**Fitchburg State University**

**EDUCATOR Programs**

**Comprehensive Syllabus**

Semester: Fall, 2022

## PDMT 6872E

## Course title: Applied Behavior Analysis for Students with Visual Impairments and Multiple Disabilities 3.0 Credit hours

## Day(s) and time of classes: October 3, 2022 - November 20, 2022

Number of Class Meetings: 7 weeks Number of Contact Hours: 35

**Instructor:** Ashley Wallace, M.S., BCBA, LABA

**Office:** Perkins School for the Blind, Deafblind Program

**Telephone:** 617.972.7435

**E-mail:** ashley.wallace@perkins.org

* **COURSE DESCRIPTION:**

**This course serves as an introduction to the field of Applied Behavior Analysis and basic applications for children with visual impairments and multiple disabilities, or who are Deafblind. Course objectives include being able to identify behaviors to increase or decrease, understanding the functions of behavior, and applying antecedent strategies and consequence procedures to target behaviors functionally.**

 ***If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.***

* **TEXTS:**

Alberto, P., Troutman, A. C., &amp; Axe, J. B. (2021). Applied Behavior Analysis for Teachers (10th ed.). Pearson Education, Inc.

<https://www.pearson.com/en-us/subject-catalog/p/applied-behavior-analysis-for-teachers/P200000000718?view=educator> (Rent e-Text)

<https://www.vitalsource.com/products/applied-behavior-analysis-for-teachers-paul-a-alberto-paul-a-v9780135606315> (Buy e-Text)

[https://www.amazon.com/Applied-Behavior-Analysis-Teachers-2-downloads-ebook/dp/B092T8LYGB/ref=sr\_1\_1?crid=2ARR7KSWTAY6A&keywords=applied+behavior+analysis+for+teachers+10+edition&qid=1662738409&s=digital-text&sprefix=applied+behavior+analysis+for%2Cdigital-text%2C59&sr=1-1](https://www.amazon.com/Applied-Behavior-Analysis-Teachers-2-downloads-ebook/dp/B092T8LYGB/ref%3Dsr_1_1?crid=2ARR7KSWTAY6A&keywords=applied+behavior+analysis+for+teachers+10+edition&qid=1662738409&s=digital-text&sprefix=applied+behavior+analysis+for%2Cdigital-text%2C59&sr=1-1) (Kindle)

Fitchburg State University Teacher Preparation Programs. (2018).  *Conceptual framework.*  Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/offices-services-directory/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

**Fitchburg State University Teacher Education Conceptual Framework**

 

* **LEARNING OUTCOMES / OBJECTIVES:**

State precisely what the students will learn by taking this course. In later sections the syllabus should clearly indicate how course assignments and your assessment of them are linked to these course goals. In this section highlight both the **Professional Association Goals** for this course and **specific State Licensure and Professional Standards for Teachers** and label with an agreed format., if applicable.

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledge**: As a result of the learning experiences in the course, you will become more cognizant of:

* How to identify, define, and measure target behaviors to increase and decrease
* How to describe different methodologies of data collection and how to implement each method
* How to identify the functions of behavior and how to assess the functions of behavior
* How to identify antecedent strategies and supports to prevent maladaptive behavior
* How to identify consequence procedures that target behaviors functionally

**Skill**: As a result of the learning experiences in the course, you will become better able to: **[List]**

* Create hypotheses on functions of behavior
* Target behaviors functionally
* Create and implement data collection systems
* Complete preference assessments

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to: **[List]**

* Implement antecedent supports to help prevent maladaptive behavior
* Target and teach appropriate, alternative behaviors
* Promote functional communication

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* Identify positive behavior supports
* Identify appropriate, alternative behaviors
* Implement reinforcement systems
* **INSTRUCTIONAL STRATEGIES [Place an X for each strategy you use while teaching this course.]**

X Lecture X Data Collection and Analysis

X Discussion/Questioning Pre-Practicum

 Laboratory Role Playing/Simulation

X Problem Finding/Solving X Independent Learning

 Discovery Field Trips

 Interviewing Computer Applications

 Collaborative Learning Groups X Viewing or Listening to Followed by

X Reflective Responses Discussing

 Creating Visual Illustrations of Concepts Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Technology Initiatives**:

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as: **[Indicate how candidates will use technology in this course.]**

Access the textbook

A communication method (email)

Participate in group discussion (discussion forum)

Attend lectures

Access reading materials (articles, resources, etc.)

* **COURSE REQUIREMENTS**:

The required assignments for this course are as follows:

Post tests: There will be a post-test in all seven sessions = 21 points. Participants are required to complete all of the post-tests. Completion of the tests satisfies the requirement - these are not graded assignments. However, failure to complete the tests will result in a loss of points toward the final grade.

The rubric point scale will be used to assess your work based on a 4 point scale.

| Rubric for Weekly Post-Tests | 3 Points | 0 Points |
| --- | --- | --- |
| Completion of Post-TestMax Points: 4 | Post-Tests are completed within the specified timeframe | Post-test is not completed in the specified timeframe |

Discussion Forums: There will be a discussion forum assignment in each of the seven sessions. Each participant is required to contribute to each forum using information and knowledge gathered from the class lecture, assigned reading, website visits, etc. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be a part of an online community who interact through discussion to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics that are considered to be part of excellent discussion contributions are outlined below:

* A minimum of two posts are required. You should submit your initial post early in the session and your subsequent responses to the posts of other participants at timely intervals within the duration of the session. Keep in mind that the goal is to have a dynamic discussion that lasts throughout the entire session.
* Your posts and responses should be thorough and thoughtful. Just posting “I agree” or “good ideas” will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief; keep each post and response to one or two short paragraphs. Keep in mind that your fellow participants will be reading and responding to you too.
* Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
* Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other participants have posted to your initial responses.
* When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
* Your contributions to the discussions should be complete and free of grammatical or structural errors.

The rubric point scale will be used to assess your work based on a 6 point scale.

Seven discussion forums are required at 6 points possible for each = 42 possible points.

* 2 points possible for timeliness of responses.
* 2 points possible for quality response to the discussion question (well-written, appropriate responses to the question/topic, etc.)
* 2 points possible for the appropriate number of responses to peers (should respond to two participants’ posts)

| Discussion Forum Rubric | 2 points | 1 point | 0 points |
| --- | --- | --- | --- |
| Timeliness of Responses | Submission of all responses to the discussion question and responses to peers are completed by the prescribed due date. | Submission of all responses to the discussion question and responses to peers are completed, but not by the prescribed due date. | Incomplete submission of the responses to discussion questions and/or responses to peers by the end of the session week. |
| Quality Response to Discussion Question | Response to the discussion question is well-written, addresses the discussion topic, and references readings for the week. | Response to the discussion question addresses the discussion topic, but does not provide references on readings or videos.  | Response to the discussion question does not address the discussion topic.  |
| Quality Responses to Peers | Responds to at least two peers with thorough and thoughtful responses. | Responds to at least one peer with a thorough and thoughtful response. | Does not respond to peers or responds without thorough and thoughtful responses. |

Three written session assignments are required at 5 points possible for each = 15 possible points.

* 1 point is possible for submitting the assignment by the prescribed due date
* 1 point is possible for appropriately referencing any materials or references(literature, articles, videos, etc.)
* 1 point is possible for following the prompt (ex: answered all questions, provided all outlined examples, etc.)
* 2 points possible for quality response to the discussion question (well-written, appropriate responses to the question/topic, minimal grammatical errors, etc.)

One final assignment is required at 20 points possible = 20 points

|  | 4 points | 3 points | 2 points | 1 point | 0 points |
| --- | --- | --- | --- | --- | --- |
| Topic 1 | Criteria TBD upon completion of project idea |  |  |  |  |
| Topic 2 |  |  |  |  |  |
| Topic 3 |  |  |  |  |  |
| Topic 4 |  |  |  |  |  |
| Topic 5 |  |  |  |  |  |

# **EVALUATION OR GRADING POLICY:**

**[Describe in detail how students are to be graded (e.g., research paper – 30%, four reports – 15% each, journal entries – 10%). Each item in this section should have a parallel item in the previous section. Items in this section should appear in the same order as those above under COURSE REQUIREMENTS. Participation grade can be no greater that 10% of the total grade. State your policy on late assignments.]**

**[Describe grading by mentor or host teachers in pre-practicum settings (when applicable).]**

**[Describe Disposition Assessments: how they will be used in grading, if applicable.]**

Methods of Evaluation:

Participants are evaluated by the following methods:

* Introduction 2 possible points
* Pre/Post Tests 21 possible points
* Discussion Forums 42 possible points
* Session Assignments 15 possible points
* Final Assignment 20 possible points
* Overall Total 100 points

**FITCHBURG STATE UNIVERSITY**

**GRADUATE GRADING SYSTEM**

**4.0** 95 - 100 A

**3.7** 92 - 94 A-

**3.5** 89 - 91 A-/B+

**3.3** 86 - 88 B+

**3.0** 83 - 85 B

**2.7** 80 - 82 B-

**2.5** 77 - 79 B-/C+

**2.3** 74 - 76 C+

**2.0** 71 - 73 C

**0.0**  0 - 70 F

**W** Withdrawn

**IN** Incomplete

**IP** In-Progress

* **RUBRICS**

[**Note, rubrics are separate from the grading scale. Rubrics provide assessment criteria.]**

Rubrics are currently incorporated into the grading scale

* **COURSE CONTENT/TOPICAL OUTLINE**

**[In chronological order, list the proposed dates, topics to be covered and the readings and activities expected from the candidates in preparation for those class sessions. The course outline should indicate how current research and theoretical issues will be incorporated into the content of the course. Due dates for assignments and activities are listed.]**

**Session 1:** What is Behavior Analysis? Understanding the Roots of Applied Behavior Analysis

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Discuss the roots of Applied Behavior Analysis and some common misconceptions
* Identify the role of the BCBA & ABA within the context of students with Visual Impairments
* Identify Maladaptive Behaviors

**Introduce Yourself!** (Due Tuesday)

Earn 2 points by introducing yourself. Upload a profile picture, if you’d like, and tell us about yourself. In your introduction, please include the following:

* Your name
* Where you live
* The population of students you work with (if any)
* Why you are taking this course

**Readings:**

Applied Behavior Analysis for Teachers, 9th Edition (I need to do APA formatting throughout document)

* Chapter 1: *Roots of Applied Behavior Analysis* (pages 1-17)
* Chapter 2: *Responsible Use of Applied Behavior Analysis Procedures* (pages 19-33)

**Video Lecture 1:** TBD (20:00 - 45:00)

**Quiz:**

Earn 3 points by completing a post-test

**Discussion Forum 1:**

Earn 6 points by completing the discussion forum (by Thursday) and by responding to two others (by Sunday).

Choose a student or client who engages in maladaptive behavior (be sure to keep them de-identified throughout the class using initials or a made-up name). What are the current models being used in discussing the student's behavior?How might a behavioral analytic perspective approach your student's behavior differently? Clearly relay your knowledge of both Developmental and Behavior Analytic models. Respond to at least two other posts.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Session 2:** Defining Behaviors and Behavioral Data Collection

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Identify maladaptive behaviors and be able to provide operational definitions in observable, measurable terms
* Identify the purpose of data collection
* Describe different methodologies for data collection and practical applications for students with Visual Impairments

**Readings:**

Applied Behavior Analysis for Teachers, 9th Edition (I need to do APA formatting throughout document)

* Chapter 3: *Preparing Behavioral Objectives* (pages 34-56)
* Chapter 4: *Procedures for Collecting Data* (pages 57-90)

**Video Lecture 2:** TBD (20:00 - 45:00)

**Assignment 1:**

Earn 5 points by completing the following assignment. Please note, portions will need to be completed throughout the week prior to the writing portion of the assignment:

Practice at least two forms of data collection methods (e.g., duration recording, latency, frequency, intensity, etc.) with your student and summarize the ease or difficulty of the process. Would you use those same procedures with those behaviors again? What could you do next time to make it more efficient and accurate (e.g., different data sheet, better operational definition, a second observer, etc.)? Responses should be 2-3 paragraphs minimum.

**Quiz:**

Earn 3 points by completing a post-test

**Discussion Forum 2:**

Earn 6 points by completing the discussion forum (by Thursday) and by responding to two others (by Sunday).

Provide a one-sentence bio of the student you’re collecting data on (remember to keep them de-identified), and then post an operational definition of your target behavior(s). Comment on at least 2 others’ posts: Are the definitions measurable? If you did not know the student, would you be able to recognize the target behavior? Could the target behavior be broken down further? What worked well within the definitions?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Session 3:** Functions of Behavior: Part I

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Identify and provide examples of the functions of behavior
* Identify how to assess the functions of behavior
* Create hypotheses of the functions of behavior

**Readings:**

Applied Behavior Analysis for Teachers, 9th Edition (I need to do APA formatting throughout document)

* Chapter 7: *Determining the Function of Behavior* (pages 150-184)

**Video Lecture 3:** TBD (20:00 - 45:00)

**Assignment 2:**

Earn 5 points by completing the following assignment.

Choose an article to read and write a brief summary of what you learned and found interesting about the article. Responses should be 2 - 3 paragraphs long. (Ashley needs to input APA formatting)

[Functional Assessment: Understanding and Identifying the Causes of Challenging Behaviors in Students who are Deafblind](https://documents.nationaldb.org/dbp/pdf/dec94.pdf#page=14%20)

[Functional Analysis and Treatment of Problem Behavior Evoked by Noise](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1284339/pdf/11800184.pdf)

[Functional Analysis and Treatment of Self-Injury Associated with Transitions](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1284312/pdf/11421312.pdf)

[Functional Analysis and Treatment of Eye-Poking](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1279783/pdf/jaba00003-0029.pdf)

**Quiz:**

Earn 3 points by completing a post-test

**Discussion Forum 3:**

Earn 6 points by completing the discussion forum (by Thursday) and by responding to two others (by Sunday).

Discuss two new pieces of information you learned from the readings that you didn’t know about this topic. Can you think of a time you would have responded to a behavior differently had you known the possible function? Did the readings remind you of situations that you may have been in that are similar? Respond to at least two others’ posts.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Session 4:** Functions of Behavior: Part II and Reinforcement

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Continuation on functions of behavior
* Review of reinforcement vs. punishment
* Review how to complete Preference Assessments

**Readings:**

Applied Behavior Analysis for Teachers, 9th Edition (I need to do APA formatting throughout document)

* Chapter 8: *Arranging Consequences that Increase Behavior* (pages 185-222)

**Video Lecture 4:** TBD (20:00 - 45:00)

**Quiz:**

Earn 3 points by completing a post-test

**Discussion Forum 4:**

Earn 6 points by completing the discussion forum (by Thursday) and by responding to two others (by Sunday).

After reading the assigned material and watching the videos, respond to the following questions: Have you or someone you know used any of these strategies before and if so have they worked or not worked? What are some new strategies you read about that you could use for your case study student or another student you work with? Respond to at least two others’ posts.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Session 5:** Antecedent Strategies, Reinforcement, and Increasing Appropriate, Alternative Behavior

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Identify antecedent strategies and supports to prevent maladaptive behavior
* Identify how to target and teach an alternative, appropriate response

**Readings:**

Applied Behavior Analysis for Teachers, 9th Edition (I need to do APA formatting throughout document)

* Chapter 10: *Differential Reinforcement: Antecedent Control and Shaping* (pages 256 - 285)

**Video Lecture 5:** TBD (20:00 - 45:00)

**Assignment 3:**

Earn 5 points by completing the following assignment.

**TBD - will be an assignment including a 2 - 3 paragraph write-up**

**Quiz:**

Earn 3 points by completing a post-test

**Discussion Forum 5:**

Earn 6 points by completing the discussion forum (by Thursday) and by responding to two others (by Sunday).

Pick two of the following topics and discuss what you learned and how you can implement them your current practice; Discrimination training, prompts, modeling, fading, task analysis, shaping. Respond to two others’ posts.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Session 6:** Consequence Procedures, Generalization of Behaviors, and Maintaining Behavior

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Identify consequence strategies and supports
* Identify how to target a behavior functionally
* Identify barriers to treatment

**Readings:**

Applied Behavior Analysis for Teachers, 9th Edition (I need to do APA formatting throughout document)

* Chapter 9: *Arranging Consequences that Decrease Behavior* (pages 224-254)
* Chapter 11: *Providing for Generalization of Behavior Change* (pages 286 - 303)

**Video Lecture 6:** TBD (20:00 - 45:00)

**Quiz:**

Earn 3 points by completing a post-test

**Discussion Forum 6:**

Earn 6 points by completing the discussion forum (by Thursday) and by responding to two others (by Sunday).

What types of generalization procedures do you use right now? How would you change how you currently address generalization? Use a student example (it does not have to be the same student you are focusing on for the final assignments). Respond to a minimum of two others’ posts

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Session 7:** Putting it all Together

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Identify ways to incorporate the skills learned into practice
* Complete a final project including identifying and measuring a behavior, creating a data collection system, creating a hypothesis on the function of the behavior, and identifying strategies to target the behavior functionally

**Readings:**

Applied Behavior Analysis for Teachers, 9th Edition (I need to do APA formatting throughout document)

* Chapter 13: *Putting it All Together* (pages 318 - 335)

**Video Lecture 7:** TBD (20:00 - 45:00)

**Quiz:**

Earn 3 points by completing a post-test

**Final Assignment:**

Earn 20 points by completing the following assignment.

(In process of formulating the final project) - Final Project -putting it all together: write up of operational definition of behavior ( or 2), data collection method, hypothesized function (how would you determine), 2 antecedent strategies (why were they selected), alternative bx (why selected), reinforcement system, 2 consequence procedures (why were they selected)

**Discussion Forum 7:**

Earn 6 points by completing the discussion forum (by Thursday) and by responding to two others (by Sunday).

Select two ABA concepts that you learned the most about from this course (can be functions of behavior, data collection, antecedent strategies, consequence strategies, setting events, differential reinforcement, etc) and discuss how it will impact your future work with students. Respond to at least two other’s posts.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**[Note to Faculty: This following must be included all syllabi in Fitchburg State University Extended Campus courses.]**

**Fitchburg State University** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

**FITCHBURG STATE UNIVERSITY**

**DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES**

**Fitchburg State University** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <https://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.  Activate your library account online through our ILLiad system at  https://fitchburgstate.libguides.com/dlservices; from here you can access article, book, and media. Request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage at<https://library.fitchburgstate.edu/> and clicking on the DATABASES tab in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round.  Students wanting a OneCard must either complete the online Extended Campus OneCard request form at [https://survey.fitchburgstate.edu/TakeSurvey.aspx?SurveyID=984L9n2#](https://survey.fitchburgstate.edu/TakeSurvey.aspx?SurveyID=984L9n2) or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

**UNIVERSITY AND EDUCATION UNIT POLICIES**

**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 978-665-4020 (voice/relay). 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 at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

**Attendance and Participation**

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

# **Education Unit Computer Literacy Requirement**

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

**Cellular Telephones and Other Devices**

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

# **Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in the university catalog.

# **Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

# **Copyright Policy**

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

### **READING AND RESOURCES**

* Will add list of textbook and articles used in APA format
* **FURTHER RECOMMENDATIONS**:

**Syllabi are typed in New Times Roman. Font is typically 10-12-14.**

**Use the term “Candidates” instead of “students”………**