**Fitchburg State University**

**EDUCATOR Programs**

**Comprehensive Syllabus**

Semester: Winter 2023

## Course title: Cortical/Cerebral Visual Impairment: An Overview and Understanding / 4 credit hours

## Online asynchronous

Number of Classes: 10 sessions over 10 weeks

Start date: January 16 – March 12, 2023

**I****nstructors: Lacey Smith, M.Ed., TVI**

**Burju Sari, M.Ed., TVI**

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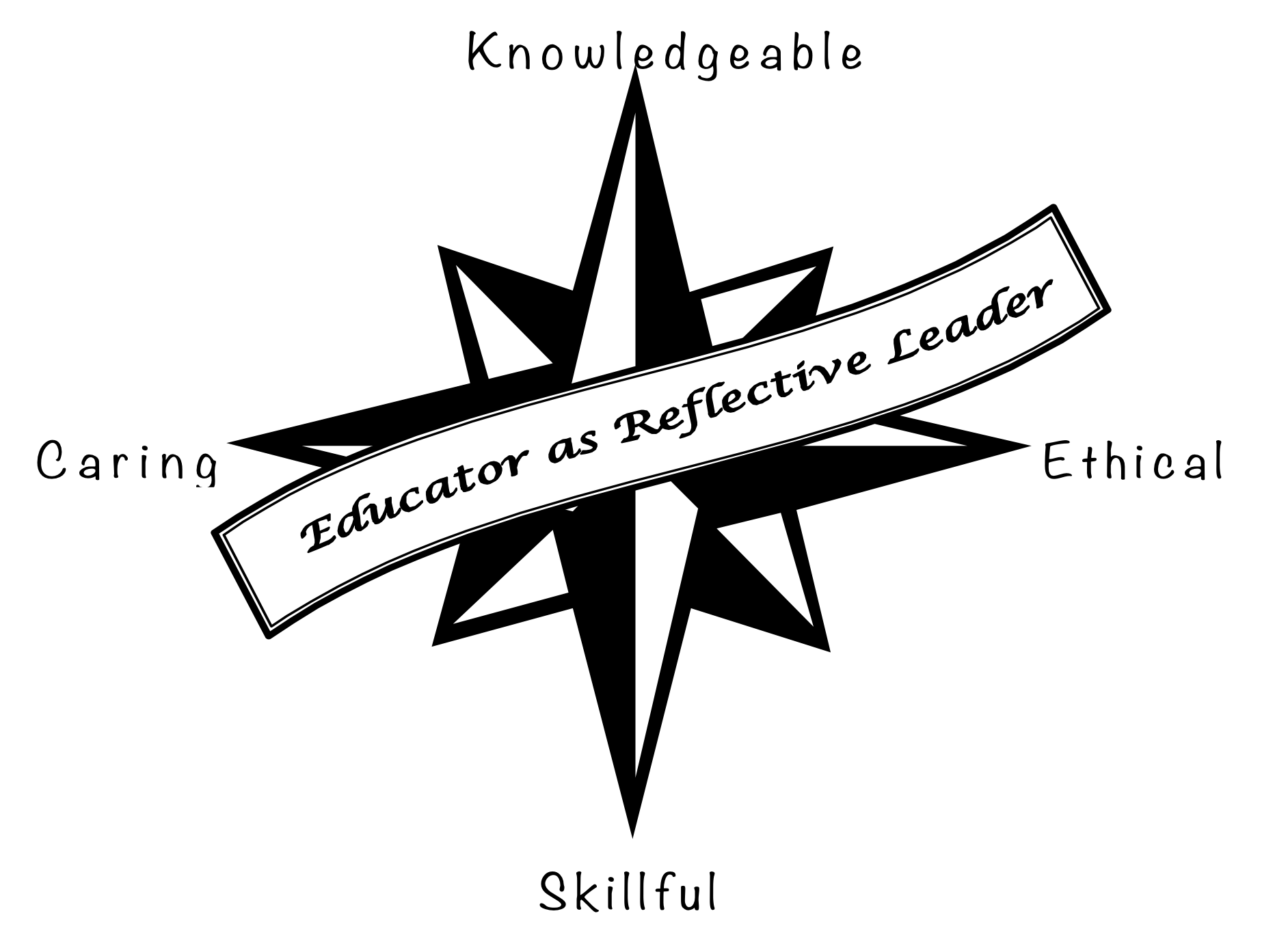
**Burju.Sari@perkins.org**

1. **COURSE DESCRIPTION:**

The Cortical/Cerebral Visual Impairment (CVI): An Overview an Understanding course is designed to provide extensive foundational information surrounding the condition of cortical/cerebral visual impairment, its causes and associated medical conditions, and the educational and development impacts of brain-based visual impairment. The content within this course pulls from multiple practitioners and researchers currently active in the field of CVI to allow for an inclusive and growing understanding of current promising practices and research-based methodology.

1. **TEXTS:** There are no text requirements for this course. All required content will be accessed through web-based resources and downloadable content.

**Fitchburg State University Teacher Education Conceptual Framework**



**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, you will become more cognizant of:

* Basic brain anatomy and function
* Causes of Cortical/Cerebral Visual Impairment
* Theories of Cortical/Cerebral Visual Impairment
* Awareness and general understanding of CVI visual behaviors
* Benefits and need of individualized assessment and related intervention

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

* Identify “red flags” of CVI in terms of medical history and observable visual behaviors.
* Identify appropriate assessments and the steps required to pursue them.
* Identify and begin to apply assessment-based interventions that are student-specific.
* Integrate CVI related supports into the common core and expanded core curriculum.

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

* Recognize the impact that CVI may have on a student’s visual attention and visual recognition.
* Create accessible learning environments and learning materials for students with CVI.
* Advocate for essential vision/CVI assessments that will lead to individualized instruction.
* Create and implement adaptations and teaching methodologies that are based on assessment, not diagnosis.

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

* Understand the process and necessity of a medical diagnosis.
* Distinguish between evidence-based practice and promising practices.
* Convey and advocate for accessible learning that may lead to visual improvement with an understanding of potential limitation due to the child’s experiences and the timing, extent, and location of brain injury.
* Identify CVI assessment tools currently available and explain the purpose of each one.

**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

Interviewing Computer Applications

Collaborative Learning Groups x Viewing or Listening to Followed by

x Reflective Responses Discussing

x Creating Visual Illustrations of Concepts X Other: Quiz

**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:

* access to the course materials
* a communication method
* a research method

**COURSE REQUIREMENTS:**

**Quiz:**

There will be a required quiz for each module. Each participant is required to complete all questions. Quizzes consist of multiple-choice questions or true/false. They must be completed by **Sunday at 11:59 PM (EST)**.

In addition, you will complete a pre-quiz of your current knowledge of cortical/cerebral visual impairment, and a post-quiz of knowledge gained from this course. **These additional quizzes are required for course completion, though they are not graded as part of your overall score.**

**Discussion Forums:**

There will be a discussion forum assignment in each of the 8 modules. 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 is required**. You should submit your initial post early in the session **(posted by Wednesday at 11:59 PM EST)**, and your subsequent response(s) to the posts of other participants at timely intervals within the duration of the session. Subsequent response(s) **are due Friday at 11:59 PM EST).** 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.
* In addition, you are asked to post an Introduction of yourself at the beginning of the course. Please follow the instructions to help participants and instructors know each other better. This post is required for course completion but is not part of your graded score.

|  |  |  |
| --- | --- | --- |
| **Discussion Forum Rubric, Weeks 1-8** | | |
| **3 points** | **1 point** | **0 points** |
| Fully answering the question with the incorporation of and reference to the readings in discussion post.  A minimum of two responses to peers are posted. | Minimal references to the readings in discussion post.  Only 1 post made.  Late initial response. | No response, late response, or responses do not include any reference to the readings for the week. |

**Weekly Assignments:**

There will be a total of 8 assignments. Each participant is required to provide a complete response to the assignments. Participants should support their responses with information from readings and lectures. Assignments are due on **Sundays at 11:59 PM EST**.

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| --- | --- | --- |
| **Assignment Rubrics for Weekly Submission** | | |
| **5 points** | **3 points** | **0 points** |
| Completion of assignment meeting all criteria as outlined in assignment instructions (length, content, references, responses).  High quality, complete response. | Completion of partial criteria (does not meet length criteria, limited content or does not reference readings) | No response.  Responses do not include any requested information. |

**Final Assignment:**

There will be one final assignment at the completion of this course. Each participant is required to provide a complete response to the assignment. Participants should support their responses with information from readings and lectures.

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| --- | --- | --- |
| **Assignment Rubrics for Final Assignment** | | |
| **20 points** | **10 points** | **0 points** |
| Completion of assignment meeting all criteria as outlined in assignment description (length, content, references). | Completion of partial criteria (does not meet length criteria, limited content, limited references). | Responses do not meet length criteria, have strong content, and does not reference readings/resources. |

**Policy on late assignments:**

Assignments submitted past the due date will result in 0 awarded points. Extensions may be granted due to extenuating circumstances. To request an extension, course participants must contact the instructor prior to the deadline date.

# **EVALUATION OR GRADING POLICY:**

**Course Evaluation Summary**

|  |  |  |
| --- | --- | --- |
| Method | Points each | Total points |
| Quiz | 2 | 16 |
| Discussion forum Weeks 1-8 | 3 | 24 |
| Assignments  Weeks 1-8 | 5 | 40 |
| Final Assignment | 20 | 20 |
| TOTAL |  | 100 |

**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. **COURSE CONTENT/TOPICAL OUTLINE**

**Week 1: The Brain, Causes, and Theories of CVI**

### Objectives:

Upon completion of this session, the participant will:

* Understand the origin and evolution of the terms “cortical” and “cerebral” visual impairment.
* Have an awareness of the structure and function of the different lobe of the brain.
* Understand the foundational principles of neuroplasticity and its relevance to CVI.

**Reading/Video Requirements:**

* Review Module 1 Lecture Video
* Read “Using the term Cortical/Cerebral Visual Impairment.”

https://www.perkins.org/cvi-now/about/why-perkins-uses-inclusive-cvi-term

* Read “Cortical Visual Impairment vs. Cerebral Visual Impairment. <https://www.perkins.org/cvi-now/understanding-cvi/cortical-visual-impairment-vs-cerebral-visual-impairment>
* Review 2019 CVI Symposium video
* Review “Dr. Dutton Explains CVI”
* Review Dr. Gordon Dutton’s videos about the brain
* Watch “Inside the Adaptive Brain.”
* Watch Christine Roman: CVI & Ocular Impairment

**Quiz:** Module 1

**Assignment:**

Find a research article on the topic of neuroplasticity. Summarize the article in your own words and make connections as to what this could mean for your child or the students that you serve. Include the citation of your selected article, whether it is online or offline.To receive full credit include the citation of your chosen source.

**Discussion:**

View Dr. Lotfi Merabet's presentation Inside the Adaptive Brain on the role of neuro-visual plasticity in improvements in functional vision for individuals with CVI. **In your initial post, share two comments and identify 1-2 questions that you have regarding the presentation. Respond to a classmate.**

\*\*Your initial post is due on **Wednesday 11:59 P.M.**, your second post (response to a classmate) is due by **Friday 11:59 P.M..**

**Week 2: Visual Behaviors, Part 1**

### Objectives:

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

* Name the CVI visual behaviors and provide a general description.
* Understand implications that CVI has on visual accessibility.
* Identify implications surrounding facial recognition, motion, and color.

**Video/Reading Requirements:**

* Review Module 2 Lecture Video: CVI Behaviors & Related Assessment Areas
* Read “Perkins CVI Assessment Areas: Visual Behaviors”

<https://www.perkins.org/cvi-now/understanding-cvi/what-is-cvi>

* Review “CVI and the Evaluation of Functional Vision with Christine Roman”
* Review “Tietjen: The CVI Umbrella.”
* Review “Understanding what children with CVI see” with Gordon Dutton.
* Read “Facial Recognition”

https://cviscotland.org/documents.php?did=1&sid=47

* Read “Visual Attention to Color and Movement” (PDF)
* Read “Movement”

<https://cviscotland.org/documents.php?did=1&sid=35>

* Review “Social Skills and CVI.”

<https://www.youtube.com/watch?v=bKT651Ws0R8&t=109s>

**Quiz:** Module 2

**Assignment:**

* Watch this brief video about a man with Balint Syndrome. Describe your observations of the man in the video. What visual behaviors is he exhibiting? If he was a student, how could this impact visual access within educational programming?

<https://www.youtube.com/watch?v=4odhSq46vtU>

Please take care to refer specifically to sections of the video that include the visual behaviors you are describing.

**Discussion:**

Discuss 3 situations where you observed visual behaviors of CVI. What were those behaviors? Please use the visual behaviors listed here within your posts: <https://www.perkins.org/cvi-now/understanding-cvi/what-is-cvi>

If you are not currently serving students with CVI, you can use Youtube examples in your answers.

Please include references to the readings/videos.

Include any questions that you have about this week's content

\*\*Your initial post is due on **Wednesday at 11:59 PM (EST)**, your second post (response to a classmate) is due by **Friday at 11:59 PM (EST).**

**Week 3: Visual Behaviors, Part II**

### Objectives:

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

* Understand the implications that CVI has on visual attention and fatigue.
* Understand potential reasons behind maladaptive behaviors in children with CVI.
* Understand implications for social skill development for children with CVI.

**Video/Reading Requirements:**

* Review Module 3 Lecture Video: CVI Behaviors Part II
* Review BBC: Not in Plain Sight

https://www.pathstoliteracy.org/resources/bbc-scotland-documentary-not-plain-sight

* Review Nicola McDowell’s “My Journey of CVI.”

<https://www.youtube.com/watch?v=H7SoRdMovfI>

* Review “The Science Behind Visual Fatigue” and “Signs of Visual Fatigue.”

<https://www.perkins.org/cvi-now/understanding-cvi/the-science-behind-visual-fatigue-and-cvi>

https://www.perkins.org/cvi-now/parenting/parents-share-how-their-children-with-cvi-show-visual-fatigue

* Read “Looming Explained”

<https://cviscotland.org/documents.php?did=1&sid=40&kws=visual%20attention>

* Read CVI & Behavior

https://cviscotland.org/documents.php?did=1&sid=25#:~:text=CVI%20%26%20Behaviour&text=not%20reading%20facial%20expressions%20and,especially%20younger%20children)%20appearing%20aggressive

* Read “CVI Meltdowns”

<https://www.perkins.org/cvi-now/parenting/cvi-meltdowns>

* Review “Social Skills and CVI.”

<https://www.youtube.com/watch?v=bKT651Ws0R8&t=109s>

* Read “Mealtime Challenges”

<https://www.perkins.org/cvi-now/parenting/why-its-challenging-for-kids-with-cvi-to-eat>

**Quiz:** Module 3

**Assignment:**

* In Module 2 we looked at facial recognition; during Module 3 social skills were discussed.

Review this video where the science behind brain imaging is discussed. Not only do the parts of the brain have specific jobs but the brain works to use many brain areas to understand what we experience. In one paragraph, comment on the “melting face” portion of the video (6:14-8:30) and describe how it helps in your understanding of the possible facial recognition of our children with CVI. In a second paragraph, outline how you think this could impact social skills for your students and what we might do to bridge the gap.

<https://www.ted.com/talks/nancy_kanwisher_a_neural_portrait_of_the_human_mind?language=en>

**Discussion:**

In your experience working with children with CVI, have you ever encountered a behavior that you would perceive as challenging in one of these related areas? How have these collective resources changed your thinking. How would you approach this in the future?

If you are not currently working with students with CVI, share how you would address these behaviors should you encounter them in the future.

Make sure to refer to the videos/resources studied in this week’s module.

Include any questions you have regarding this week's content.

\*\*Your initial post is due on **Wednesday at 11:59 PM (EST)**, your second post (response to a classmate) is due by **Friday at 11:59 PM (EST).**

**Week 4: Assessment Tools, Inventories, and Screenings**

### Objectives:

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

* Identify the essential components of a comprehensive CVI assessment.
* Identify implications surrounding the accessibility of 3D and 2D media.
* Identify a minimum of three CVI-related evaluation tools.

**Video/Reading Requirements:**

* Review Module 4 Lecture Video: CVI Evaluations
* Review “Expanding Potential for Visual Improvement” with Ellen Mazel.

https://www.perkins.org/get-involved/events/early-connections/expanding-your-childs-potential-for-visual-improvement

* Read “Getting Started with CVI Assessments”

https://www.perkins.org/cvi-now/understanding-cvi/getting-started-cvi-assessments

* Review “CVI Assessment” with Dr. Amanda Lueck

https://www.perkinselearning.org/videos/webcast/cerebral-visual-impairment-brain-based-visual-condition

* Review “What do you see?” with Matt Tietjen

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

* Review “Completing Observations.”

<https://www.teachingvisuallyimpaired.com/fvlma-observations.html>

* Watch the Parent Interview & Evaluation Example
* Review Dr. Dutton’s Visual Inventory Forms
* Review Teach CVI Screening Forms
* Review Christine Roman’s Range Parent Interview

**Quiz:** Module 4

**Assignment:**

* Review the completed TeachCVI score sheet for a student called “Samuel” and think about the implications for that student. \*Please note that there are**two** PDF's attached for "Samuel's" results.

1. In 1-2 paragraphs, summarize the ways in which this student is impacted by CVI.

2. Select three of the questions/answers and share where you think they would fit best under the Perkins 16 areas of assessment. Be specific in explaining the assessment areas you have chosen. Please use the visual behaviors listed here within your posts: <https://www.perkins.org/cvi-now/understanding-cvi/what-is-cvi>

An example of this:

Samuel frequently has difficulty following moving objects (screening question 5)- This would fall under Perkins assessment area- Impact of Motion.

**Discussion:**

* Watch Christine Roman’s parent interview video and review Dutton’s Visual Skills Inventories and El Ortibus’ Teach CVI Screenings. Identify and discuss 4 areas of visual behaviors that are similar between all three tools provided for CVI assessment.

Make sure to refer to the videos/resources studied in this week’s module.

Include any questions you have regarding this week's content.

\*\*Your initial post is due on **Wednesday at 11:59 PM (EST)**, your second post (response to a classmate) is due by **Friday at 11:59 PM (EST).**

**Week 5: Applying Assessment Results, Part 1**

### Objectives:

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

* Identify the difference between promising practices and evidence-based instruction.
* Understand the impact of CVI on concept development.
* Understand the necessity of methodical assessment to support educational programming.

**Video/Reading Requirements:**

* Review Module 5 Lecture Video: Applying Assessment Results
* Review Gordon Dutton Videos: How the Brain Learns
* Read “CVI and Promising Practices.”

<https://www.perkins.org/cvi-now/understanding-cvi/promising-practices-and-cvi>

* Review “Concept Development & CVI” with Marguerite Tibaudo

<https://www.perkins.org/get-involved/events/early-connections/building-concept-development-accessibility-for-children-with-cortical-cerebral-visual-impairment>

* Review CVI & Active Learning

<https://library.tsbvi.edu/Player/17609>

* Review Making Literacy Media Decisions for Children with CVI
* Review Augmentative & Alternative Communication (AAC) and CVI

https://www.perkins.org/cvi-now/parenting/expert-qa-cvi-and-aac

**Quiz:** Module 5

**Assignment:**

* Review the completed example of Dr. Dutton's Visual Skills Inventory. Identify three visual behaviors within the Perkins 16 areas of Assessment that the student exhibits and share three related ideas for addressing these visual behaviors within educational programming. Please use the visual behaviors listed here within your posts: <https://www.perkins.org/cvi-now/understanding-cvi/what-is-cvi>

**Discussion:**

* This week's content discusses the intensive need for assessment-based instruction and collaboration among disciplines. With CVI in mind, share an activity idea that addresses building concept development, literacy, and communication. How would assessment support the creation of your idea?

Your post can be hypothetical or relevant to one of your student's (maintain confidentiality).

Make sure to refer to the videos/resources studied in this week’s module.

Include any questions you have regarding this week's content.

\*\*Your initial post is due on **Wednesday at 11:59 PM (EST)**, your second post (response to a classmate) is due by **Friday at 11:59 PM (EST).**

**Week 6: Applying Assessment Results, Part II**

### Objectives:

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

* Identify the impact of visual clutter on individuals with CVI.
* Explain how to consider social inclusion in the context of CVI.
* Identify implications of CVI for O&M and ADLs and note related support strategies.

**Video/Reading Requirements:**

* Read “The Impact of Clutter.” By Nicola McDowell
* Review “Social Inclusion & CVI.”
* Review “Independent Daily Living Skills & CVI.”
* Review “O&M and CVI.”

**Quiz:** Module 6

**Assignment:**

Find an article or resource on prosopagnosia. Summarize the information in your own words and share three possible ways to support a child who demonstrates challenges with facial recognition. To receive full credit include the citation of your chosen source.

**Discussion:**

Clutter/crowding can impact a student with CVI in a variety of ways. Think of one of your student's and select one of the topics (O&M, Social Skills, or ADL). Can you think of any examples of how clutter/crowding impact that student in that area? What is one thing you could try to support the student?

Make sure to refer to the videos/resources studied in this week’s module.

Include any questions you have regarding this week's content.

\*\*Your initial post is due on **Wednesday at 11:59 PM (EST)**, your second post (response to a classmate) is due by **Friday at 11:59 PM (EST).**

**Week 7: Applying Assessment Results, Part III**

### Objectives:

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

* Identify compensatory skill use and support their use.
* Identify potential interventions and considerations for their implementation.
* Modify the environment to reduce clutter and increase visual accessibility.

**Video/Reading Requirements:**

* Review Module 7 Lecture, Part 1
* Review Module 7 Lecture, Part 2
* Read selected readings from CVI Scotland
* Review “Environmental Adaptations.”

https://www.youtube.com/watch?v=SIE5ZaJ56ak

* Read Dutton Strategies for Home and School

**Quiz:** Module 7

**Assignment:** Take a seat in your classroom or a room in your house. From that perspective, describe the space and identify 3 potential barriers to visual accessibility. For each barrier, identify a possible solution and justify your response.Are there ways you could reposition your position to increase visual accessibility? Attach a photograph. Length of assignment: 2-3 paragraphs.

**Discussion:** In thinking about the development of a specific learning material or activity, what 5 adaptations or strategies would you want to consider for the child with CVI? \*\*Your initial post is due on **Wednesday at 11:59 PM (EST)**, your second post (response to a classmate) is due by **Friday at 11:59 PM (EST).**

**Week 8: Collaboration: Building a Balanced and Accessible School Day**

### Objectives:

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

* Understand how to best support a team approach.
* Identify key components of systematic instruction for a student with CVI.
* Identify key components of how to plan for a balanced school day.

**Video/Reading Requirements:**

* Review Module 8 Lecture Video: Collaboration
* Read “Advocating for a Team Approach.”

<https://www.perkins.org/cvi-now/parenting/advocating-for-a-team-approach-to-cvi>

* Review “Accessible & Meaningful Learning” with Marguerite Tibaudo
* Review “What’s the Complexity Framework?” with Matt Tietjen
* Review the Complexity Framework Charts

https://pcvis.vision/educators-and-therapists/the-whats-the-complexity-framework/

* Review “Accessible School Day” with Matt Tietjen
* Review “Accessible Day.” PowerPoint with Ellen Mazel

**Quiz:** Module 8

**Assignment:** Think about a current lesson you have with a student or think of a hypothetical one. Review Marguerite Tibaudo’s CVI Lesson Plan Checklist and specifically focus on the “Lesson Plan Creation: Set-up and Instruction” section (Who? What? Where? What?). For each of these four areas of consideration, select 2 components. Identify the importance of each consideration and what you would do to address it.

**Discussion:**

* The creation of a balanced school day/CVI schedule is dependent on the results of essential assessments and ongoing evaluation. What are **three** considerations that you should make when planning for an accessible school day? Justify each response. Make sure to refer to the videos/resources studied in this week’s module.

\*\*Your initial post is due on **Wednesday at 11:59 PM (EST)**, your second post (response to a classmate) is due by **Friday at 11:59 PM (EST).**

**COMPLETE FINAL ASSIGNMENT (20 pts):**

Review the [videos of Aidan](https://www.perkins.org/cvi-now/understanding-cvi/aidan-shares-what-its-like-to-live-with-cvi) sharing information about his CVI and describe what visual behaviors you see. I and answer the following:

* 1. First, watch the video and record what Aidan is telling you about his visual behaviors in his interview. (5pts)
  2. Second, watch the videos again and this time describe what visual behaviors you are observing. (5pts)

Complete the following and justify your response for each of these four objectives using references and resources shared throughout the course:

* Suggest one learning material (include all accommodations) (2 pt)
* Suggest one environmental change and justify your response. (2 pt)
* Share how you could balance one of Aidan's lessons or school day. (2 pt)
* Share one way you would monitor the effectiveness of intervention or changes in visual skill development. (2 pt)
* Identify one way to help Aidan understand his own CVI with the goal being self-advocacy. (2 pt)

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**FITCHBURG STATE UNIVERSITY**

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**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 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 located: athttp://www.fitchburgstate.edu/uploads/files/EducationUnit\_NCATE/Standard2/narrative/Student\_Handbook\_Web\_1213.pdf

# **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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