**Fitchburg State University**

**EDUCATOR Programs**

**Comprehensive Syllabus**

Semester Year

## Course Prefix and Number

## Course title [as it appears in catalogue] \_\_Credit hours

## Day(s) and time of classes

Number of Class Meetings \_\_ Number of Contact Hours\_\_\_

**Instructor:**

**Office:**

**Telephone:**

**E-mail:**

**FAX:**

**Office Hours:**

1. **COURSE DESCRIPTION:**

**[This paragraph must be taken directly from the catalogue description of the course. In addition to this paragraph you may choose to provide more information in the copy you distribute to students.]**

***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.***

1. **TEXTS: [The texts should be current – within the past 5 years. In addition to your texts the two citations for the Conceptual Framework and Curriculum Frameworks must be included. Please use APA format for all citations. Assistance with APA citations can be found at** [**Fitchburg Library Research Page**](http://fitchburgstate.libguides.com/content.php?pid=21551&sid=153168)**. Click on “APA Citation”. ]**

Fitchburg State University Teacher Preparation Programs. (2012).  *Conceptual framework.*  Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (1999-2013). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

**[Include all Reserve Reading in Library if used.]**

**Fitchburg State University Teacher Education Conceptual Framework**



1. **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: **[List]**

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

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

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

1. **INSTRUCTIONAL STRATEGIES [Place an X for each strategy you use while teaching this course.]**

Lecture Data Collection and Analysis

Discussion/Questioning Pre-Practicum

Laboratory Role Playing/Simulation

Problem Finding/Solving Independent Learning

Discovery Field Trips

Interviewing Computer Applications

Collaborative Learning Groups Viewing or Listening to Followed by

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.]**

[Example:]

* a research tool
* a communication method (email)
* an enhancement tool for the design of lessons and curriculum units

1. **COURSE REQUIREMENTS**:

**[Include all requirements, such as preparedness for and participation in class; make-up of work when absent, etc. in as much detail as possible. Describe each assignment; for example, if candidates are required to complete a research paper, how many resources must be used, what kinds of sources are appropriate, etc. Assignments listed in this section should parallel the grading policy below. In planning assignments, please note that students are expected to perform two hours of work outside of class for every hour spent in class to meet the Carnegie Unit requirement.]**

1. **FIELD-BASED REQUIREMENTS:**

[If appropriate: describe field-based requirements particularly in relationship to the broad definition of **diversity**—the nature of the population served by the school--and the broad concept of **leadership—the roles the candidate assumes or how these roles will lead to leadership skills.]**

# **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.]**

**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

1. **RUBRICS**

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

1. **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.]**

**[Note to Faculty: This page 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**

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 Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

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 <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button 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](mailto:helpdesk@fitchburgstate.edu). The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto: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. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as 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 <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

**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; follow the Department Writing Guide; and use APA format when appropriate.

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 your Student Handbook.

# **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 Student Handbook for more details.

### READING AND RESOURCES

* **[List resources including books, software, videos, web sites, all required texts, etc.]**

1. **FURTHER RECOMMENDATIONS**:

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

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

*Revised May 9, 2013 For Education Courses*