**Fitchburg State University**

**EDUCATOR Programs**

**Comprehensive Syllabus**

Winter Semester 2023

Course Prefix and Number: PRDV 6075E

Course Title: Planning Transition for Students with Visual Impairments and Multiple Disabilities

Graduate Credit hours ( Continuing Education Hours)

Online asynchronous

Number of Sessions: 5 Number of Contact Hours:

Start date: Jan. 16 – Feb. 19, 2023

## Instructor: Betsy L. McGinnity, M.Ed.

## Office: PO Box 814, Middleton, MA 01949

## Telephone: 978-335-1800

## E-mail: blmcginnity1212@gmail.com

## Course Description:

This course will provide an overview transition planning, including the current legal requirements of the Individuals with Disabilities Education Act (IDEA), with a focus on the specific implications for students with visual impairments and multiple disabilities. The course will provide information about community resources and adult services. The course will provide information about interagency collaboration and effective strategies for collaborating with families. The course will address the purpose of transition assessment and introduce several transition assessment tools. The course will provide information about the required components of transition plans and action plans.

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

## Texts:

Bridgeo, W., et.al. (2014). *Total Life Learning: Preparing for Transition – A curriculum for ALL students with sensory impairments.*Watertown, MA Perkins School for the Blind

McGinnity (2016) Planning an Effective Transition in Sacks, S and Zatta, M ed. (2016) *Keys to Educational Success; Teaching students with visual impairments and multiple disabilities.* **This chapter is provided within the course.**

Fitchburg State University Teacher Preparation Programs. (2012).  *Conceptual framework.*  Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

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

### Optional:

Erikson, A. (2014) Building Collaborative Skills in Noonan, P. (2014) Transition Teaming: 26 Strategies for interagency collaboration. Arlington, VA Council for Exceptional Children

## Fitchburg State University Teacher Education Conceptual Framework

 

### Learning Outcomes / Objectives:

### Participants will learn:

* The legal requirements for transition planning
* The differences between special education and adult services
* The importance of collaboration in transition planning
* The characteristics of measurable postsecondary outcomes
* The purpose of transition assessment
* How to select and conduct transition assessment
* The implications of the postsecondary vision and transition plan on program planning and IEP goals and objectives.

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

1. **Knowledge**: As a result of the learning experiences in the course, you will become more cognizant of:
* The legal requirements for transition planning according to IDEA
* The implications of these requirements for students with visual impairments and multiple disabilities.
* The purpose of transition assessment
* The necessary components of a measurable postsecondary outcome
* Person-centered planning
* The implications of the results of transition assessment in relation to program planning,
1. **Skill**: As a result of the learning experiences in the course, you will become better able to:
* Describe the process your state uses to comply with transition planning requirements
* Describe the postschool services available in your area for students with visual impairments and multiple disabilities
* Identify transition assessment tools
* Design transition assessment plans
1. **Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:
* Identify strategies to support student’s self-determination in the transition planning process
* Provide information to transition team members about disability-specific resources
* Provide information about the transition planning process to parents and family members
1. **Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:
* Provide appropriate information about transition planning requirements
* Provide information about transition assessment plans
* Provide information about strategies to foster collaboration among transition team members

### 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 Discussing  |
|  x Reflective Responses |  Other |
|  Creating Visual Illustrations of  Concepts |  |

### 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
* a communication method (email)
* a research method

## Course Requirements:

The required assignments for this course are as follows:

### Post-Tests session quizzes:

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

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

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

### Discussion Forums:

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

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

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

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

Five discussion forums are required at 20 points possible for each

Rubric =

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

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

All assignments must be posted by the posted due date. Exceptions are considered on a case-by-case basis by contacting the Instructor.

### Webquests:

There will be five webquest assignments. Each webquest will ask participants to search the web for information related to the course content. Participants are asked to search for a website that is relevant to the assignment and provide a thorough answer to the question posed by the instructor, in 1-2 paragraphs. Each participant will be expected to complete the webquest assignment as described in the weekly session.

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

Five webquests are assigned at 10 point possible = 50 points.

Rubric =

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

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

All assignments must be posted by the posted due date. Exceptions are considered on a case-by-case basis by contacting the Teaching Assistant.

### Assignments:

There will be an assignment in each of the five sessions. Each participant is required to provide a well-written response to the assignments. Participants should reference information from the readings, and lecture notes in their posts. Each participant will be expected to complete the activity as described in the weekly session.

The rubric point scale will be used to assess your work based on a 30-point scale. Eight activities are assigned with 30pts. possible for each = 150 points.

* 15 points possible for appropriate incorporation and reference to the readings
* 15 points possible for a quality response (well-written, appropriate response to the question/topic).

|  |  |  |  |
| --- | --- | --- | --- |
| **Rubric for Case Study Assignments** | **15 points** | **6 points** | **0 points** |
| **Incorporation and reference to the readings in case study response questions****Max pts: 15** | Response includes reference to 2 or more readings assigned for the week. | Response includes reference to 1 reading assigned for the week. | Response does not include any reference to the readings for the week. |
| **Quality, well-written response****Max pts: 15** | Response to the assignment is thorough, providing a complete answer to the case study questions  | Response to the assignment provides a partial answer to the case study questions. | No response submitted |

All assignments must be posted by the posted due date. Exceptions are considered on a case-by-case basis by contacting the Teaching Assistant.

## Evaluation or Grading Policy:

**Methods of Evaluation**

Participants are evaluated by the following methods:

Assignments = 150 points

WebQuests = 50 points

Tests = 200 points

Discussion Forums = 100 points

Total Points Earned: 500

### Fitchburg State University Graduate Grading System:

|  |  |  |
| --- | --- | --- |
| **GPA** | Points Earned | Letter Grade |
| **4.0** | 484-500 |  A |
| **3.7** | 468-483 |  A- |
| **3.5** | 452-467 |  A-/B+ |
| **3.3** | 436-451 | B+ |
| **3.0** | 420-435 |  B |
| **2.7** | 404-419 |  B- |
| **2.5** | 386-403 |  B-/C+ |
| **2.3** | 368-385 | C+ |
| **2.0** | 350-367 |  C |
| **0.0** | 0-349 |  F |
| **W** | Withdrawn |  |
| **IN** | Incomplete |  |
| **IP** | In-Progress |  |

## Rubrics

Rubrics are provided in the Course Requirements Section.

## Course Content/Topical Outline

**Session One: Overview of the Legal Requirements for Transition Planning according to the Individuals with Disabilities Education Act (IDEA)**

This session will provide an introduction to transition planning with a focus on the current legal requirements in IDEA. It will also focus on the specific implications for students with visual impairments and multiple disabilities. The session will provide information about how the transition planning affects the student’s IEP. Participants will identify the way their district or state implements transition planning requirements and how the federal Department of Education rates the effectiveness of this implementation using Indicator #13.

**Session Goals:**

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

* Describe the legal requirements for transition planning within IDEA
* Describe the specific implications of these requirements for students with visual impairments and multiple disabilities
* Identify the required members of the transition planning team and describe their role in the planning process
* Identify the areas that must be addressed in a comprehensive transition plan
* Identify the specific instructional areas that must be included in the transitional IEP
* Describe the process used in the participant’s district or state
* Identify the way DOE evaluates compliance via Indicator #13.

**Readings:**

McGinnity (2016) Planning an Effective Transition in Sacks, S and Zatta, M ed. (2016) Keys to Educational Success; Teaching students with visual impairments and multiple disabilities. pp. 529-540

NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development) <https://transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormB.pdf>

Bridgeo, W., et.al. (2014). *Total Life Learning: Preparing for Transition – A curriculum for ALL students with sensory impairments.* Watertown, MA Perkins School for the Blind pp 7-10

**Assignment:** 30 points

Write two or three paragraphs describing the critical legal requirements related to transition planning. How do these requirements affect your professional practice?

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

* Each state has specific guidelines and procedures for transition planning. Research the guidelines and procedures utilized in your school district or state. Provide a summary of your findings.
	+ Who is the designated lead person to run the transition planning process?
	+ Does your district/state have a transition planning form?
	+ Does your district/state have transition guides for families?
	+ Does your district/state have established interagency agreements?
	+ Do you think your district/state procedures meet the requirements of Indicator #13?

**Discussion Forum 1:** 20 points

Based upon your research, do you think the needs of students who have visual impairments and multiple disabilities are addressed by existing guidelines and procedures? Give 2-3 examples of how the needs of these students are addressed or 2-3 suggestions for improvements to your district/state procedures.

**Quiz 1:** 40 points

**Session Two: Community Resources and Adult Services**

This session will focus on community resources beyond the classroom and services available to adults with disabilities. Often teachers and related service providers are unfamiliar with the opportunities and services available in their communities. Transition planning must be focused on the unique strengths, interests and needs of the individual student. The goal is never to fit the students into the available service options, but it is important for all members of the transition planning team to be familiar with available resources. This session will provide an overview of adult services including disability-specific resources. It will also describe the legal and practical differences between special education services and available post-school services.

**Session Goals:**

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

* Describe the differences between special education and adult services
* Identify resources in their communities that can play a role in their student’s post school life
* Identify disability-specific resources that could assist your students
* Describe ways to facilitate the transition planning team’s understanding of the role adult service agencies and community resources

**Readings:**

* Read <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-may-2017.pdf>
* View <https://www.perkinselearning.org/videos/webcast/no-more-confusion-about-transition-adult-services>

**Assignment:** 30 points

Beth Jordan describes several adult services. Identify the agencies in your state that correspond to the resources she identifies. Make a list of at least five agencies (name, address, phone, email, website, mission) that might support your students as they transition into post school life. Incorporate information you found in your webquest.

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

Search for a resource guide for your state. Compare it to the guide published by DOE.

Are there unique state specific components? How helpful is the guide to you as a member of a transition team? Would it be helpful to your students or their families? Are there disability-specific issues that are not addressed?

**Discussion Forum 2:** 20 points

Describe what you know about services and resources in your community that could support your students? Include information about successful post school outcomes of students who have transitioned out of your district. Describe what you think are the biggest challenges.

**Quiz 2:** 40 points

**Session Three: Collaboration for Transition and Working with Families**

Planning for transition must include input from people who represent resources outside of the school. Effective interagency collaboration can have a big influence on post school success. This session will provide information about effective practices for interagency collaboration. It will also provide information about how teams can work together and the impact this may have on student outcomes. Effective strategies for working with families will also be discussed.

**Session Goals:**

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

* Identify the different levels of interagency collaboration (state, community, school and individual student.)
* Identify the components of effective collaboration for teams working with transition age students Analyze how different team members’ comfort with change may influence their ability to engage collaboratively in transition planning.
* Identify some unique challenges families may experience during the transition planning process and some strategies to provide support to them.

**Readings:**

McGinnity (2016) Planning an Effective Transition in Sacks, S and Zatta, M ed. (2016) Keys to Educational Success; Teaching students with visual impairments and multiple disabilities. pp. 553 - 557

Read [https://iris.peabody.vanderbilt.edu/module/tran-ic/cresource/q2/p04/#content](https://iris.peabody.vanderbilt.edu/module/tran-ic/cresource/q2/p04/%22%20%5Cl%20%22content%22%20%5Ct%20%22_blank)

<https://iris.peabody.vanderbilt.edu/module/tran-ic/cresource/q2/p05/#content>

Watch <https://www.perkinselearning.org/videos/webcast/leveraging-resources-transition-planning>

**Assignment:** 30 points

Patti McGowan describes ways that she leveraged resources to help her son, Hunter, realize his desired post school outcomes. Describe 3 strategies that she used that might be helpful to your students. Do you think your school/district could replicate some of the creative options that Hunter’s district used? Why or why not?

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

Search the web for articles/resources that could assist families manage the emotional turmoil they may encounter when facing the transition planning process.

**Discussion Forum 3:** 20 points

Consider the five stages of interagency collaboration; networking, cooperation, coordination, coalition, collaboration. How would you characterize the teams with which you have worked? What could you do to facilitate better collaboration among team members?

Discuss your reaction to Patti McGowan’s ideas about leveraging resources.

**Quiz 3:** 40 points

**Session Four: Transition Assessment**

Transition assessments are used to answer three basic questions. What skills and abilities does the student have? What does the student want to accomplish? How can the student reach these goals? This session will describe the domains that need to be assessed, the types of assessment tools that could be used and how to make decisions about which assessments to use.

**Session Goals:**

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

* Describe the purpose of transition assessment
* Describe when assessments should be conducted
* Describe the difference between formal and informal assessments.
* Describe the strengths and limitations of formal and informal assessments.
* Identify the type of assessments best suited to different kinds of assessment data.

**Readings:**

McGinnity (2016) Planning an Effective Transition in Sacks, S and Zatta, M ed. (2016) Keys to Educational Success; Teaching students with visual impairments and multiple disabilities. pp. 541-545

Bridgeo, W., et.al. (2014). *Total Life Learning: Preparing for Transition – A curriculum for ALL students with sensory impairments.* Watertown, MA Perkins School for the Blind pp 47-88

Watch <https://www.perkinselearning.org/videos/webcast/person-centered-transition-planning>

Case Studies provided

**Assignment:** 30 points

Using your own case study or one of the case studies in the required reading section, develop a transition assessment plan. Identify the skills and abilities the student already has; what the student wants to accomplish; and how the student could reach these goals. Identify the questions you are trying to answer, the assessment tool(s) you recommend, and how the assessment would be carried out. Finally, describe how the assessment data could be used and any necessary next steps.

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

Search the web for any sites that provide resources for identifying transition assessment tools.

**Discussion Forum 4:**

In his webcast, David Wiley, talks about person-centered planning as tool for helping students and families prepare for transition. What are some benefits of this approach for students with visual impairments and multiple disabilities? What are some possible limitations?

**Quiz 4:** 40 points

**Session Five: Transition Plan**

This session will be used to provide information about the transition plan. The transition plan must address the following areas: further training (academic, vocational, or both); employment; housing or independent living arrangements; transportation; recreation and social life. This session will also provide information about instructional areas that must be included in the student’s transitional IEP. The importance of supporting the student’s ability to be self-determined will also be addressed.

**Session Goals:**

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

* Describe the areas that should be addressed in the transition plan
* Describe instructional strategies for teaching employment transition skills
* Describe disability-specific issues that should be addressed in the transition plan
* Describe specific instructional areas that must be included in the transitional IEP

**Readings:**

McGinnity (2016) Planning an Effective Transition in Sacks, S and Zatta, M ed. (2016) Keys to Educational Success; Teaching students with visual impairments and multiple disabilities. pp. 545-553

**Assignment:** 30 points

Using the action plan on p. 551, develop an action plan for your chosen case study. Refer to the sample on pp. 552-553.

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

Search the web for descriptions of the roles and responsibilities of your profession, e.g. TVI, COMS, Special Educator, etc. Locate three examples that you think fit best for the work that you do. How do these roles and responsibilities apply to your role as a transition team member? What specific expertise can you bring to transition planning discussions?

**Discussion Forum 5:**

Which aspects of the transition planning process are the most challenging for you as a professional? Given your professional expertise what do you think are the most valuable contributions you can make to the transition planning process and specific instructional areas that must be included in the transitional IEP?

**Quiz 5:** 40 points

## ONLINE STUDENT SERVICES

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.

### 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://fitchburgstate.libguides.com/dlservices**](http://fitchburgstate.libguides.com/dlservices) 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://www.fitchburgstate.edu/offices/technology/onecard/**](http://www.fitchburgstate.edu/offices/technology/onecard/) 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.

#### 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 filed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located at: <http://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 expects that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

#### Copyright Policy

You are reminded that in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.