

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:

* Supervised Experiential Learning in ABA II

Proposed Banner Abbreviation:

* Sup Exp Learn ABA II

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:

* Robert Shapiro

Members of the Graduate Curriculum Committee:

Lynn D'Agostino, Dustin Halterman, Denise Sargent, Jescah Apamo-Gannon, Kimberly Bennett, Nermin Bayazit, Robert Shapiro

Department / Unit Developing: * Education

Department Chair:

* Dr. Denise Sargent

* dsargen5@fitchburgstate.edu

Academic Dean:

Dr. Mojdeh Bayat

mbayat@fitchburgstate.edu

Program Chair

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

- * ☒ Yes
☐ No

Graduate Program

* Guided Studies - Applied Behavior Analysis

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

Course Information

Course Description

* This course continues to prepare learners for a career in the field of Applied Behavior Analysis. Learners will engage in a minimum of 45 hours of development and implementation of various behavior analytic strategies under the direct supervision of a Board Certified Behavior Analyst (BCBA), and will provide evidence of the strategies they have developed and implemented. Additionally, learners will complete a thesis project, in which they examine and report on the effect of at least one behavior analytic independent variable on at least one behavioral dependent variable. Finally, learners will demonstrate readiness for the BCBA examination by achieving fluency on all test content areas.

Course Objectives

Rationale and expected outcomes of offering the Course

* This course is a necessary component in the accreditation standards going into effect in 2032, and will allow our students to meet the requirements to sit for the exam to become a Board Certified Behavior Analyst.

What are the Learning Outcomes for the Course?

Number of Credits: * 3

Discipline Prefix or Prefixes:

* SPED

Brief rationale if more than one prefix:

Level of Course:

* ☐ 7000
☒ 8000
☐ 9000

Brief rationale for level choice::

* consistent with other offerings in the ABA program

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

Please explain how it may affect other offerings

this course may result in reduced enrollment in SPED 9510

Course Enrollment

Expected Average Enrollment:

* 25

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 2028

How often thereafter to be offered?:

* Yearly each Spring

Course Requirements

Prerequisite course(s) if any:

Supervised Experiential Learning in ABA I

Additional Requirements

Laboratory Hours:

Fieldwork Hours:

45

Pre-Practicum Hours:

Practicum Hours:

Other Requirements (specify):

Must have an identified and approved field experience site prior to registration

Syllabus Upload

New Course Syllabus Upload:

Syllabus - Experiential Learning II.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.

* ...3735313233
Robert Shapiro
Requester Signature 11/20/2025
Date

* ...3733373036
Denise Sargent
Department Chair Approval 11/20/2025
Date

* ...3834323430
Mojdeh Bayat
Academic Dean Signature 11/21/2025
Date

* ...3538373239
Becky Copper Hlenz
SGOCE Dean Signature 11/25/2025
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

Friendly Amendment: SGOCE 25-26-09 reduce course description to no more than 50 words, add objectives, outcomes and syllabus.

Field II Course Description

Learners continue preparing for a career in Applied Behavior Analysis through development and implementation of behavior analytic strategies supervised by a Board-Certified Behavior Analyst. Additionally, learners complete a thesis project based on previously formulated research question, and achieve fluency on all BACB examination test content areas.

Field II Course Objectives

Learners will complete the process of becoming competent professionals in the field of Applied Behavior Analysis, including demonstrating full proficiency in the development and implementation of behavior analytic strategies, modifying these strategies and applying them in a variety of contexts while working with various stakeholders, demonstrating the requisite verbal behavior to be able to pass the examination to become a Board Certified Behavior Analyst, and conducting objective evaluation of the effectiveness of behavior analytic strategies to demonstrate their effectiveness.

Field II Learning Outcomes

By taking this course, learners will become proficient in:

- Designing and implementing procedures consistent with the concepts and principles of Applied Behavior Analysis
- Interacting with recipients of Applied Behavior Analytic services and other stakeholders in a manner that is professional, ethical, and culturally aware
- Conducting a thesis project in which the effects of a behavior analytic independent variable on a behavioral dependent variable are measured and evaluated
- The verbal behavior required to demonstrate mastery over the Behavior Analyst Certification Board's sixth edition Test Content Outline



Comprehensive Syllabus

SPED XXXX

Supervised Experiential Learning II – 3 Credit Hours

Instructor:

Office:

Office Hours:

Telephone:

E-mail:

COURSE DESCRIPTION:

This course continues to prepare learners for a career in the field of Applied Behavior Analysis. Learners will engage in a minimum of 45 hours of development and implementation of various behavior analytic strategies under the direct supervision of a Board Certified Behavior Analyst (BCBA), and will provide evidence of the strategies they have developed and implemented. Additionally, learners will complete a thesis project, in which they examine and report on the effect of at least one behavior analytic independent variable on at least one behavioral dependent variable. Finally, learners will demonstrate readiness for the BCBA examination by achieving fluency on all test content areas.

Before registering for this course, you MUST have a field placement and a supervising BCBA identified, and have had this placement approved by the Chair of the Fitchburg State Applied Behavior Analysis program. If you do not, please contact the instructor IMMEDIATELY regarding next steps.

TEXTS:

No texts are required for this experience; however, the Behavior Development Solutions – 6th Edition Test Content Outline modules are required and should have been previously purchased.

LEARNING OUTCOMES/OBJECTIVES:

By taking this course, learners will become proficient in:

- Designing and implementing procedures consistent with the concepts and principles of Applied Behavior Analysis
- Interacting with recipients of Applied Behavior Analytic services and other stakeholders in a manner that is professional, ethical, and culturally aware
- Conducting a thesis project in which the effects of a behavior analytic independent variable on a behavioral dependent variable are measured and evaluated
- The verbal behavior required to demonstrate mastery over the Behavior Analyst Certification Board's sixth edition Test Content Outline

INSTRUCTIONAL STRATEGIES:

<input type="checkbox"/> Lecture/Presentation	<input checked="" type="checkbox"/> Data Collection and Analysis
<input checked="" type="checkbox"/> Discussion/Questioning	<input type="checkbox"/> Pre-Practicum
<input type="checkbox"/> Laboratory	<input checked="" type="checkbox"/> Role Playing/Simulation
<input checked="" type="checkbox"/> Problem Finding/Solving	<input checked="" type="checkbox"/> Independent Learning
<input checked="" type="checkbox"/> Discovery	<input type="checkbox"/> Field Trip
<input type="checkbox"/> Interviewing	<input checked="" type="checkbox"/> Computer Application
<input type="checkbox"/> Collaborative Learning Groups	<input checked="" type="checkbox"/> Viewing or Listening Followed by Discussion
<input type="checkbox"/> Reflective Response	
<input type="checkbox"/> Creating Visual Illustrations of Concepts	<input checked="" type="checkbox"/> Other <input type="checkbox"/> Experiential Learning

TECHNOLOGY INITIATIVES:

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

Candidates will utilize technology as:

- a research tool;
- a tool for gaining fluency in required content;
- a communication method (email, Blackboard);¹
- a data analysis and graphing tool (Excel); and
- a tool for presentation and teaching (PowerPoint)

COURSE REQUIREMENTS:

Timely Submission of Assignments: 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.

- o You are expected to have all work completed by the date listed on the syllabus. You are also expected to perform all internship duties as scheduled, to arrive on time, and to remain for the entire time. You are also expected to take the initiative to seek out your supervisor in the event that there is a cancellation or change in schedule, to assure that you accumulate the required number of hours for this experience.

SPECIFIC ASSIGNMENTS:**1. Experiential Learning Process (31%)**

You will be responsible for meeting with and being supervised by your field supervisor on at least a weekly basis. While there is no minimum amount of time per week you must overlap with your supervisor, the course requirement is for you to be directly supervised for a total of at least 45 hours, and you must acquire at least 45 hours to receive credit for this requirement. You will be responsible

¹ Please note that emails will be sent out to class members throughout the semester using FSU student addresses

for documenting the date, start time, and end time for each encounter with your supervisor, as well as what activities you engaged in during the encounter.

2. Experiential Learning Portfolio (7%)

You will complete a professional portfolio that outlines the specific activities you took part in and any products you produced, and which includes work samples. The focus of this portfolio is to provide you with hard evidence of the skills you have acquired, and tools that you can generalize to other areas of your career. You will be expected to report on progress towards your portfolio on two occasions (roughly 33% and 67% through your internship experience).

3. Thesis/Research Paper (31%)

You will conduct an investigation into the effects of at least one behavior analytic independent variable on at least one behavioral dependent variable, and report the results of your investigation in a manner suitable to submit for consideration in the journal *Behavior Analysis in Practice*. Note that unless IRB approval has been obtained prior to beginning the intervention, this investigation will not actually be submitted for consideration for publication; however, it should be completed in a manner that would allow for submission.

4. BDS Module Completion (31%)

You will complete all BDS Test Content Outline modules to 100% fluency. Note that 100% must be obtained to receive credit for this requirement (pass/fail).

FIELD-BASED REQUIREMENTS:

As a member of the Fitchburg State University academic community, in the field of Applied Behavior Analysis, it is critical to recognize that your actions during this course are a direct reflection on Fitchburg State University and the field of Applied Behavior Analysis. Professionalism, ethical behavior, and respect for diversity are expected at all times, and will be a primary determinant in how you are evaluated.

EVALUATION OR GRADING POLICY:

Assignment 1 – Experiential Learning Process	31%
Assignment 2 – Experiential Learning Portfolio	7%
Assignment 3 – Thesis/Research Paper	31%
Assignment 4 – BDS Module Completion	31%

**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	

COURSE CONTENT/TOPICAL OUTLINE

Date	Activities	Assignments
Week 1	<ul style="list-style-type: none"> Meet with course teacher and field supervisor Review of expectations Complete field experience hours 	
Week 2	<ul style="list-style-type: none"> Supervision by field supervisor Complete field experience hours 	<ul style="list-style-type: none"> Generate evidence for portfolio BDS – Diversity Equity & Inclusion
Week 3	<ul style="list-style-type: none"> Supervision by field supervisor Complete field experience hours 	<ul style="list-style-type: none"> Initial Methods Section – Participant, Setting, Response Measurement BDS – Behaviorism and Philosophical Foundations Generate evidence for portfolio
Week 4	<ul style="list-style-type: none"> Supervision by field supervisor Complete field experience hours 	<ul style="list-style-type: none"> Final Methods Section – Procedure, including intervention and experimental design BDS – Concepts and Principles Generate evidence for portfolio
Week 5	<ul style="list-style-type: none"> Supervision by field supervisor Meet with course instructor and field supervisor Complete field experience hours 	<ul style="list-style-type: none"> Generate evidence for portfolio BDS – Measurement, Data Display, & Interpretation
Week 6	<ul style="list-style-type: none"> Supervision by field supervisor Complete field experience hours 	<ul style="list-style-type: none"> BDS – Experimental Design

		<ul style="list-style-type: none"> • Generate evidence for portfolio
Week 7	<ul style="list-style-type: none"> • Supervision by field supervisor • Complete field experience hours 	<ul style="list-style-type: none"> • BDS – Ethical and Professional Issues • Generate evidence for portfolio
Week 8	<ul style="list-style-type: none"> • Supervision by field supervisor • Complete field experience hours 	<ul style="list-style-type: none"> • Results Section – including graphs and analysis • BDS – Behavior Assessment • Generate evidence for portfolio
Week 9	<ul style="list-style-type: none"> • Supervision by field supervisor • Complete field experience hours 	<ul style="list-style-type: none"> • BDS – Behavior Change Procedures • Generate evidence for portfolio
Week 10	<ul style="list-style-type: none"> • Supervision by field supervisor • Meet with course instructor and field supervisor • Complete field experience hours 	<ul style="list-style-type: none"> • Generate evidence for portfolio • Discussion Section – including implications of findings and future areas of investigation • BDS – Selecting and Implementing Interventions
Week 11	<ul style="list-style-type: none"> • Supervision by field supervisor • Complete field experience hours 	<ul style="list-style-type: none"> • BDS – Personnel Supervision and Management • Generate evidence for portfolio
Week 12	<ul style="list-style-type: none"> • Supervision by field supervisor • Complete field experience hours 	<ul style="list-style-type: none"> • Generate evidence for portfolio
Week 13	<ul style="list-style-type: none"> • Supervision by field supervisor • Complete field experience hours 	<ul style="list-style-type: none"> • Generate evidence for portfolio
Week 14	<ul style="list-style-type: none"> • Supervision by field supervisor • Complete field experience hours 	<ul style="list-style-type: none"> • Final portfolio due • Supervision log due • Thesis project due • All BDS modules due

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

The Amelia V. Gallucci-Cirio Library at Fitchburg State University provides a full range of library services for all students, including:

- Borrowing privileges (books, course reserves, a/v materials, and equipment)
- Document delivery (books mailed to your home)
- Interlibrary Loan (books and articles from other libraries)
- Research Help via: phone, email, 24/7 chat, video call, and in-person
- Library Instruction online and in-person at extended campus sites

Questions about library services can be directed to the E-Learning & Instruction Librarian, at ext. 3062 or dllibrary@fitchburgstate.edu. For more information about library services for online and distance learning students, go to <http://fitchburgstate.libguides.com/dlservices>.

Currently registered students may access any of the library's subscription databases to find peer reviewed articles, books and ebooks, news articles, and multimedia sources with FalconSearch on the library's homepage: <https://fitchburgstate.edu/library>. A subject specific research guide is available in all your Blackboard courses with links to recommended library resources. Your Fitchburg State University credentials are required to login and access these resources. If you do not know your university login credentials 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 sets 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 your library card. If you have not received your OneCard yet, you can still access the library's resources as long as you have your university login credentials.

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 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.

<https://www.fitchburgstate.edu/academics/courses-registration/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

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