**Fitchburg State University**

**EDUCATOR Programs**

**Comprehensive Syllabus**

Fall Semester 2021

## University Course Prefix and Number to be determined

## Course title: *Augmentative and Augmentative Communication (AAC) and Cortical/Cerebral Visual Impairment (CVI)*

## Credit hours 3

## Day(s) and time of classes\_*asynchronous*

Number of Class Meetings \_7\_ Number of Contact Hours\_\_35\_

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1. **COURSE DESCRIPTION:** This seven week online, asynchronous course presents information on how to design and implement an augmentative and alternative communication system (AAC) for individuals with Cortical/Cerebral Visual Impairment (CVI). It reviews the purpose of AAC, the visual behaviors of CVI, and considerations around assessment, design, implementation, data collection, and collaboration.

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

1. **TEXTS:** No formal textbook is required for this course. Instead, course references include research articles, online webinars, and online resources, all of which will be provided.

**Fitchburg State University Teacher Education Conceptual Framework**

 

1. **LEARNING OUTCOMES / OBJECTIVES:**

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, participates will become familiar with the following practices:

1. Understand the fundamentals of augmentative and alternative communication (AAC)
	1. Different types, kinds of people they are appropriate for, different functions and reasons behind using AAC
2. Understand an inclusive model of the visual behaviors of CVI

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

1. Understand how considerations for CVI need to be taken into account when implementing an AAC system
2. Determine what goes into an AAC and CVI assessment and how that information supports decisions around implementation of an AAC system
	1. Understand specifics surrounding CVI accommodations that inform these decisions
3. Understand best practices for designing and implementing an AAC system through perspectives on CVI.
	1. Access methods, supporting vision while using AAC system, setting up the device for success, expanding as skills build, mixing and matching systems

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

1. Understand best practices for inter-professional collaboration to support AAC design and implementation for people with CVI
2. Understand the obstacles and unique circumstances individuals with CVI have when developing communication systems

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

1. Understand the necessity of adapting communication supports and AAC systems in order to be visually accessible to students with CVI
2. Understand the scope of practice of the interdisciplinary team required to make an accessible and robust communication system for individuals with CVI
3. **INSTRUCTIONAL STRATEGIES**

 Lecture X Data Collection and Analysis

 Discussion/Questioning X Pre-Practicum

 Laboratory Role Playing/Simulation

 Problem Finding/Solving X Independent Learning X

 Discovery X Field Trips

 Interviewing Computer Applications X

 Collaborative Learning Groups Viewing or Listening to Followed by

 Reflective Responses X Discussing X

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

**Technology Initiatives**:

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as a way to:

* Access lectures, learning content, required readings
* Research and complete webquests
* Communicate with their peers
* Complete assignments and final project
1. **COURSE REQUIREMENTS**:

**Preparedness and participation:** Candidates are expected to watch all recorded lectures within the week that they are assigned, and complete the required readings. In order to demonstrate this for grading purposes, students will be asked to complete a Google Form each week marking whether or not they watched the lectures and completed the required readings.

**Discussion posts:** Candidates are expected to answer a weekly discussion question drawing from information presented in the lectures and assigned readings. Since this class is an asynchronous design, the discussion board will be actively monitored by both instructors, and dialogue is encouraged. In order to foster dialogue, students are required to make a meaningful comment (posing a thoughtful question or constructive comment) on two of their classmates’ posts each week.

**Assignment 1 (week 1)**: Pick one of three possible case studies (choose carefully, as you will be working with this case study for the remainder of the assignments), review the information, and complete the *visual functioning profile*.

**Assignment 2 (week 2)**: Continue with the same case study chosen last week and complete the *communication skills profile*.

**Assignment 3 (week 3):** Continue with the same case study and discuss 4 design elements you would want to see in an AAC system for the student. Remember to consider the Functional Vision Assessment and Learning Media Assessment when identifying the type of access method (visual, auditory, tactile). If using a visual system, carefully consider Form Accessibility. Also consider the need for any supplementary AAC systems to support communication across biobehavioral states and levels of visual fatigue.

**Assignment 4 (week 4)**: Complete a webquest by searching across various association, teacher, and parent websites to define the role of each team member in AAC design and implementation. Complete the provided “Collaboration Webquest” form.

* ASHA [speech-language pathologists] (https://www.asha.org/)
* AOTA [occupational therapists] (https://www.aota.org/)
* APTA [physical therapists] (https://www.apta.org/)
* AERBVI [teachers for the visually impaired] (https://aerbvi.org/)
* CVI Now -- parent stories: <https://www.perkins.org/cvi-now/family-stories>
* Add any others to the list that you would like

**Assignment 5 (week 5):** Continue using your chosen case study and consider the promising practices surrounding implementation. Identify four key elements for implementing a communication system appropriately. Consider context, environment, team member carryover, and key visual accommodations.

**Final Project (due week 6):** Create a presentation about your case study by creating a slideshow referencing the following, while making your slides accessible and easy to follow:

* Summarize the person’s communication profile
* Summarize the person’s visual functioning (for the sake of this project, assume the team already has a basic understanding of CVI)
* Discuss what AAC system(s) best fit the person’s needs
* Outline “tips and tricks” for designing and implementing the system, and key elements to support carryover across settings
1. **FIELD-BASED REQUIREMENTS:** This course does not contain any field-based requirements.

# **EVALUATION OR GRADING POLICY:**

| **Course component** | **Percentage** |
| --- | --- |
| Participation (demonstrated by completing a Google Form stating completion of lectures and assigned readings) | 10% |
| Discussion posts (weekly, write own post and comment on 2 classmates’ posts) | 15% |
| Assignment 1: Case study, visual functioning profile | 10% |
| Assignment 2: Case study, communication profile | 10% |
| Assignment 3: Case study, design considerations | 10% |
| Assignment 4: Webquest | 10% |
| Assignment 5: Case study, implementation | 10% |
| Final Project: presentation | 25% |
| **Total** | **100%** |

*Late Assignments*: All assignments must be submitted on Moodle by 11:59 pm EST on the Saturday of the week they’re assigned. Any late assignments will be reduced by 5% per day that they are late (for example, if an assignment is turned in on Sunday, the maximum grade possible would be a 95%, and if it is turned in on Monday, the maximum grade possible would be a 90%, etc.).

**FITCHBURG STATE UNIVERSITY**

**GRADUATE GRADING SYSTEM**

**4.0** 95 - 100 A

**3.7** 92 - 94 A-

**3.5** 89 - 91 A-/B+

**3.3** 86 - 88 B+

**3.0** 83 - 85 B

**2.7** 80 - 82 B-

**2.5** 77 - 79 B-/C+

**2.3** 74 - 76 C+

**2.0** 71 - 73 C

**0.0**  0 - 70 F

**W** Withdrawn

**IN** Incomplete

**IP** In-Progress

1. **RUBRICS**

Assignment 1: 10 pts (Visual Functioning Profile)

* All areas of the form completed (all blanks filled in): 1 pts
* Appropriate spelling and grammar throughout: 1 pt
* Information is informed from lectures and readings: 2pts
* Information included is both accurate and complete: 6 pts

Assignment 2: 10 pts (Communication Profile)

* All areas of the form completed (all blanks filled in): 1 pt
* Appropriate spelling and grammar throughout: 1 pt
* Information is informed from lectures and readings: 2pts
* Information included is both accurate and complete: 6 pts

Assignment 3: 10 pts (Design Considerations)

* Discuss 4 design elements you would want to see in an AAC system for the student: 5 pts
* Outline 1 supplementary AAC systems to support communication across biobehavioral states and levels of visual fatigue: 2 pts
* Information is informed from lectures and readings: 2pts
* Appropriate spelling and grammar throughout: 1 pt

Assignment 4: 10 pts (Webquest)

* Appropriate spelling and grammar throughout: 1 pt
* Each of the 7 team members’ roles addressed in an accurate and complete manner: 6 pts
* Source information included: 3 pts

Assignment 5: 10 pts (Implementation Considerations)

* Identify four key elements for implementing a communication system appropriately: 6 pts
* Information is informed from lectures and readings: 3pts
* Appropriate spelling and grammar throughout: 1 pt

Final project: 25 pts

* Presentation includes relevant information from case study: 5 pts
* Presentation links case study information with relevant topics from the course (e.g., assessment, design, implementation): 8 pts
* Information included is both accurate and complete: 5 pts
* Appropriate spelling and grammar throughout: 1 pt
* Information is informed from lectures and readings: 1pts
* Presentation is clear and has a logical flow: 5 pts
1. **COURSE CONTENT/TOPICAL OUTLINE**

**Week 1 (October 11-17): Overview of CVI and AAC**

* A basic introduction to AAC
	+ No tech, low tech, mid-tech, high tech, eye gaze
* A brief review of CVI and promising practices
	+ Unique circumstances when using AAC supports with individuals who have CVI
* Learning objectives: 1, 2, 3, 4, 7
* Requirements:
1. **Watch both recorded lectures.**
2. **Write a discussion post**-- this week introduce yourself, share the reason you chose to enroll in this class, and what you hope to learn
	* + Comment on two classmates’ posts
3. **Watch**:
	* + [“The CVI Umbrella” webinar, by Matt Tietjen](https://www.perkinselearning.org/videos/webinar/cvi-umbrella-community-ideas)

(<https://www.perkinselearning.org/videos/webinar/cvi-umbrella-community-ideas>)

* + - [AAC and CVI](https://www.pathstoliteracy.org/resources/aac-students-cvi-webinar)

<https://www.pathstoliteracy.org/resources/aac-students-cvi-webinar>

1. **Complete Assignment 1**: Pick one of three possible case studies (choose carefully, as you will be working with this case study for the remainder of the assignments), review the information, and complete the *visual functioning profile*.
2. **Read**:
	* + [ASHA-- Augmentative and Alternative Communication https://www.asha.org/practice-portal/professional-issues/augmentative-and-alternative-communication/#collapse\_1](https://www.asha.org/practice-portal/professional-issues/augmentative-and-alternative-communication/#collapse_1)
		+ [AssistiveWare, What is AAC](https://www.assistiveware.com/learn-aac/what-is-aac)

<https://www.assistiveware.com/learn-aac/what-is-aac>

* + - AER NVI position paper (Mazel, Zatta, etc.): <https://aerbvi.org/wp-content/uploads/2020/06/nvipositionpaper_Final-1.docx>

**Week 2: (October 18 - 24) CVI and Language/AAC Assessment**

* Overview of vision assessment completed by teachers for the visually impaired (TVI)
	+ TVI reports for the SLP
	+ Review Learning Media Assessments
* Language assessment completed by speech-language pathologists (SLP)
	+ - Types of assessments
		- What assessment findings note about the need for AAC supports
		- Team collaboration
* Learning objectives: 1, 2, 3, 4, 6, 7
* Requirements:
* **Watch both recorded lectures.**
* **Write a discussion post**-- this week’s question: What unique challenges exist in a thorough language and educational assessment for individuals with CVI? What can we do to “work around” them, and still build a complete picture of the individual’s skills?
	+ - Comment on two classmates’ posts
* **Watch**:
	+ - [“What do you see?” webinar, by Matt Tietjen](https://www.perkinselearning.org/videos/webinar/what-do-you-see-cvi-tvi)

<https://www.perkinselearning.org/videos/webinar/what-do-you-see-cvi-tvi>

* + LMA webinar series
		- Part 1: FVA with Ellen Mazel and Tammy Reisman: <https://www.perkinselearning.org/videos/webinar/effective-and-accurate-fvas-and-lmas-all-students-visual-impairments-help-drive>
		- Part 2: LMA and FVA with Anne Spitz: <https://www.perkinselearning.org/videos/webinar/effective-and-accurate-fvas-and-lmas-all-students-visual-impairments-help-drive-0>
		- Part 3: LMA with Tammy Reisman and Ellen Mazel: <https://www.perkinselearning.org/videos/webinar/effective-and-accurate-fvas-and-lmas-all-students-visual-impairments-help-drive-1>
* **Complete Assignment 2:** Continue with the same case study chosen last week and complete the *communication skills profile*.
* **Review**:
	+ - Tammy Reisman “Making Literacy Decisions for Children with CVI”: <https://www.perkinselearning.org/earn-credits/self-paced/making-literacy-decisions-children-cvi-tammy-reisman>
		- TEACH CVI Literacy Profile: <https://f9d3e3e2-4dd0-4434-a4bb-27a978ad3a27.filesusr.com/ugd/eca85c_2e7c5aa327404aa68a819771fd951854.docx?dn=LIteracy%20profile%20for%20teachers_Secured%20format%2017.10.17.docx>
		- [ASHA: Assessment and Evaluation of Speech-Language Disorders in Schools](https://www.asha.org/slp/assessment-and-evaluation-of-speech-language-disorders-in-schools/)

# <https://www.asha.org/slp/assessment-and-evaluation-of-speech-language-disorders-in-schools/>

# [10 Assessment Tips for Evaluating Students with CCN](https://eyesoneyecare.com/resources/10-tips-evaluating-students-ccn/)

# <https://eyesoneyecare.com/resources/10-tips-evaluating-students-ccn/>

# [Communication Matrix: Description, Research Basis and Data](https://www.communicationmatrix.org/Uploads/Pdfs/CommunicationMatrixDataandResearchBasis.pdf)

# <https://www.communicationmatrix.org/Uploads/Pdfs/CommunicationMatrixDataandResearchBasis.pdf>

* + - Example of informal adaptations for the PLS-5

**Week 3 (October 25 - 31): Design (part 1): The Basics**

* CVI visual behaviors and AAC
	+ Color and reference studies about Goosens, Craine, and Elder and the Wilkerson eyegaze studies about background color, etc.
* Prerequisite: what this means for AAC, and skills checklist
* Learning Objectives: 1, 2, 3, 4, 5, 8
* Requirements:
1. **Watch both recorded lectures.**
2. **Write a discussion post**-- this week’s topic: Choose one visual behavior of CVI, and discuss how it impacts AAC design.
	1. Comment on two classmates’ posts
3. **Complete assignment 3**: Continue with the same case study and discuss design elements you would want to see in an AAC system for the student.
4. Review:
	* + Light, J. & McNaughton, D. <https://aac.psu.edu/?p=2459>
		+ Materials about Active Learning <https://activelearningspace.org/>

**Week 4 (Nov 1 - 7): Design (part 2): Collaboration Considerations**

* Consider multiple systems, based on how their abilities/vision fluctuates throughout the day
* Adaptations: keyguards, positioning, mounts/stands, visual field placement
* Learning objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9
* Requirements:
1. **Watch both recorded lectures.**
2. **Write a discussion post**-- this week’s question: How have you effectively collaborated with your student/child’s team in the past? How do you prioritize what’s important for everyone to support? What questions might you ask for your team when creating an AAC system? Provide examples when possible.
3. **Complete Assignment 4-- Webquest**: Complete a webquest by searching across various association, teacher, and parent websites to define the role of each team member in AAC design and implementation. Complete the provided “Collaboration Webquest” form.
	* + ASHA [speech-language pathologists] (https://www.asha.org/)
		+ AOTA [occupational therapists] (https://www.aota.org/)
		+ APTA [physical therapists] (https://www.apta.org/)
		+ AERBVI [teachers for the visually impaired] (https://aerbvi.org/)
		+ CVI Now -- parent stories: https://www.perkins.org/cvi-now/family-stories
4. **Review**:

# [Designing Effective AAC Displays for Individuals with Developmental or Acquired Disabilities, Janice Light et al. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6436972/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6436972/)

# [Design Opportunities for AAC and Children with Severe Speech and Physical Impairments, Seray B. Ibrahim et al.](https://dl.acm.org/doi/abs/10.1145/3173574.3173801)

<https://dl.acm.org/doi/abs/10.1145/3173574.3173801>

**Week 5 (Nov 8 - 14): Implementation**

* Go over visual supports, structured practice (benefits of learning in routine), keep it fun
* Modeling-- cueing hierarchy
* Correcting when errors happen
* Comprehension checklist
* Matt Tietjen “What’s the Complexity” framework
* Learning Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9
* Requirements:
1. **Watch both recorded lectures.**
2. **Write a discussion post--** this week’s question: What are some statements and routines you use to correct a student’s error? How do you support accuracy in subsequent trials? And fade supports as they make progress.
3. **Complete Assignment 5:** Continue using your chosen case study and consider the promising practices surrounding implementation. Identify four key elements for implementing a communication system appropriately. Consider context, environment, team member carryover, and key visual accommodations.
4. **Read and review the following resources**:
	* + *Comprehension checks, Cueing Hierarchy, example data sheets*
		+ [(PDF) Effects of Parent Instruction on the Symbolic Communication of Children Using Augmentative and Alternative Communication During Storybook Reading](https://www.researchgate.net/profile/Cathy-Binger/publication/41562152_Effects_of_Parent_Instruction_on_the_Symbolic_Communication_of_Children_Using_Augmentative_and_Alternative_Communication_During_Storybook_Reading/links/54a2a5c80cf257a63604ce14/Effects-of-Parent-Instruction-on-the-Symbolic-Communication-of-Children-Using-Augmentative-and-Alternative-Communication-During-Storybook-Reading.pdf)
		+ [Teach Educational Assistants to Facilitate the Multisymbol Message Productions of Young Students who require AAC](https://www.researchgate.net/profile/Cathy-Binger/publication/40041858_Teaching_Educational_Assistants_to_Facilitate_the_Multisymbol_Message_Productions_of_Young_Students_Who_Require_Augmentative_and_Alternative_Communication/links/54a2a68e0cf256bf8bb0d0a5/Teaching-Educational-Assistants-to-Facilitate-the-Multisymbol-Message-Productions-of-Young-Students-Who-Require-Augmentative-and-Alternative-Communication.pdf)
		+ [AAC Modeling with the iPad during Shared Storybook Reading Pilot Study](https://www.researchgate.net/profile/Samuel-Sennott/publication/282398591_AAC_Modeling_with_the_iPad_during_Shared_Storybook_Reading_Pilot_Study/links/580f02c108ae7525273d4c14/AAC-Modeling-with-the-iPad-during-Shared-Storybook-Reading-Pilot-Study.pdf) [The effect of aided AAC modeling on the expression of multi-symbol messages by preschoolers who use AAC:](https://www.researchgate.net/profile/Cathy-Binger/publication/6443709_The_effect_of_aided_AAC_modeling_on_the_expression_of_multi-symbol_messages_by_preschoolers_who_use_AAC/links/00b49532234c8dec97000000/The-effect-of-aided-AAC-modeling-on-the-expression-of-multi-symbol-messages-by-preschoolers-who-use-AAC.pdf)

# [Accessible and meaningful learning for students with CVI, Marguerite Tibaudo](https://www.perkins.org/cvi-now/parenting/accessible-and-meaningful-learning-for-students-with-cvi) (make sure to review instructional resources on this page) https://www.perkins.org/cvi-now/parenting/accessible-and-meaningful-learning-for-students-with-cvi

**Week 6 (Nov. 15 - 21): Data collection / Reevaluation**

* Basics of collecting data-- importance, feasibility, frequency
* How to address what is working-- if something is not working, how to make adjustments
* How to collaborate with the team
* Learning objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9
* Requirements:
1. **Watch both recorded lectures.**
2. **Write a discussion post**-- this week’s question: What are successful strategies and set ups to track data? What are you looking for when taking accurate data?
3. **Begin drafting final project**
4. **Review:**
	* + Sample IEP goals, when to transition between types of AAC, sample/example data sheets
5. **Read**:
	* + [Data Collection and Monitoring AAC Intervention in the Schools](https://pubs.asha.org/doi/abs/10.1044/aac18.2.58)

<https://pubs.asha.org/doi/abs/10.1044/aac18.2.58>

* + - [Tobii Dynavox: The Dynamic AAC Goals Grid](https://coe.uoregon.edu/cds/files/2016/05/AAC-Goals-Grid-2pg-6-10.pdf)

https://coe.uoregon.edu/cds/files/2016/05/AAC-Goals-Grid-2pg-6-10.pdf

* + - [Tobii Dynavox: The Dynamic AAC Goals Grid 2](http://tdvox.web-downloads.s3.amazonaws.com/MyTobiiDynavox/dagg%202%20-%20writable.pdf)

<http://tdvox.web-downloads.s3.amazonaws.com/MyTobiiDynavox/dagg%202%20-%20writable.pdf>

**Week 7 (Nov. 22 - 28): Case studies--videos, examples, and more**

* Review additional case studies and examples of how AAC devices created with CVI supports can be implemented
	+ Learning objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9
* Requirements:
1. **Watch** both recorded lectures with case study videos included.
2. **Complete final project.**
	1. Submit final project with slides and either detailed presenter notes or audio recording of the presentation.

**Fitchburg State University** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

**FITCHBURG STATE UNIVERSITY**

**DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES**

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.  Activate your library account online through our ILLiad system at <https://fitchburgstate.illiad.oclc.org/illiad>; from here you can access article, book, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage 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 login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round.  Students wanting a OneCard must either complete the online Extended Campus OneCard request form at <http://www.fitchburgstate.edu/offices/technology/onecard/> or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

**UNIVERSITY AND EDUCATION UNIT POLICIES**

**Policy on Disability**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

**Attendance and Participation**

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

# **Education Unit Computer Literacy Requirement**

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use email 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 located: athttp://www.fitchburgstate.edu/uploads/files/EducationUnit\_NCATE/Standard2/narrative/Student\_Handbook\_Web\_1213.pdf

# **Academic Integrity Policy**

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