major will draw a more diverse group of incoming first-year students into the program, which will be more representative of the greater Fitchburg community. FSU plans that once the program is approved, articulation agreements will be developed, and the number of transfer students will increase.

OVERVIEW OF PROPOSED PROGRAM

FSU faculty members and the Chair of the Education Department found that students needed a more interdisciplinary education major with a student-focused pathway, than what was being offered at FSU. A draft proposal was developed in collaboration with all department chairs and after several iterations it was approved by the Education Department's Undergraduate Curriculum Committee in March of 2018. In April of 2018 the proposal was submitted and passed through internal governance. It is planned that the proposed BS/ES will be overseen by

⁴ Monster. (2018). Retrieved September 21, 2018 from https://www.monster.com/jobs/search/?q=education-services&where=Fitchburg_2C-MA&jobid=f5d2140a-b851-430b-bfb9-42bd276175f9&stpage=1&page=2

the Dean of Education and operate within the Education Department alongside current licensure programs.

Duplication

FSU found that a similar program is offered by Salem State University but holds that there are no existing programs for a BS/ES within Worcester County. FSU also found that there are five institutions in Massachusetts that offer an education major that is not specific to MA ESE licensure for public-schools. Bay Path University offers a BA in Liberal Studies with an education minor, a B.A. in Community Education and a B.A. in Out of School Time Education. Brandeis University, Elms College and Stonehill College offer a B.A. in Education Studies, and Smith College offers a B.A. in Education and Child Studies.

ACADEMIC AND RELATED MATTERS

Admission

Applicants seeking admission to the proposed will be expected to meet the general undergraduate admissions standards set forth by the Board of Higher Education and FSU for both first-year and transfer applicants. Applicants emerging from the PK-12 system will follow standard Fitchburg State University procedures by taking the Accuplacer Placement Test and enrolling in courses to meet university Math and English readiness requirements, if necessary. FSU reports that the Accuplacer test is not used in university or program admissions decisions, however it is one of the metrics used to determine student readiness for credit bearing courses. FSU reports that depending on the efficacy of the new Accuplacer, and the work of the *Accuplacer Cut Scores* working group, they may change placements for students. FSU noted that they are working with and Mount Wachusett Community College, both in collaboration with Fitchburg High School, Gardner High School, Leominster High School and The Sizer School, to build the North Central MA Early College Academy for students in the region. The proposed program is expected to allow students to begin gaining college experience, credits and credentialing, prior to high school graduation, with intentional alignment with economic growth areas in the region.

Program Enrollment

	Year 1	Year 2	Year 3	Year 4
New Full Time	30	30	30	30
Continuing Full Time		10	20	30
New Part Time				
Continuing Part Time				
Totals	30	40	50	60

The number of students enrolled in year one is projected at 30 students. This includes 10 new incoming first-year students and 20 internal transfer students. Although students can transfer at any point, it is projected that in year two, 30 additional students will enter the program. In this pool of students, it is anticipated that 10 would be incoming first-year and 20 would be internal transfers. Therefore, the total projected enrollment for year two would be 10 first-year students, 10 in the sophomore year and 20 seniors who are expected to graduate by the end of the year. In keeping with the previous estimates, 30 additional students (10 first-year, 20 internal transfers) are projected to enroll in the program in the third year. Therefore, the total program enrollment in year three would be 50 students: 10 first-year students, 10 sophomores, 10 juniors, and 20 seniors. FSU assumes that if the projections remain steady, the total program enrollment in the fourth year would be 60 students: 10 first-year students, 10 sophomores, 10 juniors, and 30 seniors. FSU further plans that the proposed Educational Studies program can be completed on a full-time or part-time basis. Many of the courses are planned to be offered online or in a hybrid format. Students can register for as few as 3 credits to as many as 18 credits, depending on their personal circumstances. Additionally, FSU is working with Graduate and Continuing Education (GCE) to establish a degree completion program in a hybrid format with a combination of online and Saturday classes. This will be a parallel track that will offer non-traditional students the opportunity to complete a Bachelor's Degree in Educational Studies. In addition, a new GCE Outreach and Recruitment Coordinator has recently been hired to focus on working with community organizations and developing partnerships for degree completion and professional development opportunities. This coordinator will be tasked with promoting and advertising Educational Studies as a degree completion program.

Curriculum (Attachment A)

The proposed BS/ES provides an opportunity for students to examine educational topics from several diverse perspectives. Specific interdisciplinary courses with and without field experiences, electives, and an internship are designed to bridge educational concepts and principles with work environments. FSU plans students will acquire socio-cultural understandings and skills to work with individuals and groups. Graduates of the proposed program are expected to be prepared for career paths and for graduate study. The interdisciplinary design and number of free electives in the program allow for students to create a focused pathway that may require assessments. For example, the SPED 3008 Applied Behavior Analysis Across Settings prepares students for the competency assessment and exam to become a Registered Behavior Technician (RBT). As well, students may choose to enroll in Education courses that require successful passage of the Communication and Literacy Massachusetts Tests of Educator Licensure.

Internships and Field Studies

Many courses in the proposed program require field-based experiences. These courses are designed to bridge theory and practice by linking course assignments to practices in the field. These courses require students to complete 5-30 hours over the semester. In addition to these experiences, students complete an internship in their chosen field. Internships are designed to prepare students for a career in an educational environment. Students are required to fulfill a minimum of a 300-hour internship in a business or nonprofit organization providing educational services under the direction of a field-based supervisor and a faculty supervisor. Students will complete multiple assignments during the internship. As each internship experience will be unique, expectations will vary setting-to-setting based on formal meetings between the student, site supervisor, and faculty supervisor. Upon approval of the Educational Studies major, FSU plans that a group will convene to establish site selection goals and priorities. The Educational Studies Coordinator, Field Placement and Partnership Coordinator, and faculty will be charged with determining sustainability goals, specific program requirements, and student needs that will ensure that they not only have a positive learning experience but are also given concrete and marketable skills for career attainment after graduation. The resulting internship guidelines will be incorporated into an internship guidelines document/manual for students. FSU reports that it has established internship programs in many majors that have exemplary internship guidelines, which will be reviewed to assist in developing one for Educational Studies. Once goals and priorities have been established, the Educational Studies Coordinator along with the Field Placement and Partnership Coordinator will visit potential sites to meet with organizational leaders. During these site visits, the goals and priorities of the internship experience will be outlined, and site protocols will be established. The site protocols will consist of determining student responsibilities and projects, establishing student supports within the organization and outlining the program's coaching and evaluation procedures. It is expected that after the program obtains BHE approval, formal processes will be implemented.

It is anticipated that student performance will be formally and informally monitored throughout the internship. At the midpoint and towards the end of the internship semester the field-based site supervisor and the faculty supervisor will meet with the student to formally evaluate progress. Students who struggle or experience conflict in the placement may require additional support or coaching from the faculty supervisor. When conflicts occur, students will proceed through a conflict resolution process that is currently in place for all Education students. Once an issue has been identified, the faculty supervisor will initiate the process by completing an Alert form. The purpose of the Alert form is to identify dispositional concerns that may impact a student's ability to complete a course, or field experience successfully. The Alert system adds an important source of professional judgment to the career preparation process and will remain in the student's file until successful completion of the program. When an Alert form has been filed, the candidate and faculty advisor will be notified. The Alert will prompt a meeting which could include the student, their advisor, the faculty supervisor, site supervisor, and the chair/coordinator of the program to discuss the issue(s) and/or to build a plan of action. Second

alerts, if the issue of the first alert is of a serious nature or if the student is the aggrieved party, the case will involve the Dean of Education.

The proposed internship process will follow the established FSU policies and procedures for all internships. Prior to senior year it will be determined whether the student has met the requirements to participate in the internship. These requirements consist of maintaining an overall 2.5 GPA or higher and the student must have successfully completed at least 60 credits. Internships may be paid, and the University allows students to complete an internship in their place of employment. At this time, a revised internship policy seeking a 2.0 GPA minimum requirement to align with graduation requirements is being considered through university governance. Meanwhile, students in the Educational Studies major who have a 2.0-2.4 GPA and are deemed capable of success by the faculty advisor and department chair will be able to complete an internship by submitting a petition to waive the existing 2.5 requirement. The Dean of Education will approve all petitions that have a positive endorsement from the relevant faculty and chair.

The students will complete an internship proposal and submit it to the chair of the education department who is responsible for approving the application and forwarding it to the Field Placement and Partnership Coordinator. The coordinator will be expected to secure a placement that aligns with the student's career goals. Students who do not meet the requirements, will be able to choose from additional elective courses or request a field-based opportunity than the internship. FSU plans that students will have one progress-monitor half-way through the internship and a final evaluation at the end. The Education Department Advisory Committee expects to add stakeholders from the community to advise on internships once the proposed program has obtained BHE approval.

The FSU Education Department has a full-time Field Placement and Partnership Coordinator, who establishes and maintains partnerships with community schools and organizations. Upon approval of the Educational Studies program, an Educational Studies Coordinator will be chosen from the Education Faculty.

RESOURCES AND BUDGET

Budget (Attachment B)

Faculty and Administration (Attachment C)

Two new courses and internships are expected to require a shift in faculty schedules. Since most courses included in the proposed program are currently offered by FSU, there is no anticipated increase in the operational budget beyond adjunct faculty additions as needed. An Educational Studies Coordinator position is planned to be compensated by a course release per semester and appointed from within the existing faculty. Other staff and administrative

responsibilities will be assumed by existing personnel, and experts from the field may be invited as adjunct faculty to supervise student internships.

Facilities, Library and Information Technologies

FSU does not anticipate a significant increase in the operational budget for the library, IT, and facilities. The education department currently uses Mursion Virtual Reality Simulations for Learning. Mursion provides professional practice to master complex teaching and interpersonal skills through virtual reality simulations. This technology and IT are currently available. FSU has one central library that houses books, journals, compendiums, periodicals, and electronic databases. The Library is newly renovated with five floors featuring 96 computer workstations, designated quiet spaces, library instruction/open computer lab, 17 study rooms and a media room. University Archives are available and accessible to all students by appointment. It is open 91 hours per week (7 days/week) during fall/spring semesters (increase to 103.5 hours last 3 weeks of each semester), 62 hours per week (6 days/week) during summer sessions, and 45 hours per week (5 days/week) during intersessions. The library has 184,163 monographs including 12,880 in the Education section. There are 38 Education databases available with approximately 2,383 Educational journals plus the ERIC microfiche collection. Library support services include library Instruction (face-to-face sessions, online sessions, embedded librarian, online tutorials and workshops); research appointments/help with librarian subject specialist and Research Help Desk. Several modes of appointments are utilized including in-person, live chat, Zoom web conferencing, phone and email; Additional resources include interlibrary loan, reserves, and the website provides online access to the library's resources and services.

Affiliations and Partnerships

FSU expects that once the program is approved steps will be taken to expand agreements with state community colleges. FSU has existing articulation agreements with many community colleges, and it is anticipated that the proposed program will align well with them. The Educational Studies program will provide a degree option in Education for graduates from community colleges seeking to transfer.

Due to the broad interdisciplinary design, students are encouraged to work closely with an advisor to forge a pathway that will be conducive to future employment. These pathways allow the flexibility for students to double major, add a university approved minor, or transfer the appropriate number of credits per the University's transfer policy. Transfers coming into the program in their junior year will be matched with an advisor who will map out the required major courses along with additional electives that align with the student's academic and professional goals.

PROGRAM EFFECTIVENESS

Goal	Measurable Objective	Strategy for Achievement	Timetable
Actively recruit students to the program; generate publicity for the new major.	The Educational Studies program will graduate a total of 50 students in the first 5 years.	Promote the program through admissions, the university website, the education faculty, and communication to feeder community colleges.	Five years from the program implementation.
Establish 10 initial Internship sites for students.	Build capacity through outreach to organizations in the community by the Education Department Placement Office to develop Education Studies Internships.	Faculty in the Education Department will work collaboratively with the Education Placement Office to establish sites and protocols.	Establish sites immediately upon approval. At least 10 sites will be identified and established by AY 2020-2021.
Fitchburg State University will designate an Educational Studies Program Coordinator.	The Educational Studies Program Coordinator will be established upon implementation of the program.	The Dean of Education will designate a faculty member to the Educational Coordinator role upon approval of the program. The coordinator of the Educational Studies program will receive a course reduction and fulfill duties commensurate with existing Education Department coordinator positions. The Coordinator will directly oversee the program and work in conjunction with the Field Placement and Partnership Coordinator.	A Coordinator will be designated upon approval of this proposal. Implementation of this position will align with program implementation.
Program Review	Using existing comprehensive program review criteria, the Educational Studies department will conduct	The Educational Studies Program will work with the existing Education Licensure Office to	Initial program review will be in AY 2023-2024 and every seven years thereafter.

	a comprehensive program review cycle, which will occur every 7 years per university guidelines.	collect data on TK20 ⁵ and prepare a submission to the VPAA.	
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It is anticipated that the assessment processes associated with the Educational Studies program will be focused on continuous quality improvement of the curriculum and its effectiveness in preparing students for the workforce. The specific review criteria will include multiple measures of program and student performance. Data will be collected on retention, graduation, student field placement surveys, advising surveys, and external surveys of employers and internship organizations where graduates are employed. The process for measuring student performance and attainment of the program’s knowledge and skill competencies will be monitored throughout coursework, field experiences, and through the internship evaluation. These multiple measures are planned to include authentic assessments like observation and dispositional rubrics, internship evaluations, surveys and questionnaires, and curriculum-based assessments like the Capstone project. The University’s Director of Assessment will provide support in establishing and monitoring program effectiveness through assessment.

Once established, FSU plans that the proposed ES/BS program will undergo a cycle of program review consisting of annual reports on assessments of student learning completed by the program, as well as a more comprehensive program review every seven years. The annual report will highlight assessment activities completed in the prior academic year and will include data and analysis gathered on learning outcomes. The annual assessment report will include any changes needed in the program as well as modifications to the assessment process planned for the upcoming academic year. In addition, every 7 years the program will submit a self-study, for both internal and external review, and undergo a site-visit by an external evaluator. The self-study will provide an analysis of the effectiveness of the curriculum in relation to desired outcomes as perceived by students, faculty, alumni, and employers. It will contain a thorough analysis of student learning outcomes, advising outcomes, enrollment, retention, employment and graduate education data for the preceding seven years. The self-study will also evaluate current levels of resources, program strengths and areas for improvement, and suggest future changes in program content, departmental organization, and resource allocation. FSU plans to select an external evaluator to conduct a site visit and thorough review of the self-study. It is also planned that the external evaluator will assess how accurately the self-study reflects the current state of the program and offer recommendations on plans for continued program improvement.

⁵ *Online data management system used for candidate and program assessment by Watermark retrieved <https://www.watermarkinsights.com> 12/12/2018*

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The program was externally reviewed by Kathleen McNamara, Assistant Professor and Chair of Education Department at Stonehill College in Easton MA and Dr. Elizabeth Robinson, Director and Assistant Professor of Education Studies in the Sociology Department at Suffolk University in Boston, MA. The review included an onsite visit to FSU, and meetings with the President, Provost, Vice Provost, Chair of the Education Department and members of the Institutional Research and Assessment team.

The external review team found the proposal to be strong with sound strength and possibilities. They underscored the specific ways each office was committed to providing resources to ensure program success and noted that the foundational course work in varying disciplines will give students a substantive and coherent understanding of the broad field of education. The team found the program to be consistent with the institutional mission, well-conceived and coherently designed. They also indicated that the program of studies is sufficient for students to receive professional training, make connections between content and practice, and develop advanced skills in a specific area. The reviewers stated that the program meets an important need to address the impact of technology and globalization on education, which calls for a broad and interdisciplinary preparation for students to be competitive in the field.

The reviewers recommended that because it is important for students to understand how different disciplines work together within the broader field of education, an introductory level course should frame the major to support students' conceptualization of the interdisciplinary elements of the program as well as help students begin the process of identifying a focus within the major. They also suggested pre- internship experiences to help prepare students for targeted internships. The reviewers further recommended that internship experience be a strong culminating learning experience with standards for entry, a significant summative evaluation and engagement with the existing campus-wide placement service to ensure diversity of internship opportunities in education that reach beyond classroom settings.

FSU responded by incorporating all the external review recommendations into the proposal that was submitted for BHE review, including linkages to FSU's recently expanded Crocker Center for Civic Engagement to place students in internships. The Crocker Center's efforts include activities focused upon investing in the community and establishing meaningful partnerships between the university and local citizens and organizations. One of the goals of the Crocker Center for Civic Engagement is to increase student learning and success by engaging students in high-impact educational practices and learning opportunities through community-based internships, research, and civic learning projects. FSU expects that this will become a vital resource for the proposed BS/ES program.

STAFF ANALYSIS AND RECOMMENDATION

Staff thoroughly reviewed all documentation submitted by **Fitchburg State University** and the external reviewers. Staff recommendation is for approval of the proposed **Bachelor of Science in Educational Studies** program.

ATTACHMENT A: CURRICULUM

Required (Core) Courses in the Major (Total # courses required = 10)		
Course Number	Course Title	Credit Hours
HMSV 1100	Introduction to Human Services	3
SPED 2210	Understanding Diversity and Disability	3
EDUC 2300	Foundations of Inclusive Education	3
SOC 2800	Sociology of Education	3
SPED 2950	Students with Emotional and Autism Spectrum Disorders	3
PSY 3500	Psychology of Learning	3
SPED 3008 SPED 3720 SPED 3510	Applied Behavior Analysis Across Settings Classroom Behavior Supports Severe Behavior Support	3
EDUC 3014	Instructional Strategies Across Environments	3
IDIS 4000	Capstone	3
EDUC 4003	Educational Studies Internship	12
	Sub Total Required Credits	39
Elective Courses (Total # courses required = 11) (attach list of choices if needed)		
<p>Students will select free electives in conjunction with their academic advisor. Students are encouraged to choose courses in Education, Special Education, Sociology, Psychological Science, Philosophy, History, and Political Science, which will broaden their understanding of education in various contexts.</p> <p>In addition to the General Education Requirements, students can choose from the following as Free Electives:</p> <p>Early Childhood, Elementary, and Middle School Education*</p> <p>EDUC 2600 - Developmentally Appropriate Practices and Programs for Young Children EDUC 2630 - Literacy in the Pre-K to 8 Classroom EDUC 2640 - Language Arts: Theory to Practice EDUC 2820 - Arts Integration: An Overview EDUC 2830 - Arts Integration EDUC 2850 - Investigations in Science & Social Studies in Early Childhood Education EDUC 2870 - The Art of Teaching Social Studies and Writing EDUC 3025 - Teaching English Language Arts & Literacy in Middle School EDUC 3026 - Teaching Math in Middle School EDUC 3027 - Teaching Science in Middle School EDUC 3028 - Teaching Social Studies in Middle School EDUC 3040 - Early Math for Early Childhood Educators EDUC 3070 - Middle School Concept</p>		

EDUC 3080 - Emergent Literacy and the Developing Child
EDUC 3090 - Observation, Documentation, and Assessment in the Early Years
EDUC 3095 - Early Childhood Literacy
EDUC 3096 - Integrating Fine Arts into the Early Childhood Curriculum
EDUC 3097 - Designing Environments for Young Children
EDUC 3300 - Curriculum and Instruction in Middle School
EDUC 3440 - Science in Education
EDUC 3480 - Teaching Math Effectively
EDUC 4200 - Theories of Language and Second Language Acquisition
* Prerequisite(s): some of these courses require successful passage of Communication and Literacy MTELEs as well as field-based experience hours.

Special Education*

SPED 2510 - Working with Students with Physical and Health Care Needs
SPED 2800 - Strategies in Reading Instruction
SPED 2880 - Science and Social Studies for Students with and without Disabilities
SPED 3400 - Teaching Mathematics to Students with and without Disabilities
SPED 3401 - Language Development and Speech
SPED 3520 - Program Development for Students with Severe Disabilities
SPED 4300 - Engaging Scholarship in Education
* Prerequisite(s): Some of these courses require successful passage of Communication and Literacy MTELEs as well as field-based experience hours.

Sociology

SOC 2002 Sociology of Poverty*
SOC 2250 Cultural Anthropology
SOC 2500 Race and Ethnic Relations
SOC 2630 Sociology of Families
SOC 2650 Sociology of Organizations
SOC 2007 The Sociology of Disability
* Prerequisite(s): SOC 1100 Intro to Sociology

Psychological Sciences

PSY 2010 Child Development*
PSY 2500 Social Psychology*
PSY 2550 Group Dynamics
* Prerequisite(s): PSY 1100 General Psychology or PSY 1200 Lifespan Development

Philosophy

PHIL 2200 Theories of Knowledge*
PHIL 2550 Introduction to Ethics
PHIL 3340 Contemporary Philosophy
PHIL 4100 Philosophy of Art

* Prerequisite(s): 1000 Intro to Western Philosophy or PHIL 1100 Logic

History

HIST 4200 History of Political Theory*

* Prerequisite(s): ENGL 1200 or HIST 1000 or HIST 1100 or HIST 1400 or HIST 1500 or AMST 1800

Political Science

POLS 1500 State and Urban Government

POLS 2270 Introduction to the Legal Process**

POLS 2701 International Organizations

POLS 3000 Public Policy Analysis: Case Studies in American Politics***

POLS 4360 Institute for Understanding Government Decision Making

* Prerequisite(s): POLS 1200 Model UN

**Prerequisites POLS 1000 or POLS 1100

*** Prerequisites POLS 1000 or 1500

Sub Total Elective Credits	33
<p>Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)</p>	# of Gen Ed Credits
<p>Arts and Humanities, including Literature and Foreign Languages Of the 48 required credits at least five courses must be in the Arts Cluster ("ART"), two must fulfill the writing I and II requirement, one must be an art or music course (AOM), and one must be a literature course (LIT)</p> <p>Arabic</p> <ul style="list-style-type: none"> • ARAB 1026 - Arabic for Beginners I • ARAB 1100 - Arabic for Beginners II • ARAB 2030 - Contemporary Arab World <p>Art</p> <ul style="list-style-type: none"> • ART 1100 - Art Appreciation • ART 1300 - Introduction to Studio Art: Drawing, Painting, and Sculpture • ART 1400 - Drawing • ART 1600 - Design • ART 1650 - Three-Dimensional Design • ART 2004 - Ceramics • ART 2010 - Ancient and Medieval Art 	15

- ART 2020 - Ancient Art
 - ART 2030 - Sculpture I
 - ART 2100 - Asian Art
 - ART 2102 - Introductory Painting
 - ART 2120 - Commonwealth of Asian Arts
 - ART 2150 - The Art of Puppetry
 - ART 2200 - Life Drawing
 - ART 2350 - American Art I: Colonial to 1900
 - ART 2360 - American Art II: 1900 to Present
 - ART 2450 - Water-Based Media
 - ART 2570 - Northern Renaissance Art
 - ART 2700 - Baroque Art
 - ART 2850 - Italian Renaissance Art
 - ART 2900 - Nineteenth Century Art
 - ART 3000 - Contemporary Art
 - ART 3010 - Sculpture II
 - ART 3020 - Intermediate Painting
 - ART 3100 - Art Criticism
 - ART 3150 - Early Twentieth Century Art
 - ART 3200 - Advanced Open-Media Studio Art
 - ART 3300 - History of Architecture
 - ART 3500 - History of Modern Architecture
 - ART 3700 - Women, Art, and Society
- Chinese**
- CHIN 1000 - Mandarin for Beginners I
 - CHIN 1100 - Mandarin for Beginners II
- English Studies**
- **ENGL 1100 - Writing I**
 - **ENGL 1200 - Writing II**
 - ENGL 2000 - American Literature I: Age of Exploration to the Civil War
 - ENGL 2010 - Introduction to Cultural Studies
 - ENGL 2100 - American Literature II: Civil War to the Present
 - ENGL 2200 - British Literature I: Beowulf to Milton
 - ENGL 2210 - British Literature II: Pepys to Shelley
 - ENGL 2220 - British Literature III: Brönte to Rusddie
 - ENGL 2300 - Literature and Disability
 - ENGL 2330 - Literature and Film

- ENGL 2340 - American Political Film and Literature: Conspiracies & Controversies
- ENGL 2400 - World Literature I
- ENGL 2500 - World Literature II
- ENGL 2540 - Global Issues in Film
- ENGL 2600 - The Bible as Literature
- ENGL 2620 - Classical Mythology
- ENGL 2650 - Ethnic American Literature
- ENGL 2660 - 19th Century African American Literature
- ENGL 2670 - 20th Century African American Literature
- ENGL 2700 - The Short Story
- ENGL 2710 - Introduction to Science Fiction and Fantasy
- ENGL 2720 - Reading Poetry
- ENGL 2750 - Detective Fiction
- ENGL 2890 - Storytelling and the Oral Tradition
- ENGL 2900 - Children's Literature
- ENGL 2910 - Literature for Young Adults
- ENGL 2999 - Approaches to English Studies
- ENGL 3000 - World Drama
- ENGL 3010 - American Drama
- ENGL 3020 - Modern Drama
- ENGL 3025 - English Studies Abroad
- ENGL 3030 - The Middle Ages
- ENGL 3040 - British Literature Since World War II
- ENGL 3050 - 20th-Century Irish Literature
- ENGL 3060 - Modern Poetry
- ENGL 3061 - Jewish American Literature & Culture
- ENGL 3070 - European Literature I
- ENGL 3080 - European Literature II
- ENGL 3090 - Questioning War in Film and Literature
- ENGL 3091 - Asian Cinemas: Eastern Visions in a Post-Colonial World
- ENGL 3092 - Transatlantic Literature
- ENGL 3120 - Golden Age of English Renaissance Literature
- ENGL 3210 - Major American Writers of the 20th Century
- ENGL 3220 - American Novel to 1950
- ENGL 3300 - Women and Literature
- ENGL 3460 - Rebels in American Film and Literature: Race, Gender, and Class Outsiders

- ENGL 3480 - Writing for the Web
- ENGL 3540 - Writing Film Criticism
- ENGL 3551 - Mise en scène
- ENGL 3620 - The Classical Tradition in Western Literature
- ENGL 3700 - African Literature
- ENGL 3710 - South Asian Literature
- ENGL 3720 - Caribbean Literature
- ENGL 3730 - Comics and the Graphic Novel as Literature
- ENGL 3880 - Folklore in America

French

- FREN 1000 - French for Beginners I
- FREN 1100 - French for Beginners II

German

- GER 1000 - German for Beginners I
- GER 1100 - German for Beginners II

Latin

- LATN 1000 - Latin for Beginners I
- LATN 1100 - Latin for Beginners II
- LATN 2000 - Intermediate Latin I
- LATN 2100 - Intermediate Latin II

Music

- MUSC 1000 - Art of Music
- MUSC 1100 - From Woodstock to the iPod: A Social History of American Popular Music
- MUSC 1300 - Beginning Musical Instruction
- MUSC 1400 - Introduction to Music Technology
- MUSC 1500 - World Music
- MUSC 2000 - Commonwealth of the Arts
- MUSC 2100 - Commonwealth of Ancient Arts
- MUSC 2120 - Commonwealth of Asian Arts
- MUSC 2130 - Commonwealth of the Modern Arts
- MUSC 2200 - Basic Music Theory
- MUSC 2210 - Commonwealth of the Renaissance Arts
- MUSC 2300 - Choral Arts
- MUSC 2310 - Intermediate Musical Instruction
- MUSC 2400 - Instrumental Arts
- MUSC 2500 - Class Piano
- MUSC 2600 - Class Voice

<ul style="list-style-type: none"> • MUSC 2700 - Class Guitar • MUSC 3100 - Symphony • MUSC 3300 - Advanced Musical Instruction • MUSC 3450 - Appreciating the American Musical • MUSC 3500 - American Music • MUSC 3600 - Bach to Beethoven • MUSC 3650 - Romanticism to Rock • MUSC 3700 - 19th Century Music • MUSC 3750 - Music in Film • MUSC 3800 - History of Jazz • MUSC 3900 - Women, Music, and Society <p>Spanish</p> <ul style="list-style-type: none"> • SPAN 1000 - Spanish for Beginners I • SPAN 1100 - Spanish for Beginners II • SPAN 2000 - Intermediate Spanish I • SPAN 2001 - Spanish for Heritage Students • SPAN 2100 - Intermediate Spanish II • SPAN 3000 - Cinema for Spanish Conversation <p>Speech</p> <ul style="list-style-type: none"> • SPCH 1000 - Introduction to Speech Communication • SPCH 1100 - Argumentation and Debate • SPCH 1400 - Small Group Communication • SPCH 1600 - Public Speaking • SPCH 2600 - Persuasion <p>Theater</p> <ul style="list-style-type: none"> • THEA 1720 - Voice and Articulation • THEA 2700 - Acting I • THEA 2730 - History of the Theater I • THEA 2740 - History of the Theater II • THEA 3003 - Dramaturgy • THEA 3550 - Page to Stage Analysis 	
<p>Mathematics and the Natural and Physical Sciences</p> <p>Of the 48 required credits at least four courses must be in the Science, Math and Technology Cluster ("SMT"), one must be a math, one must be a lab science, and one must fulfill the health and fitness requirement.</p> <p>Biology</p>	12

- BIOL 1000 - Introduction to Life Science
- BIOL 1010 - Introduction to Environmental Science
- BIOL 1050 - Life Science for Educators
- BIOL 1400 - General Botany
- BIOL 1650 - Nutrition
- BIOL 1750 - Human Genetics
- BIOL 1800 - General Biology I
- BIOL 1900 - General Biology II
- BIOL 2100 - Flora of New England
- BIOL 3800 - Vertebrate Biology

Chemistry

- CHEM 1000 - Chemistry in a Changing World
- CHEM 1200 - Chemistry for the Health Sciences
- CHEM 1300 - General Chemistry I
- CHEM 1400 - General Chemistry II

Computer Science

- CSC 1000 - Introduction to Programming
- CSC 1010 - Computer Science Basics
- CSC 1100 - Computer Applications
- CSC 1400 - Computer Information Systems
- CSC 1500 - Computer Science I

Earth and Geographic Sciences

- GEOG 1000 - Earth Systems Science
- GEOG 1100 - Principles of Human Geography
- GEOG 1300 - Earth, Sea, and Air
- GEOG 2000 - Astronomy
- GEOG 2056 - Climate Change and Human History
- GEOG 2200 - Meteorology
- GEOG 2400 - Introduction to Geospatial Technologies
- GEOG 2500 - Oceanography
- GEOG 2800 - Map Use
- GEOG 3110 - Climatology
- GEOG 3120 - Computer Cartography
- GEOG 3300 - Urban Geography
- GEOG 3400 - Population Geography
- GEOG 4000 - Geographic Information System

Environmental Science

- ENSC 1000 - Introduction to Environmental Science

<p>Exercise and Sports Science</p> <ul style="list-style-type: none"> • EXSS 1000 - Health and Fitness • EXSS 2060 - Exercise, Nutrition, and Heart Disease <p>Mathematics</p> <ul style="list-style-type: none"> • MATH 1200 - Finite Mathematics • MATH 1250 - Introduction to Functions • MATH 1300 – Pre-calculus • MATH 1500 - Informal Number Theory • MATH 1600 - Informal Mathematical Modeling • MATH 1700 - Applied Statistics • MATH 1800 - Business Statistics • MATH 1900 - Discrete Mathematics • MATH 2000 - Informal Geometry • MATH 2100 - Technical Calculus • MATH 2200 - Calculus for Business • MATH 2300 - Calculus I • MATH 2400 - Calculus II • MATH 2500 - Introduction to Mathematical Thought • MATH 2600 - Linear Algebra <p>Physics</p> <ul style="list-style-type: none"> • PHYS 1100 - Physical Science • PHYS 2000 - Astronomy • PHYS 2300 - General Physics I • PHYS 2400 - General Physics II • PHYS 2600 - Calculus-Based Physics I • PHYS 2700 - Calculus-Based Physics II 	
<p>Social Sciences</p> <p>Of the 48 required credits at least three courses must be in the Citizenship and the World Cluster ("CTW"), one must be a human behavior course, and one must be a history course ("HIST").</p> <p>African-American Studies</p> <ul style="list-style-type: none"> • AAST 1000 - Introduction to African-American Studies • AAST 2300 - African-American History • AAST 2650 - Ethnic American Literature • AAST 2660 - 19th Century African American Literature • AAST 2670 - 20th Century African-American Literature • AAST 3800 - History of Jazz 	9

American Sign Language (ASL)

- ASL 1000 - American Sign Language (ASL) for Beginners I
- ASL 1050 - Introduction to Deaf Studies
- ASL 1100 - American Sign Language (ASL) for Beginners I

American Studies

- AMST 1800 - Introduction to American Studies I
- AMST 1900 - Introduction to American Studies II
- AMST 3160 - The Civil Rights Movement

Economics

- ECON 1100 - Principles of Economics: Macroeconomics
- ECON 1200 - Principles of Economics: Microeconomics
- ECON 2010 - Political Economy of Gender
- ECON 2140 - U.S. Economic History

History

- HIST 1000 - World Civilizations I
- HIST 1100 - World Civilizations II
- HIST 1400 - United States History I
- HIST 1500 - United States History II
- HIST 2015 - Immigration and American Identity
- HIST 2021 - Reading Historical Landscapes
- HIST 2022 - Constructing History
- HIST 2054 - The Byzantine Empire
- HIST 2056 - Climate Change and Human History
- HIST 2070 - The European Renaissance
- HIST 2080 - The European Enlightenment
- HIST 2140 - U.S. Economic History
- HIST 2155 - Nazi Germany: Hitler's Rise and Fall
- HIST 2160 - Holocaust
- HIST 2170 - Armenian Genocide
- HIST 2300 - African-American History
- HIST 2420 - Italian American History: Immigration and Identity
- HIST 2500 - Women in U.S. History: 1870 to the Present
- HIST 2501 - Culture and Society of India
- HIST 2530 - The European Middle Ages
- HIST 2700 - History of Mexico
- HIST 2722 - Comparative Slavery
- HIST 2745 - Women in Latin American History
- HIST 2760 - The Conquest of America
- HIST 2770 - Latin American Revolutions
- HIST 3000 - Modern Italian History: Risorgimento to Today
- HIST 3001 - Life in the Roman City
- HIST 3006 - American Religious History
- HIST 3007 - Native American History

- HIST 3040 - America in the Nuclear Era: 1945-1968
 - HIST 3050 - America Since 1968
 - HIST 3130 - Oral History and Fitchburg State University's Past
 - HIST 3160 - The Civil Rights Movement
 - HIST 3420 - The French Revolution
 - HIST 3600 - U.S. Civil War
 - HIST 3655 - U.S. Gilded Age and Progressive Era
 - HIST 3710 - Urban America
 - HIST 3740 - Vietnam: A Century of Conflict
 - HIST 3750 - Cold War
 - HIST 3760 - China Since 1900
 - HIST 3850 - U.S. In World Affairs: 1898 to the Present
- Interdisciplinary Studies**
- IDIS 1000 - Introduction to Women, Gender, and Sexuality Studies
 - IDIS 1002 - Introduction to Disability Studies
 - IDIS 1200 - Introduction to International Studies
 - IDIS 1600 - Critical and Creative Thinking
 - IDIS 1800 - Global Issues
 - IDIS 2030 - Contemporary Arab World
 - IDIS 2210 - Commonwealth of the Renaissance Arts
 - IDIS 2500 - Culture and Society of India
 - IDIS 2501 - Italy Through Film
 - IDIS 2540 - Global Issues in Film
 - IDIS 2550 - Art and Culture Abroad
 - IDIS 3000 - Integrative Seminar in Disability Studies
 - IDIS 3001 - Italian Culture (in English) I - From Antiquity to 1800
 - IDIS 3100 - Italian Culture (in English) II - From 1800 to the Present
 - IDIS 3300 - Women in Italy
- Philosophy**
- PHIL 1000 - Introduction to Western Philosophy
 - PHIL 1100 - Logic
 - PHIL 2001 - Medical Ethics
 - PHIL 2500 - Contemporary Ethical Problems
 - PHIL 2600 - Philosophy of Human Nature
 - PHIL 3600 - Philosophy of Religion
 - PHIL 3610 - World Religions
- Political Science**
- POLS 1000 - United States Government
 - POLS 1100 - Introduction to Political Science
 - POLS 1200 - Model UN
 - POLS 1300 - Introduction to International Relations
 - POLS 1800 - Global Issues
 - POLS 1900 - Introduction to Peace Studies

<ul style="list-style-type: none"> • POLS 2002 - Elections and Campaigns • POLS 2010 - Models of Global Politics • POLS 2540 - Global Issues in Film • POLS 3160 - The Civil Rights Movement <p>Psychological Science</p> <ul style="list-style-type: none"> • PSY 1100 - Introduction to Psychological Science • PSY 1200 - Lifespan Development <p>Sociology</p> <ul style="list-style-type: none"> • SOC 1050 - Introduction to Deaf Studies • SOC 1100 - Introduction to Sociology 	
Of the 48 required credits, at least two courses must be in Global Diversity in at least two clusters. At least one of these courses must address a non-western region or culture.	6
Sub Total General Education Credits	48
Curriculum Summary	
Total number of courses required for the degree	37
Total credit hours required for degree	120

ATTACHMENT B: BUDGET

One Time/ Start Up Costs	Cost Categories	Annual Expenses			
		Year 1	Year 2	Year 3	Year 4
	Full Time Faculty (Salary & Fringe)	-0-	-0-	-0-	-0-
	Part Time/Adjunct Faculty (Salary & Fringe)	\$20,502	\$27,951	\$35,624	\$43,526
	Staff	-0-	-0-	-0-	-0-
	General Administrative Costs	\$2,080	\$2,652	\$3,242	\$3,849
	Instructional Materials, Library Acquisitions	\$1,000	\$1,030	\$1,061	\$1,093
	Facilities/Space/Equipment	-0-	-0-	-0-	-0-
	Field & Clinical Resources	\$1,000	\$1,030	\$1,061	\$1,093
	Marketing	-0-	-0-	-0-	-0-

	Other (Professional Development)	\$750	\$773	\$796	\$820
	TOTALS	\$25,332	\$33,436	\$41,784	\$50,381

One Time/Start-Up Support	Revenue Sources	Annual Income			
		Year 1	Year 2	Year 3	Year 4
	Grants				
	Tuition and Fees	\$158,188	\$280,460	\$289,332	\$298,012
	Departmental				
	Reallocated Funds				
	Other (specify)				
	TOTALS	\$158,188	\$280,460	\$289,332	\$298,012

ATTACHMENT C: FACULTY

Summary of Faculty Who Will Teach in Proposed Program							
Please list full-time faculty first, alphabetically by last name. Add additional rows as necessary.							
Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	Number of sections	Division of College of Employment	Full- or Part-time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses
Arend, Patricia L PhD. in Sociology Associate Professor	<input checked="" type="checkbox"/>	Sociology of Education (C)	(1)	Undergraduate Day		Full-Time in Behavioral Sciences /Sociology Department	Main Campus

Day, Danette	<input type="checkbox"/>	Capstone Seminar (C)	(2)	Undergraduate Day	Full-Time in Education Department		Main Campus
Ed.D. in Education		Foundations of Inclusive Education (C)	(2)				
Assistant Professor							
Garofoli, Laura	<input checked="" type="checkbox"/>	Psychology of Learning (C)	(1)	Undergraduate Day		Full-Time in Psychological Science Department	Main Campus
Ph.D. in Psychology							
Professor							
LaFrance Denise L.	<input checked="" type="checkbox"/>	SPED 2210 Understanding Diversity and Disability (C)	(2)	Undergraduate Day	Full-Time in Education Department		Main Campus
Ed.D. in Education		Educational Studies Internship (C)	New				
Associate Professor							
Murray, Nancy	<input checked="" type="checkbox"/>	Students with Emotional and ASD (C)	(2)	Undergraduate Day	Full-Time in Education Department		Main Campus
Ed.D. in Education		Instructional Strategies Across Environments (C)	New				
Associate Professor							
Shapiro, Robert	<input type="checkbox"/>	Applied Behavior Analysis Across Settings (C)	New	Undergraduate Day	Full-Time in Education Department		Main Campus
PhD. in Applied Behavior Analysis		Classroom Behavior Supports (C)	(1)				
Assistant Professor		Severe Behavior Support (C)	(1)				

Mark Williams Ph.D. in Social Welfare Assistant Professor	<input type="checkbox"/>	Introduction to Human Services (C)	(2)	Undergraduate Day		Full-Time in Behavioral Sciences/Human Services	Main Campus
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