**Fitchburg State University**

**EDUCATOR Programs**

**Comprehensive Syllabus**

Semester

## Course Prefix and Number

## Course title

## Day(s) and time of classes - Online

**Instructor: Christine Roman Lantzy, Ph. D.**

**Office: 25 Deer Spring Lane Allison Park, PA 15101**

**Telephone: 412-559-4431**

**E-mail: croman@cviresources.com**

**COURSE DESCRIPTION:**

This course will provide an overview of the principles and practices of working with students who have cortical visual impairment (CVI). The course is based on the use of The CVI Range, a functional vision assessment used to determine the degree of affect of the visual and behavioral characteristics associated with CVI. Course participants will be provided information on the use of The CVI Range and will have the opportunity to score a video based CVI Range assessment. The course will also include information pertaining to the causes of CVI and program planning/interventions for individuals with CVI.

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

**TEXTS:**

Roman Lantzy, C. A. (2007). *Cortical visual impairment: An approach to assessment and intervention.* New York, N.Y. The American Foundation for the Blind

Jan, J. "Windows into the Visual Brain: New Discoveries About the Visual System, Its Functions, and Implications for Practitioners”, JVIB, July-August 2013

Newcomb, S. 2010. *The reliability and validity of The CVI Range*. JVIB, October 2010

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

**Fitchburg State University Teacher Education Conceptual Framework**

 

**LEARNING OUTCOMES / OBJECTIVES:**

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

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

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

* The diagnostic criteria associated with CVI
* The visual and behavioral characteristics associated with CVI
* The medical causes of CVI
* The principles of The CVI Range
* Phase I, Phase II and Phase III CVI
* The implications of the results of The CVI Range in relation to program planning, environmental adaptations, and IEP goals and objectives
* CVI and literacy

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

* Describe the medical conditions associated with CVI
* Describe the 10 visual and behavioral characteristics associated with CVI
* Conduct and score The CVI Range
* The ability to interpret the results of The CVI Range
* Design adaptations and supports based on The CVI Range score
* Provide instruction and/or consultation in literacy for students with CVI

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

* Identify individuals who demonstrate the characteristics associated with CVI
* Provide functional vision assessment by conducting The CVI Range
* Provide appropriate program planning, direct instruction, and consultation to students with CVI
* Provide information about the educational implications of CVI to parents and providers

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

* Provide appropriate information about the medical causes of CVI
* Provide information about the functional vision of an individual with CVI
* Provide targeted environmental adaptations, consultation, and instruction based on the score derived from The CVI Range

**INSTRUCTIONAL STRATEGIES**

 X Lecture Data Collection and Analysis

 X Discussion/Questioning Pre-Practicum

 Laboratory Role Playing/Simulation

 X Problem Finding/Solving X Independent Learning

 Discovery Field Trips

 X Interviewing Computer Applications

 Collaborative Learning Groups X Viewing or Listening to Followed by

 X Reflective Responses Discussing

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

**Technology Initiatives**:

Users of the Fitchburg State University 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 Systems.

Candidates will utilize technology as:

* to access the course
* a communication method (email)
* a research method

**COURSE REQUIREMENTS**:

The required assignments for this course are as follows:

**Post-Tests session quizzes:** There will be a post-test in all eight sessions. Participants are required to complete all of the post-tests. The quizzes will be multiple choice and true/false questions. Completion of the tests satisfies the requirement. However, failure to complete the tests will result in a loss of points toward the final grade.

The rubric point scale will be used to assess your work based on a 40 point scale.

|  |  |  |
| --- | --- | --- |
| **Rubric for Weekly Post-Tests** | **40 points** | **0 points** |
| **Completion of Post-Test/quiz****Max pts: 40** | Post-tests are completed within the specified timeframe | Post-test is not completed in the specified timeframe  |

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

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

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

The rubric point scale will be used to assess your work based on a 20 point scale.

Eight discussion forums are required at 20 points possible for each Rubric =

* 5 pt. possible for appropriate incorporation of and reference to the readings
* 10 pts. possible for the appropriate number of responses (two responses per discussion – one to the question and one to another participant’s post)
* 5 pts. possible for quality response (well-written, appropriate response to the question/topic).

|  |  |  |  |
| --- | --- | --- | --- |
| **Discussion Forum Rubric** | **20 points** | **10 point** | **0 points** |
| **Incorporation of and reference to the readings in discussion responses****Max pts: 5** | Max pts: 5 | Responses include reference to the readings assigned for the week. | Responses do not include any reference to the readings for the week. |
| **Quality, well-written response****Max pts: 10** | Responses clearly address the discussion topic including student’s own thoughts as well as the responses posted by others. | Responses address the discussion topic but do not respond to responses posted by others. | Responses do not address the discussion topic. |
| **Appropriate number of responses****Max pts: 5** | A minimum of two responses are posted. | Only one response is posted | No responses are posted. |

All assignments must be posted by the posted due date. Assignments will be accepted late but 1 point will be deducted for each week the assignment is submitted after the due date.

**Webquests:** There will be eight webquest assignments. Each webquest will ask participants to search the web for information related to the course content. Participants are asked to search for a website that is relevant to the assignment and provide a thorough answer to the question posed by the instructor. Each participant will be expected to complete the webquest assignment as described in the weekly session.

The rubric point scale will be used to assess your work based on a 10 point scale.

Eight webquests are assigned at 10 point possible = 80 points.

Rubric =

* 4 pts. possible for choice of website
* 6 pts. possible for quality response (well-written, appropriate response to the question/topic).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric for Webquests** | **6 points** | **3 points** | **2 point** | **0 points** |
| **Choice of website****Max pts: 4** | Max pts: 2 | Website chosen is highly relevant to the assignment. | Website chosen is moderately relevant to the assignment | Website is not chosen or not relevant to the assignment  |
| **Quality response****Max pts: 6** | Response to the assignment is thorough providing a complete answer to the webquest. Response also includes information regarding how this information will be used by the participant in the future.  | Response to the assignment is thorough providing a complete answer to the webquest.  | Response to the assignment is provides a partial answer to the webquest.  | No response is submitted |

All assignments must be posted by the posted due date. Assignments will be accepted late but 1 point will be deducted for each week the assignment is submitted after the due date.

# **EVALUATION OR GRADING POLICY:**

**Methods of Evaluation**

Participants are evaluated by the following methods:

* Introduction =
* Pre/Post Tests =
* Discussion Forums =

**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

Grades that fall between intervals will be rounded to the higher number.

**COURSE CONTENT / TOPICAL OUTLINE**

**Session One:**

This session will provide an introduction into cortical visual impairment (CVI). Information will be provided regarding an historical perspective, differences between ocular and cortical forms of visual impairment, and definitions of brain based forms of visual impairment. This session will also be used to describe visual plasticity as a foundational principle in improvements in functional vision in individuals with CVI.

**Session Goals:**

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

* Describe the history of CVI
* The critical differences between ocular and cortical forms of visual impairment
* Describe the differences between cortical and cerebral visual impairment
* Describe the role of neuro-visual plasticity in improvements in functional vision fro individuals with CVI
* Describe the diagnostic criteria used to identify CVI

**Discussion Board:**

Parents and educators have expressed concern about inconsistency in identifying or diagnosing CVI. What do you consider the obstacles in diagnosing CVI? How could you support families who are seeking answers regarding their child’s undiagnosed CVI

**Readings:**

Roman Lantzy, Christine. *Cortical Visual Impairment: An Approach to Assessment & Intervention,* AFB Press, New York, NY 2007-Introduction & Chapter 1

Jan, J. "Windows into the Visual Brain: New Discoveries About the Visual System, Its Functions, and Implications for Practitioners”, JVIB, July-August 2013

**Assignment:** 30 points

Write a 3-5 paragraph description of the differences between cortical and cerebral visual impairment in language that an educator can use with a family of a child with CVI.

**Webquest (Online research)**: 10 points

Search the web for information about the effect of neural plasticity and human development.

**Discussion Forum:** 20 points

Parents and educators have expressed concern about inconsistency in identifying or diagnosing CVI. What do you consider the obstacles in diagnosing CVI? How could you support families who are seeking answers regarding their child’s undiagnosed CVI?

**Session Two:**

This session will provide information regarding the medical conditions associated with the causes of CVI. The medical causes will be linked to the diagnostic criteria for CVI. This session will use illustrations to differentiate ocular/anterior visual pathway disorders from posterior visual pathway disorders (CVI). The function of both dorsal and ventral stream visual pathways will be introduced. Each medical condition will be defined and describes. Photo samples of brain image findings will assist participants better understand the structural and functional affects of each medical condition.

**Session Goals:**

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

* Describe the importance of knowing the medical causes of CVI as an important key to diagnosis of CVI
* Describe the function of both the anterior and posterior visual systems
* Describe the function and behaviors associated with dorsal and ventral stream visual processing
* Name and describe the basic affect of the major medical causes associated with CVI

**Discussion Board:**

Why is it important to know the medical cause of CVI? Describe at least 3 reasons and if possible, provide professional experiences where you used this information to help explain or clarify a child or student’s CVI.

**Readings:**

Roman Lantzy, Christine. *Cortical Visual Impairment: An Approach to Assessment & Intervention,* AFB Press, New York, NY 2007-Chapter 2

**Assignment:** 30 points

List the medical causes of CVI in 10 or more students who are receiving services from you and/or your colleagues. What are the most common causes in the individuals you listed? Does this finding agree with the information you discovered in your websearch?

**Webquest (Online research):** 10 points

Search the internet for information regarding the medical causes of CVI. Make a determination regarding the most common conditions associated with CVI. Participants will likely need to check educational and medical sites.

**Session Three:**

This session will provide information regarding the 10 visual and behavioral characteristics associated with CVI. Each characteristic will be defined and examples of the characteristics will be provides through photos and/or video samples. These 10 visual and behavioral characteristics are the foundation for instruction and competence in conducting The CVI Range and for program planning.

**Session Goals:**

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

* List the characteristics associated with CVI
* Describe the key factors and behaviors associated with each characteristic
* Describe the educational implications of the characteristics associated with CVI

**Discussion Board:**

Comment on the potential consequences of an educator using an ocular-based intervention with a student who has CVI. What could go wrong?

**Readings:**

Roman Lantzy, Christine. *Cortical Visual Impairment: An Approach to Assessment & Intervention,* AFB Press, New York, NY 2007-Chapter 3

**Assignment:** 30 points

Write a 300-400 word description of the differences between the visual behaviors associated with ocular forms and cortical forms of visual impairment

**Webquest (Online research)** 10 points

Search the web for foundation articles regarding the characteristics of CVI. Articles by Jan, Hoyt, & Groenveld may be especially pertinent

**Session Four:**

This session will be used to provide information regarding a method to assess the functional vision of young children, students, and adolescents who have CVI. Data regarding the reliability and reliability of The CVI Range will provide a foundation for the efficacy of using this tool. A framework for considering the degree of affect of CVI into three phases along a 0-10 continuum will be provided. The introduction to The CVI Range will also provide information about the methods used to gather CVI Range data.

**Session Goals:**

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

* Describe the rationale for a CVI-specific functional vision assessment
* Report information regarding the reliability and/or validity of The CVI range
* Describe the behaviors associated with Phase I, Phase II, and Phase III CVI
* Describe the importance of the interview, observation, and direct assessment components of The CVI Range

**Discussion Board:**

What are the potential consequences of a professional conducting a traditional (ocular based disorder) functional vision assessment with an individual who has CVI? How could it affect the individual’s educational or other programming?

**Readings:**

Roman Lantzy, Christine. *Cortical Visual Impairment: An Approach to Assessment & Intervention,* AFB Press, New York, NY 2007-Chapter 5

Newcomb, S. 2010. *The reliability and validity of The CVI Range*. JVIB, October 2010

**Assignment** 30 points

Using the interview questions provided in Chapter 5 of *Cortical Visual Impairment: An Approach to Assessment & Intervention,* complete a CVI Range interview in a face to face setting or by telephone.

**Webquest (Online research)**

*Please describe any online research assignments that will be included. Do you want the students posts to be viewable by other students? How many points is this assignment worth?*

10 points

Search the web for any sites that provide methods to assess the functional vision of individuals who have CVI

**Session Five:**

This session will be used to provide participants with a video experience conducting The CVI Range. Instruction will be provided regarding methods for completing and scoring The CVI Range. Data gathered from parent interview, child observation, and direct assessment will be described. A sample CVI interview and a video sample that contains key CVI behaviors will be presented. Participants will be provided an opportunity score The CVI Range assessment and to discuss the results.

**Session Goals:**

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

* Describe and demonstrate methods to conduct the interview portion of The CVI Range
* Describe and demonstrate methods to complete the observation portion of The CVI Range
* Describe and demonstrate methods to complete the direct assessment portion of The CVI Range
* Demonstrate the ability to score Rating I and Rating II of The CVI Range

**Discussion Board:**

Which aspects of The CVI Range are most challenging for professionals to complete? What methods or suggestions can you offer to support professionals who are just beginning to use The CVI Range?

**Readings:**

Roman Lantzy, Christine. *Cortical Visual Impairment: An Approach to Assessment & Intervention,* AFB Press, New York, NY 2007-Chapter 5

**Assignment:** 30 points

Using information gathered from the online research and from your own experiences, pair CVI behaviors you have observed with the corresponding CVI characteristics.

**Webquest (Online research)**: 10 points

Search the web including YouTube for video samples of children who have CVI. Attempt to consider whether the individual is demonstrating visual behaviors consistent with Phase I, Phase II, or Phase III CVI.

**Session Six:**

This session will provide participants with the application of the results of The CVI Range to program planning and implementation. Scores derived from Ratings I & II of The CVI Range are integrated into the IEP and across routines of the individual’s living and learning settings. This session will introduce methods to create a CVI “schedule”; an approach used to plan and manage CVI interventions and adaptations across daily routines.

**Session Goals:**

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

* Describe methods to integrate The CVI Range results into the IEP
* Describe purposes of the results of The CVI Range in program planning
* Describe and implement a CVI “schedule”

**Discussion Board:**

Two teachers of the visually impaired have students with CVI on their caseloads. One removes the student with CVI from the classroom each time he comes to the school. He reportedly works individually on CVI activities and brings the student back to the classroom at the completion of each one-on-one session. The other teacher of the visually impaired rarely works outside the classroom with her students who have CVI. She prefers to meet with educational team members, observe the student in the classroom, and provide updates to the CVI schedule of adaptations.

Offer input regarding the pros and cons of each approach. Which approach is more likely to correlate with increased CVI Range scores?

**Readings:**

Roman Lantzy, Christine. *Cortical Visual Impairment: An Approach to Assessment & Intervention,* AFB Press, New York, NY 2007-Chapter 6

**Assignment:** 30 points

Create a CVI schedule for a student. The student can be one with whom you have direct contact or can be fictitious. Be sure to include the individual’s age & The CVI Range score. Include at least six components of the individual’s daily routine.

**Webquest (Online research):**10 points

Search the web for sites that incorporate information derived fromThe CVI Range into program planning.

**Session Seven:**

This session will provide the participants with the principles and practices of interventions for individuals who have CVI. Intervention suggestions will be divided into Phases I-III and designed to match a specific CVI Range score. Photo images and video samples will be used to demonstrate design of adaptations and instructional supports.

**Session Goals:**

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

* Describe the goals of intervention adaptations and strategies for individuals whose CVI Range scores place their level of functional vision in Phase I, Phase II, and Phase III CVI
* Design adaptations and instructional methods for individuals whose CVI Range scores place their level of functional vision is Phase I, Phase II, or Phase III CVI.
* Describe interventions based on the visual and behavioral characteristics associated with CVI.

**Discussion Board:**

CVI interventions are likely most effective when they are paired with natural routines of the day and are not treated as a separate “therapy”. What can you do to help parents and educational teams understand the benefit of integrated, consistent opportunities throughout the day? Provide examples specific to the challenges of meeting a student’s needs in Phase I, Phase II & Phase III CVI.

**Readings:**

Roman Lantzy, Christine. *Cortical Visual Impairment: An Approach to Assessment & Intervention,* AFB Press, New York, NY 2007-Chapter 6

**Assignment:** 20 points

Create a list of the websites you investigated in the online research/webquest. Assemble the list into two sections: websites that provide CVI Range based activities and those that are more generic or are based on other principles.

**Webquest (Online research):** 20 points

Search the web for sites that provide CVI interventions ideas or suggestions. Note whether or not the suggestions on the site are based on The CVI Range.

**Session Eight:**

This session will provide information regarding the specialized needs of individuals who are in Phase III CVI. Emphasis will be placed on supporting instruction that facilitates literacy learning while incorporating Phase III adaptations and instruction. This session will also provide information regarding identification of salient features in complex arrays in both 2-dimensional materials and 3-dimensional settings. Information will be provided regarding the challenges in social learning for individuals with CVI. Suggestions for social learning and interaction will be provided.

**Session Goals:**

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

* Describe the CVI characteristics as they are demonstrated in Phase III
* Describe the principles of salient visual features
* Describe methods to incorporate salient features, & comparative thought into literacy support
* Describe the specialized supports used to facilitate literacy in individuals who are in Phase III CVI
* Describe challenges and supports of social learning & interaction for individuals with CVI.

**Discussion Board:**

When would an educator or parent begin teaching the principles of salient visual features to a child with CVI? Describe circumstances in which incidental or planned instruction about salient visual features might occur. How might increased understanding of salient visual features support social learning or interaction?

**Readings:**

Roman Lantzy, Christine. *Cortical Visual Impairment: An Approach to Assessment & Intervention,* AFB Press, New York, NY 2007-Chapters 4 & 6

**Assignment:** 30 points

Identify 10 objects and use 2-3 salient feature descriptors for each. Also, write one sentence that compares each one of the 10 objects to another similar but not identical object. Be sure to incorporate the salient features you selected as part of your comparative sentence.

**Webquest (Online research)**: 10 points

Search the web for literacy sites for individuals with visual impairment. Note those that include methods or information about literacy for children with CVI.

**Summary of Weekly Topics and Assignments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | **Topic(s)** | **Assignments Due** | **Possible points** | **Due Date** |
| 1 | Introduction to CVI | * Pre-Post Test
* Webquest session #1
* Discussion Forum #1
 | * 40pts.
* 10 pts.
* 20 pts.
 |  |
| 2 | Medical Causes of CVI | * Pre-Post Test
* Wequest #2
* Discussion Forum #2
 | * 40pts.
* 10 pts.
* 20 pts.
 |  |
| 3 | CVI Characteristics | * Pre-post Test
* Webquest
* Discussion Forum
 | * 40 pts
* 10 pts
* 20 pts
 |  |
| 4 | Intro to The CVI Range | * Pre-post Test
* Webquest
* Discussion Forum
 | * 40 pts
* 10 pts
* 20 pts
 |  |
| 5 | Conducting the CVI Range | * Pre-post Test
* Webquest
* Discussion Forum
 | * 40 pts
* 10 pts
* 20 pts
 |  |
| 6 | The CVI Range & Program Planning | * Pre-post Test
* Webquest
* Discussion Forum
 | * 40 pts
* 10 pts
* 20 pts
 |  |
| 7 | CVI Interventions | * Pre-post Test
* Webquest
* Discussion Forum
 | * 40 pts
* 10 pts
* 20 pts
 |  |
| 8 | Phase III & Literacy | * Pre-post Test
* Webquest
* Discussion Forum
 | * 40 pts
* 10 pts
* 20 pts
 |  |

**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. 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. 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

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.
4. If you have questions for the instructor please post them in the Q&A forum found at the top of the home page for the course. Your instructor will respond to any questions posted within 48 hours. This is the best place to post all non-private questions that pertain to the course since other members of the class will benefit from the answers as well.
5. The instructor will make every effort to check email frequently. However, please avoid any last minute “crises” regarding any of your assignments by reviewing the requirements with sufficient time to obtain clarification prior to the deadline.
6. Participants are welcome to use the “email the class” feature. Please keep messages sent to the whole class related to course content and maintain the same professionalism as you would in a face-to-face class.
7. Participants often have the misperception that taking a course online is easier since they don’t have to physically go to a classroom. While the convenience of “attending class” on your own schedule does make taking an online course easier, this type of educational environment requires discipline to ensure that you don’t get behind. This medium does give participants flexibility in attending class – it is more convenient – not easier!

# **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