Instructor: Sharon Z. Sacks, Ph.D
Telephone: (925) 200-6397
E-mail: szsacks@aol.com
FAX: (925) 249-0315
Office Hours: By Appointment

Course Description:
This course provides a strong rationale for teaching social skills to students with visual impairments by examining the differences in social development. Learners will be introduced to assessment and instructional strategies for teaching social skills to students with visual impairments including students who have visual impairments and additional disabilities.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg 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

TEXTS:

READINGS:


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 obstacles and challenges Teachers face in teaching social skills to students with visual impairments
- How the social development of students with visual impairments, including students with additional disabilities and visual impairments may be different from their sighted age-mates

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

- Develop and articulate a strong rationale for teaching social skills to students with visual impairments.
- Perform social skills assessments and analyze what needs to be taught for individual students
- Use various social skills intervention strategies with students who have visual impairments, including those with visual impairments and additional disabilities
• Develop lessons and strategies for teaching social skills to infants and preschool-aged students with visual impairments and their families

• Design lessons and strategies for teaching social skills to elementary-aged students with visual impairments within inclusive school settings and in the community

• Develop lessons and strategies for teaching social skills to middle school-age students with visual impairments

• Develop lessons and strategies for teaching social skills to transition-age students and young adults with visual impairments with emphasis on community-based instruction and career readiness

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

• Understand the challenges families may encounter in promoting social skills instruction for their child who is visually impaired

• Assist general education teachers to promote social competence among all their students, including the student who is visually impaired in their classroom, by collaborating in instruction related to affective or character education

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

• Advocate for IEP/ITP goals that focus on the instruction of social skills

• Articulate to school administrators and families the importance of teaching social skills to students with visual impairments, including students with visual impairments and additional disabilities

INSTRUCTIONAL STRATEGIES

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

Attendance & Class Participation: Each participant will be prepared for each class session by completing reading assignments prior to the class sessions. Students are expected to attend each session, and participate by asking the instructor questions, providing innovative ideas and strategies to classmates, and applying reading assignments to information presented in class. Students can receive 1 point for each class session for class participation and attendance.

Reading Reflections: After completing each week’s reading, please provide a one to two paragraph reflection. Describe how the reading has influenced your thoughts and ideas about teaching social skills, and provided new strategies for intervention.

RUBRIC FOR READING REFLECTIONS

<table>
<thead>
<tr>
<th>Number of Points</th>
<th>0</th>
<th>1</th>
<th>1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The information provided shows minimal understanding of the reading</td>
<td>The information provided showed adequate understanding of the reading</td>
<td>The information provided showed excellent understanding of the reading.</td>
</tr>
<tr>
<td>Innovation</td>
<td>No ideas or strategies were shared</td>
<td>One idea or strategy was generated as a result of the readings.</td>
<td>Numerous ideas &amp; strategies were applied as a result of the readings.</td>
</tr>
</tbody>
</table>

Discussion Board: Each week students will be given a discussion question to reflect upon. Students are required to respond to the initial question from the instructor at least once, and then respond to a classmate’s response at least once. Students can earn a total of five points for each discussion session depending on their active participation.

RUBRIC FOR DISCUSSION BOARD
<table>
<thead>
<tr>
<th>Number of Points</th>
<th>.5</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Participation</td>
<td>One response is provided</td>
<td>One response to the original question &amp; a response to a fellow classmate is made</td>
<td>One response is made to the instructor, &amp; two or more responses are made to classmates</td>
<td>Two or more exchanges are made with the instructor &amp; two or more responses are provided to classmates</td>
<td>Three to five responses are made to the instructors, and active participation in responding to classmates</td>
</tr>
<tr>
<td>Quality of Information</td>
<td>Minimal information is provided</td>
<td>Information is general and shows adequate understanding of the topic being discussed</td>
<td>Information shows a solid understanding of the materials, and can share ideas with others.</td>
<td>Information provided is analytical &amp; demonstrates understanding of content provided</td>
<td>Excellent understanding of the topic being discussed. Demonstrates ability to analyze &amp; synthesize information critically.</td>
</tr>
</tbody>
</table>

**Weekly Assignments:** Each week’s assignment will ask the candidate to apply the knowledge learned in class and through readings, to practical use with students. Each assignment is worth ten points.

**RUBRIC for WEEKLY ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Number of Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Assignment</td>
<td>Incomplete work. 2/3 of the assignment is missing or not completed</td>
<td>Minimal work in each section of the assignment. 1/2-3/4 of assignment is missing.</td>
<td>Information related to each section of the assignment is evident, but lacks specificity.</td>
<td>Quality of information is provided in each section, but may lack detail.</td>
<td>Each section is complete with many details. The information is accurate.</td>
</tr>
<tr>
<td>Professional Writing</td>
<td>Fifteen or more spelling or grammar errors.</td>
<td>10-15 spelling or grammar errors.</td>
<td>5-9 spelling or grammar errors.</td>
<td>2-4 spelling or grammar errors. Writing reflects a professional point of view.</td>
<td>0-1 spelling or grammar error. Writing reflects a professional point of view.</td>
</tr>
</tbody>
</table>
Final Project: Using the information from previous weeks assignments, create a social skills portfolio for a specific student or group of students. The portfolio should include the following:

- A description of the student or group of students for whom the portfolio will be used.
- A description of the social skills assessments used, and the findings from these assessments.
- Two IEP social skills goals with measureable objectives that reflect the results of the social skills assessment.
- Two lessons for each social skills goal that will be implemented for a designated student or group of students.

RUBRIC for FINAL PROJECT

<table>
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<tr>
<th>Number of Points</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-44</th>
<th>45-50</th>
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<tbody>
<tr>
<td>Completion of Assignment</td>
<td>Incomplete work. 2/3 of the assignment is missing or not completed.</td>
<td>Minimal work in each section of the assignment. ½-3/4 of assignment is missing.</td>
<td>Information related to each section of the assignment is evident, but lacks specificity.</td>
<td>Quality of information is provided in each section, but may lack detail.</td>
<td>Each section is complete with many details. The information is accurate.</td>
</tr>
<tr>
<td>Professional Writing</td>
<td>Fifteen or more spelling or grammar errors.</td>
<td>10-15 spelling or grammar errors.</td>
<td>5-9 spelling or grammar errors.</td>
<td>2-4 spelling or grammar errors. Writing reflects a professional point of view.</td>
<td>0-1 spelling or grammar error. Writing reflects a professional point of view.</td>
</tr>
<tr>
<td>Content</td>
<td>Does not reflect understanding of information to generate.</td>
<td>Information provided reflects minimal understanding.</td>
<td>Information provided reflects a general understanding.</td>
<td>The information provided demonstrates good knowledge of the topic presented.</td>
<td>The information provided show great thought and analysis. Writing is excellent. Ideas are excellent.</td>
</tr>
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## Grading

| Attendance & Class Participation | 7 points (one point per week) |
| Reading Reflections              | 21 points (3 points for each week’s reading) |
| Weekly Discussion Board Questions | 35 points (5 points per question) |
| Weekly Assignments              | 70 points (10 points for each assignment) |
| Final Project                   | 50 points |
| **Total Points**                | 183 points |

- 183-174 = A
- 173-168 = A-
- 167-163 = A-/B+
- 162-157 = B+
- 156-152 = B
- 151-146 = B-
- 145-141 = B-/C+
- 140-135 = C+
- 134-130 = C
- 129-below = F

### FITCHBURG STATE UNIVERSITY

**GRADUATE GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interval</th>
<th>Letter</th>
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<tbody>
<tr>
<td>4.0</td>
<td>95 - 100</td>
<td>A</td>
</tr>
<tr>
<td>3.7</td>
<td>92 - 94</td>
<td>A-</td>
</tr>
<tr>
<td>3.5</td>
<td>89 - 91</td>
<td>A-/B+</td>
</tr>
<tr>
<td>3.3</td>
<td>86 - 88</td>
<td>B+</td>
</tr>
<tr>
<td>3.0</td>
<td>83 - 85</td>
<td>B</td>
</tr>
<tr>
<td>2.7</td>
<td>80 - 82</td>
<td>B-</td>
</tr>
<tr>
<td>2.5</td>
<td>77 - 79</td>
<td>B-/C+</td>
</tr>
<tr>
<td>2.3</td>
<td>74 - 76</td>
<td>C+</td>
</tr>
<tr>
<td>2.0</td>
<td>71 - 73</td>
<td>C</td>
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<tr>
<td>0.0</td>
<td>0 - 70</td>
<td>F</td>
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<tr>
<td>W</td>
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<tr>
<td>IN</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In-Progress</td>
<td></td>
</tr>
</tbody>
</table>

Grades that fall between intervals will be rounded to the higher number.
COURSE CONTENT / TOPICAL OUTLINE

Session #1:  Introduction & Overview of the Course

Session Goals:  Upon completion of this session the participant will be able to:
- Describe the importance of teaching social skills
- Delineate the obstacles to teaching social skills
- Define social skills
- Describe the role of the TVI in teaching social skills
- Describe the role of the family in teaching social skills

Readings:  Sacks, Teaching Social Skills Chs. 1 & 2

Lecture:  Powerpoint presentation

Webcast:  View Perkins webcast

Reading Summary:
After completing this week’s reading, please provide a one to two paragraph reflection. Describe how the reading has influenced your thoughts and ideas about teaching social skills, and provided new strategies for intervention.

Discussion Board #1:  Why do you think school administrators and families may be resistant to including social skills in a student’s IEP? What are some strategies you have used to combat these obstacles?

Assignment #1
- Week 1- Design a one-page rationale for teaching social skills to students with visual impairments, Include information about student outcomes and how social skills can be linked to the common core curriculum.

Session #2:  Social Skills Assessment Process

Session Goals:  Upon completion of this session the participant will be able to:
- Identify why assessment essential
- Describe the types of social skills assessments
  - Observation
  - Checklists
  - Role Play & Problem Solving Scenarios
  - Audio & Video Assessments
  - Social Thinking/perspective Taking Assessments
Readings: Sacks, Teaching Social Skills Ch. 9

Lecture: Powerpoint Presentation

Video: View Focused On Social Skills Assessment Video

Reading Summary:
After completing this week’s reading, please provide a one to two paragraph reflection. Describe how the reading has influenced your thoughts and ideas about teaching social skills, and provided new strategies for intervention.

Discussion Forum: After examining various social skills assessments? How do you anticipate using them with your students? What are some limitations you foresee in using them, and how can you resolve these obstacles?

Assignment #2:
- Week 2- Do a webquest and find out more information related to social skills assessments, particularly in the areas of perspective-taking and social thinking. Share your information with your classmates by providing specific resources in writing.
- Week 2- Examine the social skills assessments discussed in class. Choose one of the assessments & write a paragraph on why you would use this assessment, and for what population would you use the assessment.

Session #3 Differences in Social Development & Strategies to Teach Social Skills to Young Children with Visual Impairments

Session Goals: Upon completion of this session the participant will be able to:
- Identify how research in social skills has influenced practical applications and teaching strategies
- Understand the differences in social development for children & adolescents with visual impairments
- Identify strategies for teaching social skills to young children
  - Developing Play Skills
  - Enhancing Joint Attention
  - Modeling Appropriate Social Behavior
  - Becoming a Contributing Family Member: “Kitchen Curriculum” (found at www.tsbvi.edu)
- Describe the importance of social experiences in the Community & the role of the family in early social experiences

Readings: Sacks, Teaching Social Skills Chs. 3, 4, & 10

**Lecture:** Powerpoint Presentation

**Reading Summary:**
After completing this week’s reading, please provide a one to two paragraph reflection. Describe how the reading has influenced your thoughts and ideas about teaching social skills, and provided new strategies for intervention.

**Discussion Forum:** How do differences in social development among students with visual impairment impact their ability to gain social competence throughout life? What can families do to enhance socialization?

**Assignment #3:**
- Observe a student with a visual impairment and a sighted student of the same age and ability in a social setting for at least two hours. Describe the setting in which the observation took place. Describe social development differences. Compare and contrast their social skill abilities. Note similarities and differences.

**Session #4**  Strategies for Teaching Social skills to Students with Visual Impairments & Additional Disabilities

**Session Goals:** Upon completion of this session the participant will be able to:
- Describe strategies for young children
  - Active Learning Activities
  - Social Modeling (Co-Action)
  - Facilitated Play
- Describe strategies for elementary age students
  - Special Friends & Peer Buddies
  - Use of Social Stories
  - Use of Scripts
- Describe strategies for middle school age students
  - Experiences with age appropriate music, dress, language
  - Basic problem-solving scenarios
- Describe strategies for transition-age students
  - Social skills in the workplace
  - Social skills in the community-issues of public & private

**Readings:** Sacks, *Teaching Social Skills* Ch. 13
Lectures:  Powerpoint presentation

Reading Summary:  After completing this week’s reading, please provide a one to two paragraph reflection. Describe how the reading has influenced your thoughts and ideas about teaching social skills, and provided new strategies for intervention.

Discussion Forum:  Why or why not do you think it is difficult to teach social skills to students with visual impairments and additional disabilities? How do you demonstrate student progress?

Assignment #4:
- Design a lesson for including a student with a visual impairment and additional disabilities in the social milieu of the classroom, home environment, or community with family and friends. Include learning objectives, a description of the lesson, activities included, and potential outcomes

Session #5: Teaching Social Skills to Elementary-Aged Students

Session Goals:  Upon completion of this session the participant will be able to:
- Identify specific social skills Interventions
  - Structured Social Skills Training
  - Peer-Mediated Interventions
  - Peer-Support Models
  - Use of Role Models & Mentors
  - Use of Role Plays & Problem Solving Scenarios
- Identify Strategies to Promote Friendships
  - Joining & Sharing in Group Activities
  - Complimenting & Awareness of others’ Feelings

Readings:  Sacks, Teaching Social Skills Chs. 6, 7, 8, & 11


Lecture:  Powerpoint Presentation

Video:  View social skills video clips

Reading Summary:
After completing this week’s reading, please provide a one to two paragraph reflection. Describe how the reading has influenced your thoughts and ideas about teaching social skills, and provided new strategies for intervention.

**Discussion Forum:** How can you promote partnerships with general education classroom teachers to promote social skills into the curriculum? Be creative!

**Assignment #5**
- Develop a social skills lesson that could be done with elementary-aged students in a general education classroom to enhance and promote friendships. Provide learning objectives, specific activities, intervention strategies, and potential outcomes. You may choose to focus your lesson on students with visual impairments and additional disabilities.

**Session #6: Teaching Social Skills to Middle-School Aged Students**

**Session Goals:** Upon completion of this session the participant will be able to:
- Articulate strategies to Enhance Social Competence
- Perspective-taking Strategies
- Taking Responsibility for actions & belongings
- Developing a Positive Social Identity
  - Physical & social appearance
  - Understanding & communicating visual impairment needs
  - Empowerment Strategies
  - Describe how social media can be used to enhance social skills
    - Understanding & using text talk
    - Safety strategies for using social media

**Readings:** Sacks, *Teaching Social Skills* Chs. 7 & 11

**Lecture:** Powerpoint Presentation

**Reading Summary:**
After completing this week’s reading, please provide a one to two paragraph reflection. Describe how the reading has influenced your thoughts and ideas about teaching social skills, and provided new strategies for intervention.

**Discussion Forum:** How do you think social media has helped or hindered students with visual impairments acquisition of friendships with age-mates?

**Assignment #6:**
- Using the internet, develop a lesson for teaching students about social media. Create a one-page handout for a student that describes how to navigate social media e.g., text talk, safety rules).
Session #7: Teaching Social Skills to Transition Age Students (High School/Post Secondary)

**Session Goals:** Upon completion of this session the participant will be able to:

- Assist students in developing strategies for employment & independent living including:
  - Strategies for disclosing one’s visual impairment
  - Social behavior in the work environment
  - Social behavior in the community

Assist students in developing positive communication skills
- Teaching assertive behavior

Assist students in developing positive social relationships
- Dating skills
- Issues of sexuality
- Showing empathy & taking the role of others

Assist students in coping with the issues of Non-Driving
- Finding alternatives
- Reciprocation

**Readings:** Sacks, *Teaching Social skills* Ch. 12


**Lecture:** Powerpoint Presentation

**Video:** View APH video: *Navigating the Rapids of Life*

**Reading Summary:**
After completing this week’s reading, please provide a one to two paragraph reflection. Describe how the reading has influenced your thoughts and ideas about teaching social skills, and provided new strategies for intervention.

**Discussion Forum:** What social barriers do adolescents and young adults with visual impairments in seeking and maintaining employment? How can professionals help to overcome these barriers?

**Assignment #7:**
- Web-quest- Go to AFB’s CareerConnect, and find five activities that can be used with transition-aged students who have visual impairments to enhance their social competence for work or independent living.

### Summary of Weekly Topics and Assignments

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic(s)</th>
<th>Assignments Due</th>
<th>Possible points</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 1       | Introduction and Overview of the course                                  | • Attendance  
• Reading Reflection  
• Discussion Forum  
• Assignment                      | • 1pts.  
• 3 pts.  
• 5 pts.  
• 10 pts. | Jan 26      |
| 2       | Social Skills Assessment Process                                          | • Attendance  
• Reading Reflection  
• Discussion Forum  
• Assignment                      | • 1pts.  
• 3 pts.  
• 5 pts.  
• 10 pts. | Feb 2       |
| 3       | Differences in Social Development                                         | • Attendance  
• Reading Reflection  
• Discussion Forum  
• Assignment                      | • 1pts.  
• 3 pts.  
• 5 pts.  
• 10 pts. | Feb 9       |
| 4       | Strategies for Teaching Social Skills to Students with Visual Impairments and Additional Disabilities | • Attendance  
• Reading Reflection  
• Discussion Forum  
• Assignment                      | • 1pts.  
• 3 pts.  
• 5 pts.  
• 10 pts. | Feb 16      |
| 5       | Teaching Social Skills to Elementary-Aged Students                       | • Attendance  
• Reading Reflection  
• Discussion Forum  
• Assignment                      | • 1pts.  
• 3 pts.  
• 5 pts.  
• 10 pts. | Feb 23      |
| 6       | Teaching Social Skills to Middle-School Agesd Students                    | • Attendance  
• Reading Reflection                      | • 1pts.  
• 3 pts. | March 2    |
Please note: All assignments, reading reflections, & discussion forum responses are due one week following the class session on which they were assigned.

**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](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.

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**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](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](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**
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