



**Catherine Leahy Brine  
Educational Consultants Inc.**

# **STUDENT HANDBOOK**

## A MESSAGE FOR STUDENTS

Dear Students,

We at Catherine Leahy Brine Educational Consultants, Inc. are blessed to have a strong partnership with Fitchburg State University. As students of the University, it is important for you to be aware of their as well as our own company's policies, procedures and resources. The purpose of this Handbook is to provide our students with this useful information and guidance. It is not intended to replace personal contact. If you have questions or concerns, I encourage you to contact me or the office at any time.

I hope you find the Handbook to be a useful resource.

Sincerely,

**Catherine F. Brine**

Catherine F. Brine

President, Catherine Leahy Brine Educational Consultants, Inc.

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# **Fitchburg State University Mission, Vision and Values**

## **Mission**

Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small university environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.

## **Vision**

Fitchburg State University will be nationally recognized for its excellence in teaching and learning in current and emergent fields, for its commitment to transforming lives through education, and for its dedication to public service.

In order to achieve this, we will:

- Prepare students for a global society through curricular innovation and program development
- Achieve academic excellence by investing in our faculty and librarians in their pursuit of knowledge, professional competency, and scholarship
- Employ innovative uses of technology in the library and across our campus to maximize student learning
- Create a culture of diversity to meet the needs of the region and enhance the personal and academic lives of the university community
- Build partnerships within our community to provide real-world opportunities for our students and collaborative solutions to community issues

## **Core Values**

### **Accessibility**

Offering equitable access to high-quality programs and services to people of varying cultural backgrounds living within and beyond our diverse community of North Central Massachusetts

### **Affordability**

Providing opportunities for students of varying socioeconomic backgrounds to pursue an affordable, quality education

### **Community**

Forging partnerships with businesses and community organizations within the region to enhance quality of life

### **Enrichment**

Sustaining a supportive campus environment for students, faculty, staff, and alumni in which all members can grow and excel in their personal and professional lives

### **Excellence**

Striving for excellence in academic programs and services through innovative teaching and professional practices

## **Catherine Leahy Brine, Inc. Licensure Programs' Objectives**

Catherine Leahy Brine Educational Consultants **Initial License Programs** seek to promote:

- Effective planning of curriculum and instruction using content standards from the appropriate Massachusetts Curriculum Framework/Common Core
- Effective delivery of instruction which includes clear oral and written communication
- Planning and delivery of strategic lessons that begin with a measurable performance objective and include three phases: preparation, assistance and association and reflection
- A deeper understanding of candidate's content knowledge
- Effective classroom management skills that enhance an appropriate learning environment
- Ethical and moral responsibilities of the profession
- Equity through an understanding of effective practices that meet the needs of diverse student populations and include high standards and expectations for all learners
- Reflective practice that encourages the use of classic and current educational research to inform instruction
- Effective literacy practices across the content areas
- Understanding of developmentally appropriate learning theories and instructional practices

Catherine Leahy Brine Educational Consultants **Professional License Programs** seek to promote:

- A deeper understanding of candidates' advanced content knowledge
- Advanced design of curriculum planning using content standards from the appropriate Curriculum Framework/Common Core
- Use of advanced pedagogical skills in the delivery of curriculum which includes high standards and expectations for all learners
- Advanced planning and delivery of strategic lessons that begin with a measurable performance objective and include three phases: preparation, assistance and association and reflection
- Ethical and moral responsibilities of the profession
- Equity through an understanding of advanced pedagogical practices that meet the needs of diverse student populations
- Reflective practice that encourages the use of classic and current educational research to deepen candidates' advanced content knowledge and advanced pedagogical skills
- Understanding of the change process as it relates to the candidates' specific content area
- Teacher leadership in the candidates' professional learning community
- Advanced written, oral and technological communication skills

## **UNIVERSITY WIDE AND CATHERINE LEAHY BRINE, INC. POLICIES**

For a complete listing of the University's policies, see the Fitchburg State University Undergraduate & Graduate Course Catalog 2020-2021 at:

<https://catalog.fitchburgstate.edu/index.php>

**Students are responsible for reviewing the entirety of the Graduate section of the Handbook.**

### **Completed Application Requirements for the M.Ed. and CAGS Programs**

Applications for Fitchburg State degree programs are done through the FSU application portal. It is the responsibility of the candidate to make sure their application is complete and that they have been accepted into the program.

<https://admissions.fitchburgstate.edu/apply/>

**\* \* Candidates with incomplete admissions files begin the program at their own discretion, knowing that an admissions decision has not been made.**

In addition to the on-line application, the following items must be sent directly to Catherine Leahy Brine at:  
98 Randolph St, Weymouth, MA 02190

- The Catherine Leahy Brine Cover Sheet with the non-refundable \$150 application deposit.
- A copy of your teaching license.
- A copy of your Transfer Request Form.

### **Completed Application Requirements for Initial and Professional License Programs Only**

Please note that if you decide to switch into the Master of Education track you MUST complete the graduate application process as listed above for Fitchburg State University. **A maximum of twelve credits can be taken as a non matriculated student for the degree program.**

- Catherine Leahy Brine Cover Sheet with a non-refundable \$150 application fee
- Official, unopened transcripts from the candidate's undergraduate institution(s) of higher education or from the candidate's Master or CAGS Program
- A current resume that is signed and dated
- Copy of the candidate's teaching license
- Three letters of recommendation; one must be from a supervisor.
- Personal statement
- Verification of School Based Employment (Professional License candidates only)

## **Admissions Standards and Criteria**

Applicants who meet the following minimum criteria are eligible for consideration for admission:

- A 2.8 average or better on a 4.0 scale from an accredited four-year institution
- Scores that range from “Average” to “Excellent” on the *Letter of Recommendation* forms
- Personal Statement that receives a Rubric score of “2” or higher

Please note: Applicants who meet just one of the two admissions criteria but exceed in the other and who have additional evidence of academic promise are considered upon recommendation from the appropriate program chair.

## **Transfer of Credit**

The university accepts a maximum of six semester hours in transfer credits from regionally accredited graduate schools. Transfer credit requests are acted upon as part of the admission process when a student submits the *Request for Transfer of Graduate Credit Form*, official transcripts from the appropriate institution and has been accepted into the graduate program. Transferred courses are not included in the cumulative GPA.

The transfer of credits must be approved by the program chairperson and by the dean and meet the following criteria:

- A grade of B (3.0) or better; pass/fail grades are not transferable
- Courses accepted in transfer must carry graduate level credit above the professional development level
- Courses must be relevant to degree specialization
- Transferred courses are only valid if taken within six years of the date of graduation from a candidate's graduate program
- Courses previously counted toward an undergraduate or graduate degree or CAGS from Fitchburg State University or another accredited institution do not qualify for transfer towards a Fitchburg State University master's or CAGS program

## **Courses Taken at Fitchburg State Prior To Admission**

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. No more than six semester hours of course work at the 6000 level may be applied toward a degree program.

**Request for Transfer of Graduate Credit Forms are due to the Brine office no later than one week after the New Student Orientation. Forms submitted after that date will not be accepted. There is no allowance for transfer credits into Catherine Leahy Brine, Inc. DESE approved Initial or Professional Licensure Programs unless the course has been taken through Leahy-Brine.**

## **Academic Policies and Procedures**

### **Program Drives**

A drive will be started for each candidate at the start of their program. Important documents and resources will be included. The drive will be shared between the candidate, their advisor and the administrative office. It is expected that any and all documentation that advisors or the office asked candidates to update or provide will be uploaded into candidate drives for shared access. The link to drives will be provided before the Program Orientation.

### **Plans of Study**

Plans of Study will be created for each applicant by the Brine office. The Plan of Study will be based on the information provided to the office by the candidate and is part of the candidate's application file. The accuracy of the Plan of Study, therefore, is the candidate's responsibility and must be followed as given to the candidate by the Brine office unless the candidate communicates any inaccuracies in writing to the Brine office. Candidates should not delete courses on plans of study or alter plans of study in any way. The Brine office and advisors take no responsibility if a candidate deletes or adds courses to the plan of study.

The Plan of Study must be updated by the student each semester. Advisors will review the updated Plan of Study each semester with the candidates. However, it is the ultimate responsibility of the candidate.

### **Course Registration**

Pre-registration takes place in cohort. Student files are reviewed by seminar leader and the office. CRN numbers will be sent to students directly when they are able to register online through Fitchburg State. Failure to register is the student's responsibility and may result in no credit and/or additional tuition costs. **The Brine office and instructors will accept no responsibility for a candidate's failure to register for credit through Fitchburg State. Late registration petitions will incur a fee of \$50 per course.**

### **Course Load and Advising**

Graduate students must register for a minimum of nine credit hours in fall and/or spring to be considered full-time. Course load for part-time status is less than nine credit hours. The maximum course load for any graduate student is 12 credit hours in fall, spring or the combined summer I/II sessions. Students who want to register for credit beyond the normal load must have written approval from the dean of graduate and continuing education prior to registering. Forms are available from the Brine office.

**All scheduled Initial and Professional Advising Sessions/SMK seminar sessions are mandatory.** Failure to attend mandatory sessions will result in a delay of program and/or dismissal from Programs. All candidates must be advised a minimum of four times throughout their Program. The SMK Seminar must be completed by Initial License candidates BEFORE they can begin the Practicum.

### **Late Work Policy**

All coursework (including, but not limited to: assignments, reflections, discussion posts, quizzes, pre-practicum work, and final projects) must be submitted no later than the due date unless prior arrangements are made with the instructor (well in advance of the due date). If a candidate submits an assignment after the due date without having made arrangements with the instructor a minimum of 5 points (based on an assignment grading scale of 100 points), will be deducted for each day that the assignment is late.

In order to receive credit for the discussion post assignments, the candidate must actively participate during the assigned discussion period. Late discussion posts will be given a 0 without exception.

## **Retention in a Graduate Degree and/or Licensure Program**

### **Academic Progress Policy for Graduate Students**

#### **Retention in a Graduate Program**

To maintain enrollment in a graduate program, students must maintain a minimum GPA of 3.0 in their academic program. (Please see the retention policies for the MS programs in Counseling below.)

#### **A graduate student will be placed on probation if:**

- Their overall GPA falls below 3.0.
- They receive a failing grade (below 2.0) in any course; students who fail a course must retake the course the next time it is offered in order to replace the failing grade with a passing grade. Students on probation have one year to raise their GPA to 3.0 or better. A minimum GPA of 3.0 is required for graduation.

#### **A graduate student enrolled in a program may be dismissed if:**

- The student is found in violation of the Academic Integrity Policy
- The student violates ethical/professional standards as defined by the profession and/or the academic department
- The student receives failing grades (below 2.0) in two or more courses
- The student's GPA remains below 3.0 for three consecutive semesters

A graduate student who is dismissed from a program may seek readmission after one semester, but the decision for readmission rests with the department and/or the Dean of Graduate & Continuing Education, and is considered final.

**Failure to pay tuition payments on time is possible grounds for dismissal.**

### **Tuition Refunds**

In cases of dismissal for academic dishonesty or for course failure, no refunds will be given for courses previously completed or for courses in which the student is enrolled at the time of dismissal. An Administrative Fee of \$750 will be charged.

If candidates register and begin classes there is zero refund for courses once the candidate has attended the first session unless a petition is filed with extenuating circumstances that has been approved by Brine.

If candidates withdraw from the program for reasons other than academic dismissal a refund will be issued for courses that have not been registered for or completed. A \$750 Administrative fee is charged for withdrawals from any program for any reason.

### **Continued Progress Toward Degree or License**

Matriculated students who do not register for classes for a full academic year (fall, spring, and summer) must request a leave of absence by writing to the dean of graduate and continuing education. License-only candidates must request the same from Catherine Leahy Brine. Without an approved request, a student is dismissed from the degree or licensure program.

### **Grade Substitution Policy**

Students who have been dismissed from a graduate program on academic grounds and who are subsequently readmitted to a program may retake courses in which they have received a 2.0 or a 0.0 grade. If the class is repeated, the new grade will be substituted for the original grade in calculating the student's cumulative GPA. The original grade, however, will continue to appear on the transcript. Transfer courses cannot be used to substitute for courses in which a grade of 2.0 or a 0.0 has been obtained.

### **Readmission to Graduate Degree Program**

A student who has been dismissed from a program because of failure to request a leave of absence may reapply to the program.

A graduate student who is dismissed from a program for academic reasons may seek readmission after one semester, but the decision for readmission rests with the department and/or the Dean of Graduate & Continuing Education, and is considered final.

Readmission is contingent on the capability of the student to maintain at least a 3.0 GPA and on evidence that there are sufficient courses remaining in the student's program to achieve a 3.0 GPA.

Students seeking readmission to a program must reapply by completing a Petition Form. For those seeking readmission into a different degree program, the admissions process must be completed after permission from the dean is secured.

**The program/policies in effect at the time of readmission are those that the student must follow.**

### **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 |

### **Incomplete Course**

An incomplete (IN) may be awarded with the recommendation of the instructor **when the student has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason.** A student who has received an Incomplete in lieu of a course grade must make up the missing part or their coursework during the first four weeks of the following semester. Failure to do so will result in an automatic 0.0 for the course.

### **In-Progress Course**

A grade of IP (In-Progress) may be awarded for thesis, practicum, internships, and clinical experience at the end of a given semester. Practica and internships need to be completed within two semesters. If the practicum is not completed within the allotted time, then the IP grade will be changed to either an incomplete (IN) or a grade of 0.0.

### **Grade Appeal**

A student who is dissatisfied with a grade received or with any other aspect of instruction in a particular course is to confer with the instructor, who will explain the reasons for awarding the grade. If such a conference fails to achieve a satisfactory resolution, the student should confer with the department chair. If still unsatisfied, the student may then appeal in writing to the dean of student and academic life or the dean of education to adjudicate the situation.

### **Withdrawal from Courses**

Students who withdraw by simply not attending class automatically receive a 0.0 for the course and no tuition will be refunded. Students who wish to withdraw must complete a student petition form, within the time frame set by the University, which is available through the Brine office.

### **Cancellation of Course**

The Brine office may cancel courses for insufficient enrollment. Therefore, it is important for candidates to pre-register for all courses they wish to take. Pre-Registration takes place with or through the candidate's advisor one month before the start of a new semester.

### **Graduation/End of Licensure Program Requirements**

Students must:

- Maintain a minimum cumulative GPA of 3.0 in the degree and license programs with no graduate coursework below a 2.0
- Successfully complete all program requirements
- An application for degree or certificate must be submitted to Fitchburg State through web4.
- **For Initial and Professional License Courses a minimum grade of 3.0 is required for each course.** It is the candidate's responsibility to be aware of this policy and what classes you must earn a grade of at least a 3.0.

### **Late Work Policy**

All coursework (including, but not limited to: assignments, reflections, discussion posts, quizzes, pre-practicum work, and final projects) must be submitted no later than the due date unless prior arrangements are made with the instructor (well in advance of the due date). If a candidate submits an assignment after the due date without having made arrangements with the instructor a minimum of 5 points (based on an assignment grading scale of 100 points), will be deducted for each day that the assignment is late.

In order to receive credit for the discussion post assignments, the candidate must actively participate during the assigned discussion period. Late discussion posts will be given a 0 without exception.

### **Time Limits, Program Changes and Tuition Increases**

Graduate degree programs must be completed within six years of the date of the student's first course in the program. License Programs must be completed within three years of the student's first course in the Program. Failure to do so will result in the candidate retaking more current courses. **Brine tuition costs shall be raised upon increases in tuition at Fitchburg State and/or other increased costs of program delivery, such as, but not limited to, increased cost of space rentals and costs associated with complying with DESE mandates. Program changes may occur based on mandates from DESE or as part of our cycle of continuous improvement. Candidates are responsible for current requirements at the time of completion of the program.**

### **Academic Integrity Policy**

Every member of the university community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work.

A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty.

A student's name on any written or creative exercise (e.g., examination, report, thesis, theme, laboratory report, computer program, artistic production, etc.), or in association with an oral presentation, declares that the work is the result of that student's own thought and study. Any work that the student declares as his/her own shall be stated in the student's own words and produced without the assistance of others. Students must make clear through accurate citations when they make use of other sources. Talking during an examination, or possession or use of unauthorized materials or equipment during an examination constitutes an infringement of the academic integrity policy. Aiding and abetting academic dishonesty also constitutes a violation of the academic integrity policy.

Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Fitchburg State University or any other institution.

A student who perceives the possibility of overlapping assignments in courses should consult with the appropriate faculty members before presuming that a single effort will fulfill requirements of both courses. Students should consult course syllabi for additional guidance on matters of academic integrity. Proven plagiarism and other serious violations of the academic dishonesty policy will result in dismissal from the program.

### **Transcripts**

Unofficial transcripts are available to students online. Official transcripts may also be requested online at [www.getmytranscript.com](http://www.getmytranscript.com). For each official transcript, there is a \$5 fee. For more information, see [www.fitchburgstate.edu/registrar/](http://www.fitchburgstate.edu/registrar/). Unofficial transcripts can be accessed in real time on the Fitchburg State Web4 system and should be checked often for accuracy.

### **Waiver of Academic Regulations**

The university and Leahy-Brine acknowledge that extenuating circumstances relative to rules, regulations, and programs occasionally require a waiver of regulations. **Although students may petition for a waiver, they should understand that the justification for a waiver should be as exceptional as the granting of one.**

Petitions for a waiver of regulations begin with the dean of student and academic life and/or dean of education or dean of graduate and continuing education.

Petition Forms are available through the Brine office.

### **Change in License Track**

You must declare your license track at the time of acceptance into the program. Changes will not be permitted once a candidate has declared the license they are seeking. Programs and requirements differ based on level and field of license.

### **Graduation**

Candidates enrolled in the Master of Education Programs or C.A.G.S. Programs must apply for graduation from Fitchburg State University the semester before they are scheduled to graduate. All communication from the Registrar will be sent to candidates at their Fitchburg State email address. Candidates are responsible for checking that email on a regular basis for updates.

### **Practicum Requirements for Brine Initial License Candidates**

- Grade of at least a 3.0 in all license classes
- All MTELs just be passed
- SMK (Subject Matter Knowledge) Seminar complete
- All coursework including pre-practicum work must be complete
- Practicum is a full time experience (300 hours FULL time)
- Practicum must be in a classroom in the area of license that you are seeking
- Attendance at CAP training
- Per DESE: All practicum must be completed within a Massachusetts public school, approved private special education setting, a school that requires Massachusetts educator licensure, or a setting with curriculum referencing the Massachusetts Curriculum Frameworks incorporating the Common Core Standards

**OTHER UNIVERSITY WIDE POLICIES**  
**(To which Catherine Leahy Brine Educational Consultants, Inc. also adhere)**

**Affirmative Action Policy**

It is the policy and commitment of Fitchburg State University not to discriminate on the basis of race, color, religion, creed, age, gender, sexual orientation, gender identity, genetic information, disability, veteran status, marital status, or national origin in its educational programs, activities, admissions, or employment policies, and to comply with the requirements of Federal Executive Orders 11246 and 11375 as amended, the Civil Rights Act of 1964 as amended, Title IX of the Educational Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402, Vietnam Era Veterans Readjustment Assistance Act of 1974, the Civil Rights Restoration Act of 1988, the Americans with Disabilities Act of 1990 (ADA), the Civil Rights Act of 1991, and pertinent laws, regulations, and Executive Orders, directives of the Board of Higher Education of the Commonwealth of Massachusetts, and other applicable state and federal statutes.

**Sexual Harassment Policy**

It is against the policy of Fitchburg State University for any member of the university community, male or female, to sexually harass another employee or student. The university is committed to providing a working, living, and learning environment that is free from all forms of abusive, harassing, or coercive conduct. This policy seeks to protect the rights of all members of the university community (faculty/ librarians, administrators, staff, and students) to be treated with respect and dignity.

Sexual harassment consists of unsolicited verbal, non-verbal, and/or physical conduct, which has the effect of interfering with student or employment status or of creating an intimidating, hostile, or offensive environment. The university's Affirmative Action Grievance Procedures will serve as a system of review and resolution for both formal and informal complaints.

**Drug-Free Environment**

Fitchburg State University is in compliance with the Drug- Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989. Information regarding these acts and the university's compliance with them is distributed to the university community yearly and is also available from the office for human resources at (978) 665-3172.

**Alcohol Policy**

The Fitchburg State University community recognizes the importance of personal and communal responsibility with regard to its alcoholic beverage policy. It assumes that any student who has consumed alcohol accepts responsibility for their consequent behavior. Being intoxicated will not be accepted as an excuse for erratic, irresponsible behavior either to an individual or others' person or property. Any student found to be intoxicated will be considered in violation of the Alcohol Policy and will be subject to the Student Discipline System.

### **E-Mail/ Fitchburg State Issued E-mail**

E-mail is the major source of communication between the Brine office and students and faculty. E-mail addresses are available through Fitchburg State University for registered students and faculty. The FSU e-mail or a private e-mail is required; we do not send students e-mail to their work addresses. E-mail should be checked daily. Failure to read e-mail communication in a timely fashion is not an acceptable excuse.

### **Candidate Dispositions Advising Assessment**

The Candidate Dispositions Form is a requirement of Fitchburg State University and Brine Licensure Programs. It is completed several times throughout the candidate's program, both by identified course instructors and by each candidate's advisor. (See Appendix A) If the candidate receives a ranking of two or more "1's," a mandatory meeting with the Program Chair will be held with the candidate and his/her advisor.

### **Communication with the Brine Office**

Due to confidentiality laws, the Brine office will communicate only with applicants and matriculating students. We will not communicate with parents, other relatives, friends, spouses, or significant others. Students should not have anyone contact the Brine office on their behalf. By law, we can not communicate with anyone but the applicant or matriculated student.

Should candidates have programmatic or Plan of Study questions, they should first contact their advisor before contacting the Brine office. Program advisors are listed below:

- |                                     |                          |
|-------------------------------------|--------------------------|
| ● EDLM Program:                     | Barbara Lovell           |
| ● M.Ed. in Curriculum and Teaching: | Adv. Seminar Instructors |
| ● Professional License Only         | Adv. Seminar Instructors |
| ● Initial License Only              | Steve Blette             |

Should a student deem it necessary to communicate with the Brine office for whatever reason after following the required "chain-of-command," it is expected that all such communication be polite and professional – no matter what the issue.

Repeated rudeness to instructors, fellow students, or to Brine office staff will be grounds for possible exclusion from the program(s).

### **Refund Policy**

Upon withdrawal from any program, the amount of the refund will depend on the official date of the candidate's acceptance and official withdrawal or dismissal. Refunds will only be generated if the total payments made by the student exceed the total charges after adjustments have been completed. Outstanding Materials Fees for all courses will be deducted from the refund and paid by Brine to the instructor(s) involved. An administrative fee of \$750 will be assessed for all withdrawals for whatever reason(s).

### **Cellular Telephones and Other Devices**

Turn-off cellular telephones during class time and field experiences and place them in book bags or purses. There is no texting in class. It reflects negatively upon you as a 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. **Failure to adhere to this policy will result in a loss of credit to be determined by the instructor.**

### **Guidelines for Instructors and Students Using Zoom**

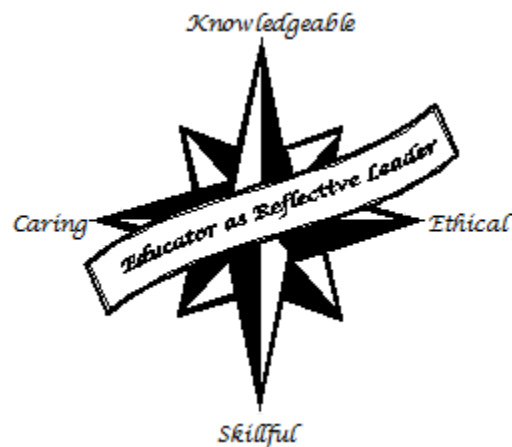
Instructors should be the first to arrive at the Zoom meeting, and they should be present 10 minutes before the meeting begins. Instructors should also mute all participants before they enter the meeting. Next, in order to protect their privacy and the privacy of their students, instructors should disable the meeting's recording function. However, if a student is absent and requests a recording, then the request may be granted IF all participants give their consent. Students are asked to mute their microphones at the start of each meeting and to remain muted unless they are speaking. Also, unless extenuating circumstances arise students are required to turn on their video so that the instructors can accurately take attendance and appropriately include students in each lesson. Students are encouraged to anticipate special circumstances, to communicate them to their instructors in advance, and to collaborate with their instructors to find solutions that will promote their learning and progress through their course of studies with Catherine Leahy-Brine Educational Consultants, Inc. Next, in order to protect the privacy of all, students are forbidden from taking screen shots during Zoom meetings. It is expected that attendance and participation in the Zoom class is the candidate's only activity throughout the entire session.

# APPENDIX A

## Education Unit ~ Conceptual Frameworks (2012)

### ***EDUCATOR AS REFLECTIVE LEADER***

Faculty in the Education Unit have worked to organize and articulate the multiple dimensions of the Education Unit programs within a defined knowledge base and relate them to a conceptual framework and mission. In our continued support of and complement of the Fitchburg State University mission's commitment to leadership and service to our community and the Commonwealth, the Educational Unit incorporates this leadership aspect into its [Conceptual Framework](#). The overarching theme of our Conceptual Framework is "Educator as Reflective Leader."



### **CONCEPTUAL FRAMEWORK OVERVIEW**

Candidates who complete Education Unit preparation programs are knowledgeable, skillful, competent, ethical, and caring professionals. Fitchburg State University candidates use research, reflective thinking, and collaboration to provide leadership for effective educational practices in a diverse society and to provide successful leadership to affect policy development, research programs, instruction, and curriculum design.

- **KNOWLEDGE**

Knowledgeable candidates are literate in and have a broad understanding of the academic disciplines and their modes of inquiry. They are cognizant of the kinds of thinking basic to the development of an active citizen in a democracy. Knowledgeable candidates are able to facilitate curriculum development and changes based upon changes in technology and the needs of an educated person in a diverse society. Knowledgeable candidates are able to assess the developmental levels, social, emotional and academic needs of individual students and have the leadership capability to provide for these needs in their classrooms in their schools and in their communities. Knowledgeable candidates create learning environments that maximize both learning and the desire to learn. Candidates demonstrate leadership ability to create classrooms and schools that are safe, friendly and stimulating by collaborating with everyone involved with the students.

- **Skillful**

Another distinguishing characteristic of leadership is skill. Skillful candidates facilitate their students' understanding of important concepts in ways that are consistent with their experiences, developmental levels, learning styles and background knowledge. Candidates are skillful in implementing sound pedagogical skills and are positive, fair, supportive and respectful. Skillful candidates model learning for their students and implement scientifically, research-based practices in literacy, mathematics, technology, science, the arts and the social sciences. Skillful candidates create safe environments where students are supported emotionally as well as physically. Skillful candidates are effective in obtaining resources for their classes and schools to insure quality support.

- **Caring and Ethical**

Finally, the most important contribution to the tasks of leadership is that the candidates exhibit the qualities of caring and ethical behavior. Candidates strive for excellence but do so with consideration for their students, knowing that they act in "Loco Parentis". As such candidates' interactions with students reflect not only their knowledge of research-based practices but also their compassion, caring, humanity and spirit. Candidates' efforts to involve family and professionals involved in the lives of students reflect the candidates' knowledge of the need for collaboration and the holistic nature of education. Candidates demonstrate empathetic, adaptable, open-minded behavior that reflects their concern for the welfare of their students and their passion for teaching/learning. Moreover, candidates take a leadership role in modeling high standards and ethical behavior in the classroom, in the school and in the community. They are committed to developing their knowledge of subject matter and methodology of instruction. They maintain confidentiality and professionalism. They demonstrate accountability regarding students' success both to the students and to the public. The Fitchburg State University candidate is entering a large, diverse world condensed by a variety of communication networks. The candidate must take a leadership role in promoting appreciation of diversity, in developing safe, nurturing learning environments, in using research-based practices and in working collaboratively with professionals, parents and community representatives to ensure that attention, learning excellence and care are afforded all students of varied abilities and ethnic, cultural, linguistic, and religious backgrounds.

## Sign Off Page for Receipt of Student Handbook

|                                                                                       |       |
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**I HAVE RECEIVED THE STUDENT HANDBOOK. Please print your name, sign below. Once signed you will receive a copy of the signed document.**

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Signature

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Date