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: * Personnel and Operational Management Strategies

Proposed Banner Abbreviation: * Persnl & Oprtnal Mgmt Strtgies

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: * Lisa Moison and Phil Saisa

Members of the Graduate Curriculum Committee: Dustin Halterman and Karen DeAngelis

Department / Unit Developing: * Education

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

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

Program Chair   The Program Chair for this request is among the people listed above.
* ○ Yes
  ◉ No
* ☑ This confirms that the Graduate Program Chair has given approval for the submission of this proposal

Graduate Program   * EDLM

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

Course Information

Course Description

* Through observation, analysis and discussion, candidates will understand how to create and develop strong plans and procedures to address a full range of safety, health, and student needs, while ensuring efficient and effective operational systems. Operational topics covered include budget formation, strategies for fiscal responsibility, building maintenance, transportation, food service, scheduling for instruction, and management information systems. Personnel management topics include understanding a detailed and effective process for recruiting, hiring and on-barding excellent teachers, and principles of leadership during a crisis and the components of an effective entry plan.

Course Objectives

Standard 1:m Technology
Standard 2.b Operational systems
Standard 2.c Human Resource Management and Development
Standard 2.d Scheduling
Standard 2.e Management Information Systems
Standard 2. G Fiscal Systems
Standard 4.k Time Management

Rationale and expected outcomes of offering the Course

* DESE-required administrator licensure course.

What are the Learning Outcomes for the Course?

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:
How technology can be used as a tool for communication, presentation, scheduling, budget management and other management tasks
A process for hiring and onboarding new teachers
The necessity of facilities management
Proper uses of budgetary dollars
Potential areas where financial management can lead to problems
The importance of maximizing schedule to increase student learning
Steps in an effective entry plan

Skill: As a result of the learning experiences in the course, you will become better able to:
Use technology to communicate, make presentations, manage budgets and schedules and a variety of other administrative tasks
 Orchestrate an effective process to hire and welcome new teachers
Manage the facilities of the school building
Monitor the effective expenditure of school budget
Avoid problems associated with funds that come to schools outside the district budget
Orchestrate a process to create a schedule that maximizes student learning
Orchestrate an effective entry plan

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:
Communicate with teachers, parents and the community
Hire effective teachers
Maximize the school budget to make effective purchases
Utilize funds that come to schools in appropriate manner
Utilize instructional time in the most effective manner to ensure maximum time for learning
Learn about the school culture, strengths and needs through a comprehensive entry plan

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:
Ensure that effective communication is occurring with all stakeholders
Ensure that new teachers are well supported and effective
Utilize all funds in the best interests of students
Ensure that teachers have adequate time to teach and students have appropriate support systems to maximize learning for all students
Listen to all stakeholders and respond to the perceived needs of the staff and parents

Number of Credits: *2

Discipline Prefix or Prefixes: *EDLM

Brief rationale if more than one prefix:

Level of Course:
* ○ 7000
* ● 8000
* ○ 9000

Brief rationale for level choice::
*Licensure course

The course will be:
☑ Requirement
☐ Elective

Elective or Requirement Note/Special:
Required for the FSU/ACCEPT partnership program.

Is there a similar undergraduate course? * ○ Yes ● No

Does this course affect offerings in any other department or program? * ○ Yes ● No

Course Enollment

Expected Average Enrollment: *15-20 students

This course is a replacement for: Course # / Name   EDLM 8056E

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

How often / when was it offered as a Topics course?
Three times

Is this an Extended Campus Course? * ● Yes ○ No

Which semester will this course be offered for the first time?: *202430

How often thereafter to be offered?:
*Once a year.

Course Requirements

Prerequisite course(s) if any:

Additional Requirements   Laboratory Hours: Fieldwork Hours:

	Pre-Practicum Hours:		Practicum Hours:	

Other Requirements (specify): _____

Syllabus Upload

New Course Syllabus
Upload:
EDLM 8056E-Personnel and Operational Management
Strategies.docx

Signatures

...3530323733   ...3432373834

Lisa Moison _____ 01/31/2024   *Nancy Murray* _____ 03/01/2024
Requester Signature   Date   Academic Dean Signature   Date

...3836323838

Lyndsey Benharris 02/22/2024   _____ _____
Department Chair Approval   Date   SGOCE Dean Signature   Date

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

_____ _____
Graduate Council Chair Signature   Date

Notifications

_____ _____   _____ _____
Approval of the President   Date   SGOCE Dean Initials   Date

_____ _____
Reviewed by the Registrar: Date

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Semester: Spring   Year: 2024
Course Prefix and Number: EDLM 8056E
Course title: Personnel and Operational Management Strategies
2 Credit hours
Day(s) and time of classes: Thursdays, 4:00 – 8:15
Number of Class Meetings: 7 Number of Contact Hours: 29.75

Instructor: **Dr. David Castelline**
Office: **ACCEPT Collaborative**
Telephone: **978 505-7925**
E-mail: **castellined@gmail.com**
dcastell@fitchburgstate.edu
FAX:
Office Hours: **Thursdays 3:00 – 4:00**

A. **COURSE DESCRIPTION:** Through observation, analysis and discussion, candidates will understand how to create and develop strong plans and procedures to address a full range of safety, health, and student needs, while ensuring efficient and effective operational systems. Operational topics covered include budget formation, strategies for fiscal responsibility, building maintenance, transportation, food service, scheduling for instruction, and management information systems. Personnel management topics include understanding a detailed and effective process for recruiting, hiring and on-boarding excellent teachers, and principles of leadership during a crisis, and the components of an effective entry plan.

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.

Students seeking Fitchburg State University course credit, must register with the university by the deadline given to them by their instructor. Instructions on how to register online for university credit will be provided by the course instructor/provider. Students seeking graduate credit must have earned a bachelor's degree prior to registering for graduate credit.

B. **TEXTS:** Due to the numerous topics covered in this class there is no textbook required but an extensive array of readings are required. See section "J Readings and Resources".

C. **LEARNING OUTCOMES / OBJECTIVES:**

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

Standard 1:m Technology
Standard 2.b Operational systems
Standard 2.c Human Resource Management and Development
Standard 2.d Scheduling
Standard 2.e Management Information Systems
Standard 2. G Fiscal Systems
Standard 4.k Time Management

Fitchburg State University Teacher Education Conceptual Framework

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 technology can be used as a tool for communication, presentation, scheduling, budget management and other management tasks
- A process for hiring and onboarding new teachers
- The necessity of facilities management
- Proper uses of budgetary dollars
- Potential areas where financial management can lead to problems
- The importance of maximizing schedule to increase student learning
- Steps in an effective entry plan

Skill: As a result of the learning experiences in the course, you will become better able to:
- Use technology to communicate, make presentations, manage budgets and schedules and a variety of other administrative tasks

- Orchestrate an effective process to hire and welcome new teachers
- Manage the facilities of the school building
- Monitor the effective expenditure of school budget
- Avoid problems associated with funds that come to schools outside the district budget
- Orchestrate a process to create a schedule that maximizes student learning
- Orchestrate an effective entry plan

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:
- Communicate with teachers, parents and the community
- Hire effective teachers
- Maximize the school budget to make effective purchases
- Utilize funds that come to schools in appropriate manner
- Utilize instructional time in the most effective manner to ensure maximum time for learning
- Learn about the school culture, strengths and needs through a comprehensive entry plan

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:
- Ensure that effective communication is occurring with all stakeholders
- Ensure that new teachers are well supported and effective
- Utilize all funds in the best interests of students
- Ensure that teachers have adequate time to teach and students have appropriate support systems to maximize learning for all students
- Listen to all stakeholders and respond to the perceived needs of the staff and parents

D. **INSTRUCTIONAL STRATEGIES**

X	Lecture	X	Data Collection and Analysis
X	Discussion/Questioning		Pre-Practicum
	Laboratory	X	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery		Field Trips
X	Interviewing		Computer Applications
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by Discussing
X	Reflective Responses		Other
x	Creating Visual Illustrations of Concepts		

<u>**Technology Initiatives**</u>:
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.]**

<u>**COURSE REQUIREMENTS**</u>:

- Candidates are expected to complete all reading assignments. ⌞SEP⌝

- Candidates are expected to actively participate in online and face-to-face sessions engaging deeply ⌞SEP⌝with course material, fellow candidates, and the instructor. ⌞SEP⌝

- Candidates are responsible for meeting course deadlines for all projects and assignments including ⌞SEP⌝the posting of on-line assignments. ⌞SEP⌝

<u>Assignments</u>

Final Papers
The successful completion of a course is marked by your Practicum Supervisor's assessment of your Final Paper as 'Proficient'; papers will be between 5 – 7 pages in length, be in *12-point* font and 1.5 spacing. Exhibits and data can be appended to your Final Paper, but please be very economical in their use. Most likely, there will be several iterations of your Final Papers, submitted and responded to, before your Practicum Supervisor will assess it as 'Proficient'.   In addition to the Final Papers, all Lesson Papers and PAL task assignments must be completed to a level of proficiency determined by your Practicum Supervisor.

A completed Proficient Final Paper is due no later than the date listed in the course syllabi.
Final Papers should follow the format below:

1. **Theory:** Explain how at least two or three current researchers assisted your analysis and reflection, using APA format (Brady 2019). Sources are not limited to the specified reading assignments in each course; use theory that serves you.

2. **Data**: What quantitative and/or qualitative data did you use in your analysis? Be specific, who, how and when did you collect the data? Dig deeply into the practices at your school. Be creative in how you gather information. Observe carefully, interview teachers, the principal and parents, examine documents, review practices, etc. You may also attach data as appendices to your Final Papers but please limit them to only those most necessary.

3. **Analysis**: Using relevant data collected from your school, analyze and critique the effectiveness of the practices you observed. What are the strengths and weaknesses? What is working and why? What is not working well and why?

4. **Recommendations:** What would be your recommendations for an alternative, more effective course of action?   Start by thinking, "If I were the educational leader in the situation what would I do?" Be specific and clear. Take 1 or 2 recommendations and develop a plan for implementation. Thoughtfully lay out a step-by-step plan for how you would implement an idea.

5. **Lessons:** What lessons for your future role as an <u>educational leader</u> will you take from this experience? Determine the 3 – 5 enduring lessons and **briefly explain** why this is important to remember and implement.

<u>Lesson Papers</u>

Those ELI activities, which are important for inclusion in your knowledge base but for which the time period of their exposure do not lend themselves to a full Final Paper format, require you to submit to your Practicum Supervisor a <u>**1 – 2 page**</u> double-spaced Lesson Paper. In these, state three to five lessons you will have in mind when you are a practicing educational leader. For each lesson, justify why it is important in a short paragraph.

Leadership Portfolio

Initial Assignment: As school leaders you will need to have a well-articulated position on many different areas of education and leadership. This leadership portfolio will allow you to concisely state your philosophy or vision on various and specific aspects of schooling. While you will need to address the 8 elements below you should use these as inspiration for you to "connect the dots" of school leadership. These elements should feel more like springboards than instructions. Each element should be distilled versions of your values, thoughts, beliefs, and philosophy. You should also include some practical, actionable steps that you will engage in to make your beliefs a reality. The length of each section should not exceed 250 words. Each element should appear on a separate page. Here are the 8 elements.

Final Iteration: After completing all of the requirements for ELI your vision and philosophy will have changed. Your thinking should be both broader and deeper, and your ability to clearly articulate your beliefs should have been sharpened. This is your opportunity to revisit and revise the Leadership Portfolio you created at the start of the practicum seminars. Read your thoughts from the fall when you submitted this assignment on the 8 elements and make any changes that reflect your current thinking. ***This should require substantial revision and your thinking now should be grounded in clear theory as well as experience. Please make sure to blend both philosophical thoughts with clear action steps.***

1. **Philosophy of Supervision:** Your beliefs and values regarding supervising teachers. What are you trying to accomplish? Why is this important? How will you go about providing teachers with effective feedback?

2. **Philosophy of Leadership:** Your beliefs, values, guiding principles and philosophy about the role of a school leader. Ideas about the relationship of the leader to students, staff, families, the community, and other stakeholders might fit here.

3. **Vision for Learners:** Your beliefs about learners, including things that might support and hinder quality learning. The relationship between teachers and students might fall into this section. You might also mention how Carol Dweck's book, <u>Mindset</u> has influenced your thinking.

4. **Vision for Teaching:** Your beliefs about teachers and their professional duties/responsibilities. What you believe about the qualities excellent teachers possess. Your thoughts about what effective instruction looks like might also fall here.

5. **Vision for Data Use:** Your beliefs about the purpose, use and best practices around data assessment. Ideas might span both the classroom and school levels.

6. **Vision for School Culture:** Your beliefs about school organization, including the management of groups and teams. Describe your ideal school culture. Ideas about how to best manage organizational structure, culture, politics, conflict, time and other resources might fall here.

7. **Vision for Role of Parents:** Your beliefs about the role parents play and their relationship with teachers, their role in school governance/decision making and how they can best support their children's learning all can be discussed here.

8. **Philosophy of Student Discipline:** How will you shape a school culture where students are expected and encouraged to be good caring citizens? How do you view student discipline? What is the overarching purpose of student discipline?

Observing and Analyzing Leadership Final Paper: Observe and analyze the leadership styles of two principals or assistant principals day-to-day transactions. The criteria for analyzing the two Principals are:
1. Advancing and continually affirming the school's focus on student achievement
2. Implementing his or her vision for the school
3. Distributing decision making authority in the school
4. Developing a collegial community within the school.

You may observe the Principal at your school, or a suggestion from your Practicum Supervisor as one of the leaders. The other leader must work in a different type of educational setting from the one you work in (i.e. If you work in a suburban school observe an urban school leader).

Shadow and observe each of the Principal's daily transactions: one-on-one's, meetings, public events - roughly over a one day period for each.

Either during or afterwards, if possible, discuss with the leaders their intentions for the transactions and the actual outcomes. Prepare an analysis of each leader that responds to the following questions:

1. To what extent did the leader keep a laser-like focus on student achievement while dealing with everyday events?
2. Did the leader delegate appropriate tasks to competent and empowered colleagues?

3. What percentage of the leader's day was spent interacting with teachers, students, parents?
4. What percentage of the day did the leader spend his/her time in classrooms?
5. How did the leader's behavior impact or shape the culture of the school?
6. How did these leaders spend their time? What would you have had them do differently?

You are encouraged, but not required, to discuss your observations and analysis with the observed leaders.

E. **FIELD-BASED REQUIREMENTS:** Candidates are expected to spend a minimum of 25 hours throughout the semester investigating numerous practices, policies, and procedures at their school. These activities will include, but not be limited to reviewing documents, gathering information through interviewing teachers, students, the principal, assistant principals, and parents. Candidates are also expected to survey school staff to determine the effectiveness of many school practices.

F. **EVALUATION OR GRADING POLICY:**

Grades will be based on mastery of the essential content as demonstrated by:

- *5% Class Participation:* Completing assigned readings, evidenced by being an active, informed participant in table discussion, role-plays, large group discussions, etc.

- *85% Assignments:* All assignments must be completed to a degree deemed at least proficient by the instructors. Assignments falling below this standard will be returned with detailed comments for revision. It should be assumed that there will be times when assignments are returned for revision to increase the learning. Making revisions carefully based on feedback from instructors should require only one additional iteration and will lead to deeper understanding.

    o Lesson Papers = 45%
    o Leadership Portfolio Final = 20%
    o Final Paper = 20%

- *10% Attendance:* Attendance at all classes is mandatory. Should an unusual or extenuating circumstance intervene, it is essential that the candidate inform all instructors about the reason for any absence. Additional work may be required to make up for any potential lost learning.

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	

G. **RUBRICS**

Scoring Rubric for Lesson Papers

Need Improvement	**Proficient**	**Exemplary**
● Lesson is not clear ● Mostly commentary ● No lasting value ● Not memorable	● Lesson is clear ● Elaboration makes sense and adds depth ● Lesson has lasting value	● Lesson is powerful and memorable ● Lesson could be used as preparation for an interview ● Elaboration is compelling and adds much substance

Scoring Rubric for Final Papers

	Needs Improvement	Proficient	Exemplary
Theory	* Mostly opinion, little or no research cited * Only 1 researcher cited * Citation incorrect * Weak connection between research and topic	* 2 or more sources cited * Citation is accurate * Researchers cited are current and relevant * Strong connection between research and topic	* Research is powerful * Research cited is memorable
Data	* Mostly opinion * Limited data * Superficial effort to delve into school	* Data comes from multiple sources * Data is relevant to topic * Data is clear and concise * Data provides information to analyze	* Data is a result of creative effort to dig deep * Data is comprehensive * Data is rich and insightful
Analysis	* Mostly opinion * Restating of data * No judgment or critique * Little thought or analysis	* Analysis makes judgment about effectiveness * Analysis is fair and balanced * Analysis is insightful	* Analysis uses theory to make a judgment about effectiveness * Analysis is creative *Analysis is done from multiple perspectives
Recommendations	* List of suggestions * No (Little to no) depth of thought * No action plan * Superficial thinking	* Multiple suggestions but 1 or 2 ideas fully developed * Clear detailed action plan * Step-by-step process is outlined * Action plan would lead to improvement	* Action plan reflects best practice * Action plan thoughtfully applies theory * Action plan makes sense * Action plan would lead to significant improvement
Lessons	* Lesson is not clear * Mostly commentary * No lasting value * Not memorable	* Lesson is clear * Elaboration makes sense and adds depth * Lesson has lasting value	* Lesson is powerful and memorable * Lesson could be used as preparation for an interview * Elaboration is compelling and adds much substance

Scoring Rubric for Leadership Portfolio

Topic	Needs Improvement	Proficient	Exemplary
Philosophy of Supervision	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal
Philosophy of Leadership	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal
Vision for Learners	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal
Vision for Teaching	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal
Vision for Data Use	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal
Vision for School Culture	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal
Vision for Role of Parents	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate

			a plan is well conceived to accomplish goal
Vision for Student Discipline	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal

H. **COURSE CONTENT/TOPICAL OUTLINE**

Class Number	Readings	Topic	Assignment
1	Technology readings	Technology for student learning and leadership	Lesson paper
2	Hiring readings	Hiring Excellent Teachers	Lesson paper
3	Facilities readings	Facilities	Lesson paper
4	Budget readings	Budget management	Lesson paper
5	Scheduling readings Presentation skill readings	Scheduling & Presentation Skills	2 Lesson papers
6	Leadership articles	Leadership analysis and development	Final Paper
7	Entry plan readings	Entry Plan	Lesson Paper Leadership Portfolio

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 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 http://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.illiad.oclc.org/illiad; 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 https://library.fitchburgstate.edu 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. 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 can find information on obtaining one at https://www.fitchburgstate.edu/campus-life/campus-services/onecard-office 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 <u>assigned reading</u> 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
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.

I. READING AND RESOURCES

Technology
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