Fitchburg State University

EDUCATOR Programs

Comprehensive Syllabus

Winter 2016

# Multimedia Accessibility in the Modern Classroom:

# Assistive Technology for Students With Visual Impairments

3.0 Credit hours

January 25 – March 20, 2016

Number of Class Meetings: 8 Number of Contact Hours: 40

## Instructor: Yue-Ting (Ting) Siu, TVI

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## Office Hours: By appointment only (via Skype or Google Hangout)

## COURSE DESCRIPTION:

Classrooms are becoming increasingly technology driven and full of multimedia instructional materials. As digital instructional materials become more prevalent, the learning environment must be designed accessibly and students with visual impairments need skills to access all forms of information. Mainstream technologies offer many opportunities for students who are blind or visually impaired, but only when well integrated with specialized access according to classroom demands. For new and seasoned TVIs, critical thinking skills are necessary to assess challenges in the classroom, evaluate student needs, and implement appropriate solutions.This course will educate stakeholders on up and coming forms of digital instructional materials, tools to access multimedia, and how to integrate technology into a student’s workflow in the classroom. Access to an iPad throughout the course is strongly recommended; several activities will require an iPad for optimal learning.

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:

Presley, I., D’Andrea, F.M. (2009). Assistive Technology for Students Who Are Blind or Visually Impaired: A Guide to Assessment. New York, NY: AFB Press.

Lopez, A., Summers, E. (2014). *Reach for the Stars.* Cary, NC: SAS Institute. Retrieved from <https://itunes.apple.com/us/book/reach-for-the-stars/id763516126?mt=11>.

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

Perez, L. (2015). *Zoom In*. St. Petersburg, FL: Luis Perez. Retrieved from <https://itunes.apple.com/us/book/zoom-in/id998667650?mt=13>

Amandi, A., Carreon, J., Kuns, J. (2010) *Curriculum, How-Tos, and Training Guides.* California School for the Blind. Retrieved June 26, 2015 from <http://www.csb-cde.ca.gov/csb_curriculum_howtos.html>

## Fitchburg State University Teacher Education Conceptual Framework

 

### LEARNING OUTCOMES / OBJECTIVES:

### Participants will learn:

* How to use mainstream and specialized technology for nonvisual access to a variety of media in the classroom, including text, images, and video.
* How to create, evaluate, and advocate for accessible mainstream media.
* How technology can support literacy for students with visual impairments.
* How to implement technology into students with visual impairment’s daily learning tasks.
* How to find and utilize resources to maintain and update assistive technology skills.

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:
* Available tools for multimedia accessibility
* Accessible design of instructional materials
1. **Skill**: As a result of the learning experiences in the course, you will become better able to:
* Think critically about matching student needs with appropriate technology
* Implement technology use in the classroom
1. **Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:
* Apply technology in daily teaching and work practices
* Find professional resources and networks for ongoing professional development
1. **Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:
* Collaborate with school staff to accommodate students with visual impairments
* Empower students in how to take charge of their accessibility needs
* Advocate for accessible design of instructional materials and environments

## INSTRUCTIONAL STRATEGIES

|  |  |
| --- | --- |
|  X Lecture |  Data Collection and Analysis  |
|  x Discussion/Questioning |  Pre-Practicum |
|  Laboratory |  Role Playing/Simulation |
|  Problem Finding/Solving |  x Independent Learning |
|  x Discovery |  x Field Trips |
|  Interviewing |  Computer Applications |
|  x 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:

* A research tool
* A communication method (email, discussion board)
* A professional network
* A tool for finding resources
* A hands-on learning medium to understand accessible digital media

## COURSE REQUIREMENTS:

* Use Person First language in all course communications including discussions and assignments
* View weekly course materials including lectures, readings, videos
* Participate in weekly course discussion boards
* Complete all assigned activities
* Utilize the internet to search for and utilize web-based information
* Total course points = 200

### Discussion Forums (20% of grade) - 5 points per week, 40 points total

 This course is built to support collective knowledge building and shared expertise that is dependent on the quality of online discussions. We each come from different teaching experiences and can benefit from each other’s case studies. Each week will host a discussion forum that is designed to deepen your understanding of each week’s topic and guide you to implement new strategies immediately. Participation is critical to apply what you learn from the course into your teaching practice. The online discussions will model those that occur in other online networks, and help you develop strategies to interact and learn from other online groups. Full points for participation will be awarded based on the following criteria:

* A minimum of two posts per week are required. The forums are designed to enhance your learning, so posting more is encouraged and appreciated.
* Posts should be specific and responsive. Comments such as “I agree”, and “me too” will not be considered a substantive post. Be respectful of your colleagues’ efforts in reading what you write and make it worthy of their time and yours.
* Enrich your posts by referencing research you have read, links resources you can share, or a real-world example from your teaching practice. Be sure to cite all sources so that people can locate the information you refer to.

### Accessible Docs (Due 2/14) - 40 points

Given a Word document:

* Re-format the document for accessibility with at least 3 levels of Headings Styles (20 points)
* Create alt text for at least 2 images within the document (10 points)
* Include at least one formatted list (5 points)

### Video Description (Due 2/28) - 20 points

* Select a YouTube video that is at least 3 minutes long. Try to avoid describing videos over 5 minutes long (5 points)
* Create and embed at least 5 descriptions for the video using YouDescribe (5 points)
	+ Use at least one extended description (5 points)
	+ Use at least one in-line description (5 points)
* Post a link to the YouDescribe video on the course discussion board (5 points)

### Needs Assessment (Due 3/6) - 60 points

Select one of your students who could benefit from increased independence and timeliness in accessing instructional materials in the classroom.

* Provide no more than 3 sentences of background information including: grade level of curriculum he or she accesses (if functional, then around what developmental level. if academic, provide grade), type of classroom the student is in (self-contained, general ed, resource room, etc), diagnosis (5 points)
* List your student’s accessibility needs - Be specific! (15 points)
* Choose 1-2 contexts in which your student requires access (5 points) - Examples: math class, science lab, living skills, language arts, etc. For each context:
	+ List the types of content that your student needs to access (10 points) - Examples: books, worksheets, equations, graphs, pictures, notetaking, etc.
* List features of technology that would fit these needs (15 points) - Examples: screen magnification, text to speech, speech to text, etc.
* List potential constraints or challenges of using technology (10 points)

### IEP exercise (Due 3/13) - 40 points

Use the same student from the Needs Assessment.

* Write an IEP goal for AT including all 5 components of a goal (10 points)
* Write 3 objectives that support this goal (30 points)

## EVALUATION OR GRADING POLICY:

All assignments are due before midnight on the last day of the week it is assigned. No late submissions will be accepted.

1. Participation in weekly discussion boards (20%) - 40 points
2. Accessible Docs exercise (20%) - 40 points DUE 2/14
3. Video Description project (10%) - 20 points DUE 2/28
4. Needs Assessment (30%) - 60 points DUE 3/6
5. IEP exercise (20%) - 40 points DUE 3/13

 TOTAL (100%) = 200 points

## 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 |  |

## RUBRICS

[Note, rubrics are separate from the grading scale. Rubrics provide assessment criteria.]

## COURSE CONTENT/TOPICAL OUTLINE

### WEEK 1 : Overview of Course

### Participants will:

* Identify the skills a student with low vision would need to access a digital talking book
* Identify the skills a student who is blind would need to access a digital talking book
* Identify ways a student with multiple disabilities and visual impairment can access a digital talking book

### Activities:

* **View:** *Reach for the Stars* promo video: <https://www.youtube.com/watch?v=5uJVX4i1haU&list=PLVBcK_IpFVi9kCxPXz4dd1HO5x_yLLEHJ&index=7>
* **View:** *Reach for the Stars* TVI tutorial: <https://youtu.be/-AheMP0oS2A>
* **Explore:** *Reach for the Stars* iBook, free download here: <https://itunes.apple.com/us/book/reach-for-the-stars/id763516126?mt=11>
	+ Try navigating the book with VoiceOver turned on. Be sure to click on the images in the book, especially some of the line and bar graphs.
* Read:
	+ Presley & D’Andrea, p. 8-23.
	+ Presley & D’Andrea, p. 408-415. Q&A about AT and special education.
* **Post** on Week 1 discussion board:
	+ **Introductory memo:** Name, where do you teach, what do you hope to get out of this course, what is your greatest challenge in using technology with students?
	+ Discuss:
		- After seeing all the features available in Reach for the Stars, what skills would a student with low vision need to access the book? What about a student who is totally blind? How would you facilitate active participation for a student with multiple disabilities?
		- What are your reactions to using VoiceOver to navigate *Reach for the Stars*?

### Resources:

* Tactile overlays for *Reach for the Stars* available from National Braille Press
* Perez (2015), Ch. 2, Section 2: *VoiceOver (iOS)*

### WEEK 2 : Low vision access and multiple disabilities

### Participants will:

* Describe strategies for magnification and contrast adjustment
* Describe common functions of technology for low vision access
* Discuss the importance of multiple modes of access
* Identify considerations when working with a student with multiple disabilities?

### Activities:

* Read:
	+ Presley & D’Andrea, p.33-35. *Features commonly found in video magnifiers* (Sidebar 2.1). Read this keeping in mind that the features described are true for any device that provides magnification, not limited to video magnifiers (traditionally known as CCTVs)
	+ Presley & D’Andrea, p.41-42. *Setting up a desktop video magnifier workstation* (Sidebar 2.3). Overall ergonomics of setting up any device with a screen.
	+ Presley & D’Andrea, p.85-98. Software options for accessing electronic information.
* **Contribute**: At least two entries on the worksheet titled “Options for low vision access”.
* **Post** on Week 2 discussion board:
	+ Discuss:
		- Why would a student with relatively good acuity of 20/50 require strategies for magnification and contrast adjustment? Why might this student also need tools for auditory access?
		- What other considerations are there for students with visual processing challenges and/or multiple disabilities?

### Resources:

* Perez (2015), Ch.2: Built-In Accessibility on iOS [mobile Apple such as iPhone, iPad, iPod]
* Lueck & Dutton (2015). *Vision and the Brain* (AFB Press, Amazon)

### WEEK 3: Nonvisual considerations including braille and auditory access

### Participants will:

* Identify common functions of technology for nonvisual access
* Describe various methods for nonvisual access to print and literacy
* Demonstrate the ability to create an accessible Word document
* Describe ways to use peripheral skills to assist with access to information
* Identify the benefits and limitations of digital text

### Activities:

* **Due:** Accessible Docs exercise - 20 points, due before midnight 8/23
* **Explore:** *Reach for the Stars* with VoiceOver on.
* Read:
	+ Presley & D’Andrea, p.54-56. Optical Character Recognition (OCR) software.
	+ Presley & D’Andrea, p.107-112. *Screen-reading software*
* **Contribute**: At least two entries on the worksheet titled “Options for nonvisual access”.
* **Post** on Week 3 discussion board:
	+ Discuss:
		- What peripheral skills would you need to work on with a student who needs nonvisual access? Consider: Auditory skills? Tactile proficiency? Device proficiency?
		- What are the benefits of digital text? What are the limitations?

### Resources:

* Quick reference guide for voiceover on iOS <http://support.sas.com/misc/accessibility/education/ios/quickref.html>
* Create accessible word documents <http://webaim.org/techniques/word/>
* How to use Google Docs to convert a PDF or print document into an editable digital document: <https://youtu.be/7-htjaGpNUQ>

### WEEK 4: Digital talking books and notetaking

### Participants will:

* Compare and contrast tools for accessing digital talking books from Bookshare: Web, PC, Mac, iPad
* Identify strategies for notetaking
* Describe strategies for accessing materials “on the board” - why is desktop access important?
* Demonstrate the ability to work “in the cloud”
* Discuss the benefits and challenges of a digital workflow

### Activities:

* **Read:** “This, That, There”, describing clearly <http://www.pathstoliteracy.org/this-that-there>
* **Read:** Presley & D’Andrea, p.65-70. *Digital audio formats.*
* **Explore:** Evernote app
* **Experiment:** If you have a student whose district is using Google, create and share a folder with this student.
* **Post** on Week 4 discussion board:
	+ **Compare and contrast** the iPad apps *Read2Go* and *VoiceDream Reader*
	+ **List** different features of Evernote. Brainstorm what kinds of classroom activities or lessons might be supported by Evernote. If you use another notetaking app that syncs across devices, feel free to share!
	+ **Discuss:** What are the benefits of a digital workflow? What are the challenges? Provide examples for what types of lessons or activities would support a digital workflow.

### Resources:

* Perez (2015), Ch. 3: Built-In Accessibility on OS X [Mac desktop computers]
* Perez (2015), Ch. 5: *Apps*
* Create accessible Powerpoint presentations <http://webaim.org/techniques/powerpoint/>

### WEEK 5: Image & video accessibility and strategies for accessing information

### Participants will:

* Demonstrate ability to add video description to an existing YouTube video
* Identify how to evaluate and advocate for accessible digital environments
* Locate resources that provide more information on digital accessibility
* Describe a flipped classroom model; its challenges and considerations

### Activities:

* **Due:** Video description assignment - 15 points, due before midnight 9/6
* Read:
	+ Tucker, B. (2012). The flipped classroom. *Education Next*, *12*(1), 82-83**.** <http://wardwcom.webstarts.com/uploads/the_flipped_classroom_article.pdf>
	+ Image Sorting Tool Decision Tree (DIAGRAM Center): <http://diagramcenter.org/decision-tree.html>
	+ “Exciting Developments in Uses of 3D Printing in Education” <http://www.emergingedtech.com/2013/05/exciting-developments-in-uses-of-3d-printing-in-education/>
* **Post** on Week 5 discussion board:
	+ **Share:** Link to your YouDescribe video
	+ Discuss:
		- What are the opportunities in a flipped classroom model? What are the challenges?
		- How might you work with a school team to ensure accessible digital environments? How could a transcriber or paraprofessional help facilitate a digital workflow?
	+ **Share:** Link to one tutorial, resource, or video that addresses digital accessibility. Examples: How a student might use a specific assistive technology to go online or manage online content such as a website or program, demonstration of skills needed to navigate online content, how to author or create image or video descriptions

### Resources:

* 1 hr webinar: “3D Printing for Accessible Materials in Schools” [http://diagramcenter.org/webinars.html - 3D](http://diagramcenter.org/webinars.html#3D)
* YouDescribe Support page: <http://youdescribe.org/support.php>
* Do’s and Don’ts of video description: <https://www.youtube.com/playlist?list=PLNJrbI_nyy9uzywoJfyDRoeKA1SaIEFJ7>

### WEEK 6: Conducting a needs assessment

### Participants will:

* Describe how to determine student needs + Fit of technology
* Share various strategies for multimodal accessibility
* Identify technology needs based on classroom content in math, history and English; how does the content change how a student accesses the material?

### Activities:

* **Due:** Needs Assessment - 30 points, due before midnight 9/13
* Read:
	+ Presley & D’Andrea, p. 185-197. Getting ready for a technology assessment.
	+ Presley & D’Andrea, p. 202-203. Considerations for students with additional disabilities.
* **Post** on Week 6 discussion board:
	+ **Discuss** how accessibility needs would differ in the math classroom versus history classroom versus english classroom. How does the content change the technology a student might need to access the material?
	+ **List** one type of media and at least two strategies or tools that one student would use to access this media. If you see a media already listed but have a different strategy, simply add to that media thread. The strategies can be low and high tech. Example: Map: Magnify a digital copy on a computer, magnify a paper copy using a document camera and iPad.

### Resources:

* Presley & D’Andrea, Chapter 7. *Performing an assistive technology assessment.* Provides breakdown of how to assess for various assistive technologies.

### WEEK 7: Implementation of technology in the classroom

### Participants will:

* Demonstrate how to write effective IEP goals and objectives
* Describe strategies for teaching new technology to a student
* Identify ways to help classroom teachers support your student

### Activities:

* **Due:** IEP Worksheet - 25 points, due before midnight 9/20
* Read:
	+ Siu, Y. (2014). Empowering our students from day one. *CTEBVI Journal, 56*(2), 35-36. <http://bit.ly/1Ficwf7>
	+ Presley & D’Andrea, p.318-328. The general education technology plan through Compiling the report.
	+ Presley & D’Andrea, p.389-407. Considerations for teaching assistive technology.
	+ AT Goals for the IEP, cheatsheet <http://bit.ly/1Fiaxrb>
* **Post** on Week 7 discussion board:
	+ Discuss:
		- What are some strategies to introduce technology to a student with visual impairments? Consider: how to teach a student to visualize the digital environment, how to start small and expand skills, how to teach gestures. You can share a link to manuals, tutorials, etc. here if you like.
		- What are some strategies to develop with a classroom teacher to implement technology in their classroom?

### Resources:

* Presley & D’Andrea, p.366-383. Appendix 8A: Sample AT recommendations form, report, recommendations.
* Presley & D’Andrea, p.384-388. *Writing the IEP goals.*

### WEEK 8: Engaging with a community of practice

### Participants will:

* Identify available online media and access professional networks
* Identify resources that support own teaching practice and maintain skills (is there an activity that demonstrates this?)
* Describe how to empower your students to be in charge of their own accessibility

### Activities:

* **Read:** Siu, Y. (2014). What can social media do for me, and how the heck is Twitter relevant?! *CTEBVI Journal, 55*(3), 30-32. <http://bit.ly/teacherstweet>
* **Explore:** AccessWorld (AFB), AppleVis, Paths to Literacy
* **Post** on Week 8 discussion board:
	+ Links to TVI networks on social media: Facebook groups, listservs including contact information to join, blogs
	+ Links to helpful “how-to” YouTube video tutorials, resources, etc.
	+ Strategies to engage students in finding their own resources, advocating for their digital accessibility needs

### Resources:

* Presley & D’Andrea, p. 416-445. *Appendix B: Resources.*
* Apps for blind and low vision users: http://www.applevis.com/apps/ios-apps-for-blind-and-vision-impaired
* 138 apps for early learning (in kids with visual impairments): http://www.pathstoliteracy.org/blog/apps-early-learning-blind-visually-impaired-deafblind
* “App Rap”, compilation of apps and resources from CTEBVI 2015
	+ http://www.ctebvi.org/Conf2015/Workshops/510/510b.pdf
	+ http://www.ctebvi.org/Conf2015/Workshops/510/510a.pdf
* How to Use Twitter: http://www.wonderbaby.org/twitter-for-parents-of-blind-kids
* 10 Twitter Users to Follow (if you are a parent of a child with a visual impairment): [bit.ly/1PZhUgK](https://t.co/EApnL71NHe)

## 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> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

### FITCHBURG STATE UNIVERSITY

### DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://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/> 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 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

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.