SPCE 689: Philosophical Perspectives on Verbal Behavior

Ball State University, Department of Special Education
Applied Behavior Analysis & Autism Program
Fall 2026, Section 800, CRN 22140

Instructor Information

Julia H. Fiebig, PhD, BCBA-D

ABA & Autism Program, Department of Special Education
Ball State University, Muncie, IN

Instructor Contact Information

jhfiebig@bsu.edu

Office Hours: Mondays, 6 p.m. EST

*Please check the course Canvas page for current office hours and video conference information.

Course Information

Course Description

This course examines the theoretical and scientific foundations of behavior analysis. Students will study philosophical perspectives within the field and the development of behavioral theories of language and cognition, from the operant analysis of verbal behavior to relational frame theory. Through contemporary literature, research, and practical exercises regarding key concepts (e.g., private events, emergent relations, rule-governed behavior), students will learn about the role of verbal behavior in various contexts. Applications ranging from language training for individuals to interventions that support prosocial behavior within groups and the analysis of wide-scale social issues will be explored. Offered on-line only.

Prerequisites

Grade of B or better in SPCE 609 and 611.

Course Modality/Structure

This class will be conducted as an online, asynchronous learning course. This will include assigned readings, quizzes, written assignments, and video lectures. There are 15 modules that have been developed for the course. These modules include all required and recommended materials. The modules are completed asynchronously; however, your instructor is available to meet with you to help teach the content. The course modules will contain the following information: module objectives, assigned readings and videos, supplemental/optional materials, assignments, and assessments.

Please be advised that this is a very complex subject matter that requires a significant dedication of time. This is a rigorous course with extensive reading. This is a 3-hour class, which means a minimum of 9 to 10 hours per week in a full semester should be dedicated to the course. Some weeks may require up to 12 hours. Note that is you are taking this course at an accelerated pace (e.g., 7- or 10-week sections), it is still a 3-credit class, and the weekly time will proportionally greater. All the reading and materials to be reviewed must be completed early in the week assigned so that you can complete the required assignments. You are highly encouraged to attend weekly office hours with your instructor. Course expectations reflect those of a graduate level class. Graduate students are expected to actively participate in all course activities and complete assignments in a timely manner. You are expected to utilize all resources in a way that result in mastery and fluency with course materials and that will allow you to develop the skills necessary to provide appropriate supports as a behavior analyst in the future.

Program & Course Goals and Learning Outcomes

The primary learning objectives of the master's program focus on students gaining knowledge in the following areas of ABA and autism. Our course objectives align with the following programmatic objectives:

Program Learning Objectives (PLO)

PLO-1	Apply the behavioral underpinnings and philosophical foundations of ABA
PLO-14	Pass the examination to become a Board Certified Behavior Analysts (BCBA) through the Behavior Analyst Certification Board (BACB).

Visit our program website to access our program and capstone handbooks!

This course serves to develop students' competence in the theoretical and conceptual foundations of behaviorism and predominant theories in verbal behavior. At the end of this course, the student will be able to:

Course Objectives (CO) aligned with Modules Learning Objectives

CO.1	Articulate the philosophical underpinnings and scientific goals of behavior analysis, including radical behaviorism. (1.B, 1.C, 2.A, 2.C, 6.A)
CO.2	Differentiate among various domains of behavior analysis, including behaviorism, experimental analysis, applied behavior analysis, and professional practice. (2.B)
CO.3	Analyze and apply key concepts and principles of verbal behavior, including functional response classes and multiple control. (3.A, 3.B, 5.B)
CO.4	Explain the role of contextual and verbal communities in shaping human behavior and self-perception. (4.A, 4.B, 4.C, 7.A, 12.C)
CO.5	Identify and classify verbal operants, stimulus equivalence relations, and relational frames with practical examples. (5.A, 7.B, 7.C, 8.B)

CO.6 Examine the prerequisites for developing verbal behavior repertoires, including naming, equivalence, and relational responding. (5.C, 8.A)

CO.7 Evaluate the influence of public and private events on behavior and distinguish mentalistic from behavioral explanations. (2.D, 3.C, 3.D, 6.B, 9.A)

CO.8 Interpret rule-governed behavior and its impact on psychological flexibility and behavioral patterns. (9.B, 9.C, 10.A)

CO.9 Explore behavior analytic approaches to language assessment and curriculum development, including PEAK, ABLLS-R, and VB-MAPP. (5.D, 8.C)

CO.10 Analyze empathy, compassion, humility, and cooperation through a behavior analytic lens and their application to ABA practice. (12.B, 12.C)

CO.11 Describe the principles of ACT-based interventions to promote psychological flexibility and assess the scope of competence in implementation. (10.B, 11.A, 11.B, 11.C, 11.D)

CO.12 Engage in reflective practice to identify and analyze contextual factors influencing personal and professional behavior. (6.C, 9.C)

CO.13 Define prosociality and cultural practices from a behavioral perspective. (12.A, 13.A, 13.B)

CO.14 Analyze how individual and collective language processes influence behaviors that impact the sustainability of cultural, environmental, and social systems. (12.C, 13.B, 14.A, 14.B, 14.C)

CO.15 Evaluate the relational framing processes underlying prejudice, bias, and stigma, and develop strategies to promote inclusiveness through behavior analytic principles. (13.C)

CO.16 Students will achieve fluency in key concepts and terms related to behaviorism and verbal behavior by engaging in SAFMEDS practice, interpreting performance using standard celeration charting and developing study materials specific to the course.

BACB Test Content Items

This course is designed to satisfy the following requirements:

- Theory and Philosophy in Behavior Analysis (45 Hours): 1 Freestanding Course

This course is designed to address these items from the BCBA 6th Edition Test Content Outline:

A.1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).

A.2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).

A.3 Explain behavior from the perspective of radical behaviorism.

A.4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.

B.18 Identify and distinguish between rule-governed and contingency-shaped behavior.

B.19 Identify and distinguish among verbal operants.

B.20 Identify the role of multiple control in verbal behavior.

B.21 Identify examples of processes that promote emergent relations and generative performance.

E.8 Identify and apply interpersonal and other skills (e.g., accepting feedback, listening actively, seeking input, collaborating) to establish and maintain professional relationships.

E.9 Engage in cultural humility in service delivery and professional relationships.

E.11 Identify personal biases and how they might interfere with professional activity

G.19 Design and evaluate procedures to promote emergent relations and generative performance.

Course Materials

All required course materials can be obtained through the Ball State First Day program. All students are automatically enrolled each semester. Please check your bsu.edu email for information about delivery of physical and digital materials. Students who wish to opt out during the **Fall 2026** semester must do so by **August 30, 2026**. Students who opt out are responsible for obtaining all required course materials on their own through the Ball State Bookstore or another retailer. If you opt out, your digital access will expire shortly after, and you will lose access to publisher-provided course content, online assignments, quizzes, and exams.

Textbooks

Required Texts

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). ISBN: 9780134752556 (Hardcover) or ISBN: 9780134798783 (eBook)

Johnston, J. M. (2019). *Talking about behavior: Radical behaviorism for ABA practitioners* (2nd ed.). ISBN: 9781597380768 (Paperback) or ISBN: 9781597381420 (eBook)

Ming, S., Gould, E., & Fiebig, J. H. (2023). *Understanding and applying relational frame theory*. ISBN: 9781684038879 (Paperback) or ISBN: 9781684038893 (eBook)

Recommended Text

Skinner, B. F. (1957). *Verbal behavior* (Extended edition). ISBN: 9780996453912. Paperback.
Ebook: Ebook Available Here (BFSkinner.org)

Other Required Materials

Required Articles

In addition to readings assigned from the texts above, there will be articles assigned as required reading. You can access these articles through the library reading list that is linked in Canvas.

Vizi BCBA® Exam Prep

The Vizi BCBA Exam Prep program is a virtual textbook that is designed as a study guide for those pursuing the BCBA and BCaBA credentials. You should be billed for this textbook through the

University fees. You should see a link in Canvas allowing you access to the modules relevant to this course. If you are planning to take the BCBA exam in the near future, you can also purchase the full-length Exam Prep and practice examinations for a discounted rate.

Standard Celeration Chart

Students will be required to chart their SAFMEDS assignments across all courses in the graduate program using a standard celeration chart. Therefore, you will need to purchase 10 standard celeration charts. We will use a Daily per Minute Chart. If you have an electronic standard celeration chart available, you may use that. You may purchase standard celeration charts from the BSU bookstore or directly from the following website:
https://www.behaviorresearchcompany.com/product/ball-state-bundle/

As well, to prepare your SAFMEDs materials, you will need to purchase a set of sixty index cards.

Computer/Technical Equipment

In order for you to be successful in this type of course (e.g. online delivery, distance education), you will need the technology listed in Canvas. A Computer (Mac or PC) with high-speed Internet access is required. You should plan to use Firefox for exams. You will not be able to see all images if you use Chrome. Information regarding technical support, data privacy, and accessibility can also be found in Canvas. This course requires the use of the Respondus LockDown Browser and Monitor for the final exam, as described in the Exam Proctoring policy. If you experience difficulties, contact the BSU Technology Helpdesk.

Optional & Supplemental Course Materials

Recommended Readings

In addition to the required readings assigned for this course; we are providing a list of recommended supplemental readings that will support your mastery of the material and/or serve as continued reading after you complete this course. You can access these articles through the library reading list that is linked in Canvas.

Vizi BCBA® Exam Prep

The Vizi BCBA Exam Prep program is a virtual textbook that is designed as a study guide for those pursuing the BCBA and BCaBA credentials. You should be billed for this textbook through the University fees. You should see a link in Canvas allowing you access to the modules relevant to this course. If you are planning to take the BCBA exam in the near future, you can also purchase the full-length Exam Prep and practice examinations for a discounted rate.

Foxy Learning

This online platform (FoxyLearning) provides educational resources, such as tutorials and videos, focused on topics in behavioral science. Throughout this course, we will identify which lessons in the tutorials “An Introduction to Verbal Behavior” and “An Introduction to Relational Frame Theory” you can complete; please note that we will require screenshots of evidence that you completed these modules if you complete them as part of the Quiz Retake Policy, however you do not need to purchase these tutorials (the freely available sample lessons are sufficient for this course). If you are struggling with the content or want to have extra learning materials, purchasing these tutorials

may be valuable to you.
FoxyLearning: An Introduction to Verbal Behavior (We will utilize Lessons 1-7)
FoxyLearning: An Introduction to Relational Frame Theory (We will utilize Lessons 1-4)

Ming et al. (2023) Text (see required texts)

At the start of each chapter, you will find a set of "Technical Learning Objectives" (e.g., "Define..."). For some extra practice assignments, you will be taking notes on each of those objectives in a Word document, and email that to your instructor as evidence of your extra practice. For example, if a technical learning objective was "Define verbal behavior," you would put the objective in your document and the definition of verbal behavior below it, using the text as your resource and citing specific page numbers.

Course Assignments and Assessments

Table 1: Course Point Distribution and Grading Scale

Points are earned as follows:

Assignment/Exam	Points
Engagement Exercises	
Reflections (8 @ 5 pts each; Point-Based)	40
Discussion Forums (13 @ 5 pts each; Point-Based)	65
Assignments	
Welcome to SPCE 689 Assignment (Point-Based)	10
Respondus LockDown Browser Practice Quiz (Complete/Incomplete)	5
"Unpacking Verbal Behavior" Assignments (6 @ 20 pts each; Complete/Incomplete)	120
"As the Radical Behaviorist Views It" Parts 1 (@ 5 pts) & 2 (@ 20 pts; Point-Based)	25
"As the Radical Behaviorist Views It" Part 3 Final Submission (Point-Based)	75
Assessments	
Quizzes (4 @ 20 pts each; Point-Based)	80
Final Exam (Point-Based)	50
Capstone Portfolio	
SAFMEDS and Standard Celeration Chart (Complete/Incomplete) SAFMEDs Deck (5 pts) Check Points (3 @ 5 pts each) Final Check Point (20 pts; no revisions)	40
Comprehensive Study Guide (Complete/Incomplete) Check Points (3 @ 5 pts each) Final Submission (25 pts; no revisions)	45
Infographic (Complete/Incomplete; no revisions)	15
Capstone Requirement Statement: To pass this course, students must complete all components of the Capstone Portfolio. Students who do not complete every component will receive a failing grade, regardless of their total points earned in the class. For students admitted in Fall 2025 and beyond, successful completion of the Capstone Project in each course is also a requirement for graduation. Please download and carefully the Capstone Project Student Handbook, which will provide all details and requirements.	
TOTAL	**570**
All items in green and labeled "Complete/Incomplete" are graded as complete/incomplete; all items in black font and labeled "Point-Based" are graded as point-based. The grading style of each assignment is stated in the table above. The description of each grading approach is summarized below:	

Complete/Incomplete assignments: For any assignment scored as Complete/Incomplete, if any part of that assignment is incomplete on an associated rubric, the assignment will be scored as incomplete. Canvas gives you a score of zero on assignments that are graded as incomplete – but don't let that panic you! Once you resubmit and earn a 'complete' you will receive points via the rubric. If you receive an 'incomplete' on these assignments, you will be given the chance to revise your work until you have mastered the assignment. To avoid repeatedly having to revise your work, use antecedent and consequent-based strategies. Antecedent strategies include actively participating in office hours and/or the discussion forum, reviewing all the assignment details and creating your assignment checklist, and focusing on the detailed instructions that will support your knowledge acquisition. *You have a maximum of 1 week from the day an assignment is marked as Incomplete to submit a revision and a maximum of 3 attempts unless otherwise specified by your instructor or in the assignment description.*
*Please note – several Unpacking Verbal Behavior Assignments are graded within Canvas; in that case, you will have 3 attempts to earn the full score on the assignment.

Point-based assignments: There are also points-based types of activities/assessments in this course, and there will be clear specifications as to how you earn points for these assignments. Your submission will be graded based on the points you earn only. Your instructor is unlikely to give you the opportunity to revise these assignments.

Table 2: Course Grading Scale

Grading Scale (percent of possible points)		
A- = 90-93	A = 94-100	
B- = 80-83	B = 84-86	B+ = 87-89
C- = 70-73	C = 74-76	C+ = 77-79
D- = 60-63	D = 64-66	D+ = 66-69

Note: Canvas does not round up when assigning letter grades, so a score of 93.98 is an A-.

Course Assignments Subject to Change

Assignment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on Canvas and are subject to change to support the learning process. Please check Canvas regularly to stay informed and on track.

Statements, Policy, and Information

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Disability Statement

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Attendance Policy

Attendance: School loans are now tied directly to class attendance/participation. For this class, timely submission of assignments as well as full participation in discussion boards is one way we determine if a student is participating. Students with loans risk losing funding if they do not regularly participate. Please follow the discussion board expectations outlined below. Weekly participation in the form of logging in, writing in a forum, or submitting a written assignment is mandatory.

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

Title IX / Sex Discrimination

Ball State University is committed to maintaining an educational environment free from sex discrimination, including sexual harassment, sexual misconduct, dating and domestic violence, and stalking. Students who experience or witness conduct that may violate University policy are encouraged to seek support and assistance. The Title IX Office can provide information about reporting options, supportive measures, and available resources. Contact the Title IX Office at 765-285-1545 or titleix@bsu.edu.

Please Note: As your instructor, I am a mandatory reporter. If you disclose information to me about conduct that may constitute sex discrimination or sexual misconduct, I am required to notify the Title IX Coordinator. The Title IX Office will reach out to discuss available resources, supportive measures, and reporting options. If you wish to speak with someone confidentially, you may contact the Counseling Center or the Center for Survivor Support.

Pregnancy and Related Conditions

Ball State University provides reasonable modifications for students affected by pregnancy, childbirth, or related medical conditions. Students seeking academic, housing, or other modifications are encouraged to contact the Title IX Office as early as possible to discuss available options and support. For assistance, contact the Title IX Office at 765-285-1545 or titleix@bsu.edu.

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the University Grade Appeal Policy and Process.]

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using a generative AI system or a person to complete academic assignments such as response papers, discussion posts, essays, or any other assignment when such use is not explicitly permitted by the assignment instructions or the instructor.
- Utilizing another person or a generative AI system to take a quiz, examination, or similar evaluation in place of oneself.
- Using a generative AI system for research, creative work, theses/dissertations, grant proposals, IRB-regulated work, or publication-bound work in violation of university AI policies, funder/publisher rules, IRB requirements, or discipline-specific standards.
- Presenting as one's own work the ideas, representations or words of another person or of a GenAI system without customary and proper acknowledgment of sources or of the AI tool(s) used.
- Using generative AI systems to analyze data, conduct research, or generate content that is included in an assignment (images, graphs, charts, tables, etc.) without proper documentation, citation, and attribution of this AI use
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Generative AI (GenAI) Statement

In this course, AI tools may be used as learning aids to support your process, much like brainstorming with peers or receiving feedback. Appropriate uses may include clarifying concepts after you have first worked to understand them yourself, generating ideas after independent thinking, organizing your own thoughts, or assisting with grammar and spelling. If you use technology as part of an approved accommodation or accessibility support, please contact me so we can clarify expectations.

However, all submitted work must reflect your own understanding, reasoning, and effort. You should be able to explain your thinking, defend your ideas, and recreate your work without AI assistance. Using an AI tool to generate content without proper attribution constitutes a violation of Ball State University's Student Academic Ethics Policy.]

AI tools should not be used to produce written responses or other work for submission, to create the structure or core content of an assignment before you develop your own approach, or to replace assigned readings and direct engagement with course materials. AI use that misrepresents your effort or understanding is not permitted.

If you use AI beyond basic spelling or grammar support, include a brief note at the end of your assignment identifying the tool you used, how you used it, and how you evaluated or revised the output.

Please remember that AI tools can produce inaccurate, biased, or fabricated information. You are responsible for verifying accuracy and ensuring your work reflects your own voice and understanding. If you are unsure whether a particular use is appropriate, please ask.

The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming,
visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: BallStateLC.

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center to get additional feedback on your writing. The Writing Center can help you at any stage of the writing process, whether you're just getting started and need help brainstorming or when you're wrapping up a project and just want a second set of eyes. We work with writers from all disciplines and with all kinds of writing, including essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts.

You can choose from three appointment types: getting started on a new project (Planning appointment), discussing an existing draft (Feedback appointment), or scheduling time to work, with a tutor on hand to keep you motivated (Accountability appointment). To schedule a free appointment, go to bsu.edu/writingcenter. We offer online appointments any time we're open, or you can meet a tutor face-to-face in Robert Bell 295 during weekdays and Bracken Library First Floor West in the evenings. Make sure you plan ahead, because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the Basic Needs Hub. The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a Basic Needs Assistance Form.

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found at BSU Counseling Center.

The Speaking Center

The Speaking Center is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this direct link to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the Canvas Voluntary Product Accessibility Template (VPAT).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading **Ball State's FERPA and Privacy and Protection.**

Video Conferencing Recording

In this online class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Proctoring

This course will require the use of the Respondus LockDown Browser and Monitor for online exams. Watch this short video to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams.) Instructions for obtaining the software can be found in our course.

Course Statements and Policies

Program Handbook

Please download and read the Student Handbook and Program Policies document thoroughly to stay aware of program expectations, requirements, and other important information.

Participation Expectations

- Attendance in Ball State University online classes is measured by your active participation in course activities at least once each week; it is recommended that you log on to Canvas early in each week and check in 3-4 times throughout the course of the week.
- Be sure to complete your course work as assigned to ensure you are recorded as attending the course. For this class, timely submission of assignments, participation in the student discussion forum, and logging into the course materials in Canvas are ways in which we determine if a student is participating.
- Weekly participation in the form of logging into Canvas, writing in a forum, or submitting a written assignment is mandatory. All assignments should be completed by the due date. Students should not work ahead.
- University attendance policies can be reviewed at the following website: Vice Provost Student Services Attendance Policies

Feedback Policy

- Instructors strive to provide timely feedback within one week of each assignment's due date. For assignments with associated rubrics, feedback is given through the rubric, with additional comments in SpeedGrader at the instructor's discretion. For assignments without rubrics, feedback is provided directly in SpeedGrader. For quizzes, exams, and other auto-graded activities, you will see your score immediately after completion. A one-time review of incorrect responses is available to support your learning. If you need clarification on any item, contact your instructor. Many of the assignments in this course build on previous assignments. Therefore, it is important for you to carefully review your instructor's feedback.
- Your instructor will read every discussion post but will not always personally comment on posts in order to encourage peer engagement in the forums.
- Contact your instructor directly if you have questions or concerns about your performance in class.

Assignment Submission Policy

- All assignments should be submitted as Word documents with extensions of .doc or .docx or PDF documents with extensions of .pdf unless otherwise indicated in the assignment description.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the module.

Late Assignment Policy

- All assignments are due by 11:59pm EST/EDT time on the due dates indicated in the appropriate submission location on Canvas.
- Your instructor is under no obligation to accept a late submission for any assessment or assignment. If you contact them to request an extension before the deadline, it is their decision whether to provide the extension. They are permitted to deduct a penalty of one letter grade per day will apply if a late submission is accepted. If you exceed the time limit on exams, you will lose one point per minute past the submission deadline.
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer.
- You have one (1) permitted late assignment ("Late Pass") to allow for these issues, to which you can turn in one assignment 24 hours late. The Late Pass can be applied to Engagement Exercises and Assignments (including Capstone Portfolio assignments), which the exception of the "As the Radical Behaviorist Views It" Part 4 Final Submission (this assignment is excluded from the Late Pass Policy). The Late Pass cannot be applied to Assessments. If you need to utilize your "Late Pass," please message your instructor and leave a comment on the Canvas submission to inform them. If you receive formal accommodations related to extended assignment deadlines through the Office of Disability Services, the 'Late Pass' is added on to that accommodation.
- Canvas will not accept assignments for grading after 11:59 pm on the final day of class.

Grading Policy

It is the course policy that appropriate evaluation of your academic performance is an integral part of your learning experience. In the absence of mistake, fraud, bad faith or incompetence, your instructor will be the key decision-maker on the assignment of grades. For information concerning grade appeals, consult the Ball State website.

Engagement Expectations

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

Course Schedule

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.