

Department of Special Education and Rehabilitation
Effective Instruction I
SPED 5740/ Fall, 2015

Course Information

Credits: 2

Schedule/Location: Monday, 4:30/ Adobe Connect classroom in CANVAS

Instructor Information

Instructor: Barbara Fiechtl

Email: barbara.fiechtl@usu.edu

Office: EDUC 318

Office Hours: Wednesday, 3:00–5:00 and by appointment

Phone: 435 797–3258

Tech support

If you need help with Canvas, Adobe Connect or other computer issues contact the tech support.

Karl Dyches

435 797–0861

IDEA Objectives

IDEA (University evaluation) Obj. 3 *Learning to apply course material (to improve thinking, problem solving, and decisions)*

Obj. 4 *Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course*

Course Objectives

2012 CEC Common Core (ISCI) and Early Childhood Special Education (ECSE) Standards	Course objective
ISCI2K2	Describe environmental features of preschool classrooms that promote learning and discourage behavior problems
ISCI3K1, K2; ECSE5K1, K2, K3	Demonstrate knowledge of general and special curricula

ISCI2K5; ISCI3K3; ISCI5S4, S5; ISCI2K5	Describe Utah's Early Childhood Core Standards and their application to the classroom curriculum and the identification and development of functional IEP goals and objectives
ISCI5K2	Demonstrate knowledge of evidence-based practices that are validated for specific characteristics of learners and settings
ISCI1K13; ISCI2K4, K8, K9; ISCI2S1; ISCI4S13; ECSE5S7	Describe the importance of inclusion for young children with disabilities from all cultures and ways to enhance successful inclusion and issues involved with instructional planning
ISCI5S15; ISCI5S6; ECSE5S1	Describe child engagement strategies used in routines-based instruction and develop routines-based instructional programs for a children
ISCI2K3; ISCI5S15; ECSE5K1	Describe knowledge of prompting sequences and components of the effective teaching cycle
ISCI5S8; ISCI2S13; ISCI3S2; ECSE5S10	Identify components and construct instructional programs that reflect State core guidelines
ISCI4S9; ISCI5S3	Develop a system for collecting data to track children's progress, including maintenance and generalization
ISCI1K5; ISCI7K1, K4; ISCI7S3; ISCI7S10; EE9S4; ECSE10K1	Identify issues related to collaboration and teaming with school personnel, families and community agencies, and strategies to address these issues
ISCI5K3; ECSE1K10	Describe assistive technologies to facilitate children's communication, motor and self-help goals during classroom routines and activities
ISCI2S3, S2; ISCI2K1; ISCI2K5	

	Describe transition issues for children birth to age 5 and their families and strategies to successfully address these issues
ISCI6K9, K10; ISCI1K5; ISCI2K8; ISCI6K11; ISCI1K6, ISCI1K13	Describe the impact of culture on education

Objective	Course Objective

Course Schedule

Caption

Module	Topic	Header
Week 1 8/31/15	Course orientation and Preparing the classroom environment	<p>Tasks: Slides will be linked each week by Monday Noon in Canvas–Modules. To print more than one slide per page, select Handouts in the Print window (on a PC) and then the number of slides per page.</p> <p>If using an external microphone, remember to plug it into your computer before logging into Canvas – Adobe Connect.</p> <p>To keep you organized throughout the semester, you may want to add assignment due dates to your Planner this week.</p> <p>Get the link from the Resources module and go to the Adobe site and Adobe Acrobat Reader 11</p>

and download it free of charge. You will need this program to view some of the class handouts that are linked in Canvas. If you need assistance with any technical issues, please contact Technical Support.

Labor Day
No CLASS

Tasks: Read the following articles located in the module:

- Lawry, J., & Strain, P. (1999) Examining the role of the classroom environment in the prevention of problem behaviors (<http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/examining.pdf>). Young Exceptional Children, Monograph Series No. 1, Practical Ideas for Addressing Challenging Behaviors (pp. 49-61).
- Casey, A., & McWilliam, R. (2005). Where is everybody? Organizing adults to promote child engagement (<http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/everybody.pdf>). Young Exceptional Children (8), 2-10.
- **Complete the Quiz** for week 2 readings by next Monday morning. Before you begin, review the instructions in the Quizzes section above. The quiz will be available for you to take anytime between NOON, Tuesday, Sept. 1, and 9:00 a.m., Monday, Sept. 7.
- Lesson Plan is **DUE 9:00 am, Monday, 9/14** Read

Week 2
9/7/15

the instructions for the Lesson Plan Assignment and create a lesson plan template. Be sure to include all the information listed in the Lesson Plan assignment.

Continuum of instruction and Writing Effective and Functional IEP Goals

Due: Complete the Quiz for week 2 readings by 9:00 Monday. Before you begin, review the instructions in the Quizzes section above. The quiz will be available for you to take anytime between NOON, Tuesday, Sept. 2, and 9:00 a.m., Monday, Sept. 14.

Submit the Lesson plan assignment by 9:00 a.m. Monday of this week. You may send this week's plan or a blank template; your coaches will periodically check your written lesson plans.

Tasks: Print or download to your desktop the handout *Getting Ready to Teach* to refer to during class.

Read the following article:

- Sandall, S., Schwartz, I, & Joseph, G. (2001). A building blocks model for effective instruction in inclusive early childhood settings (<http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/blocks.pdf>). *Young Exceptional Children*, 4 (3), 3-9.

Review your children's IEP goals prior to class time. If you are not the teacher of record, **ask the teacher for 2-3 social or language goals and 2-3**

**Week 3
9/14/15**

		<p>preacademic or cognitive goals. Bring these goals to class.</p> <p>Meet with your paras to discuss the lesson plans for next week as well as classroom and/or children issues.</p> <p>Prepare to meet with your Coach this week. The coach will be completing a checklist on your classroom organization and management.</p>
<p>Week 4 9/21/15</p>	<p>Effective teaching cycle, Intensive and Routines based instruction & Linking to the Utah core standards</p>	<p>Due: Submit Step 3 of the <i>Getting Ready to Teach Pre-academic Goals</i> assignment in Canvas by 9:00 a.m., Monday, Sept. 21. <i>(Note only the intensive baseline data are due this week.)</i></p> <p>Tasks: Post a lesson plan in your classroom each day you are in session. (Itinerant teachers: review your ECE teachers' lesson plans so you can begin to plan how to embed instruction of specific children's IEP goals during classroom activities. LSL students: do the same as the itinerant teachers).</p> <p>Bring your copy of the Utah's Early Childhood Core Standards to class or have it downloaded to your desktop.</p> <p>Plan your schedule for collecting data the end of this week and next.</p> <p>After you receive instructor feedback for Step 3 of the <i>Getting Ready to Teach</i> assignment and have made changes, if needed, begin Steps 4 and 5.</p>
	<p>Child engagement in large groups</p>	<p>Due: Submit Step 4 of the <i>Getting Ready to Teach (Routine Based narrative data)</i> assignment</p>

<p>Week 5 9/28/15</p>		<p>in Canvas by 9:00 a.m., Monday, Sept. 28.</p> <p>Tasks: Work on Steps 5 and 6 of the <i>Getting Ready to Teach</i> assignment. Your goal is to collect narrative observational data for at least half of your children’s IEP goals (excluding preacademic goals) by the end of Week 7 and the remainder by the end of Week 9.</p> <p>Prepare and post daily lesson plans.</p>
<p>Week 6 10/5/15</p>	<p>Providing help and support to children</p>	<p>Due: Submit your Intensive instructional planning form by 5:00 October, 9.</p> <p>Tasks: Prepare and post daily lesson plans.</p> <p>Your Coach will complete an observation during Circle Time this week or next: <i>Rate and Quality of Behavioral Reinforcement</i>.</p> <p>Schedule a Circle Time <i>Rate and Quality of Behavioral Reinforcement</i> observation with the instructor.</p>
	<p>Routines based instruction (RBI) & Child engagement strategies</p>	<p>Tasks: Prepare and post daily lesson plans.</p> <p>Provide intensive instruction for preacademic goals, as needed Prepare to meet with your Coach this week.</p> <p>Have the following handouts available for the lecture: RBI (Per Opportunity) <u>Data Sheet</u> (http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/Data%20Collection%20Sheet.doc), <u>Access Matrix</u> (http://ecatp.usu.edu/courses/fal</p>

**Week 7
10/12/15**

[l-2008/effective-instruction/class-content/matrix/access.PDF](http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/matrix/access.PDF)),
[Materials Matrix](http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/matrix/materials.PDF)
(<http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/matrix/materials.PDF>),
and [Portions Matrix](http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/matrix/portions.PDF)
(<http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/matrix/portions.PDF>).

Make arrangements to have your midterm exam proctored. More information about this will be covered in class this week.

Preview the following RBI video examples prior to class time and complete the study guide:

Example of using Mand-model [Drake playing with a farm set](http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/videos/drake-playing-with-farm-set)

(<http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/videos/drake-playing-with-farm-set/view>)

Example of using Access [Brandon and the marble game](http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/videos/marble-game/view)
(<http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/videos/marble-game/view>)

Examples of using Small Portions [Roger pouring glue into small cups](http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/videos/roger-glue/view)
(<http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/videos/roger-glue/view>)

Staff training

Due: Submit Step 6 of *Getting Ready to Teach Routines based instruction*. By 9:00 a.m.,

<p>Week 8 10/19/15</p>		<p>Monday.</p> <p>Tasks: Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child–progress data.</p> <p>Provide intensive instruction for preacademic goals.</p> <p>Your Coach will complete an observation this week or next on your intensive instruction. Have the three documents linked in Canvas available during class this week: Written Routines–based Instructional Program; RBI Planning Form; and Daily RBI.</p>
<p>Week 9 10/26/15</p>	<p>Midterm Exam on Monday, NO CLASS.</p>	<p>Due: You may take the midterm exam anytime on Monday that is convenient for you and your proctor. The exam covers lectures and handouts for weeks 1–8. The exam is closed–book, timed, and proctored. The exam is located in the Quiz section of your Canvas course page.</p> <p>Tasks: Schedule an Intensive Instruction observation with the instructor. Watch for an email with information about this observation and available dates and times. The observation form is linked in Canvas – Modules for you to preview.</p> <p>Starting next week, and throughout the remainder of the semester, you will plan and carry out RBI opportunities and record data for 8 children each week (see Daily RBI assignment).</p>
	<p>Child engagement strategies & Inclusion</p>	<p>Due: Submit Staff Training Plan AND Routines based Instructional Plan, November, 2.</p>

Week 10
11/2/15

Tasks: Continue Steps 4 and 5 of the *Getting Ready to Teach* assignment for the IEP goals you have not yet observed nor recorded narrative data. Begin Steps 7–9 for the IEP goals that you have observed/recorded narrative data and have made any needed edits to the goal or its objectives.

Read the following:

- Grisham–Brown, J., Pretti–Frontczak, K., Hemmeter, M.L., & Ridgley, R. (2002). Teaching IEP goals and objectives in the context of classroom routines and activities (<http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/iep.pdf>). *Young Exceptional Children*, 6 (1), 18–27.
- Developmentally Appropriate Practice (<http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/Developmentally%20Appropriate%20Practice.rtf>)
- Policy statement on inclusion of children with disabilities DRAFT. U.S. Departments of Education and Health and Human services. May 15, 2015.

Working with culturally diverse children and their families

Due: Quiz on readings (closed–book). The quiz is available Tuesday noon until Monday, 9:00, 11/9.

Tasks: Teach your Routines based Instructional Program this week and collect child progress

<p>Week 11 11/9/15</p>		<p>data. Arrange with your Coach to observe you implementing it this week or next.</p> <p>Read the following:</p> <ul style="list-style-type: none"> • Santos, R. M., Lignugaris/Kraft, B., & Akers, J. (1999). <u>Tips on planning center time activities for preschool classrooms.</u> (http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/tips.pdf) Young Exceptional Children, 2(4), 9–16. • Matuszny, R.M., Banda, D.R., & Coleman, T.J. (2007). A progressive plan for building collaborative relationships with parents from diverse backgrounds. Teaching Exceptional Children, 39(4), 24–31. • <u>DEC Recommended Practices General Curriculum and Intervention Strategies</u> (http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/assignments/dec_practices.pdf).
<p>Week 12 11/16/15</p>	<p>Scheduling RBI & Recording child progress data</p>	<p>Tasks: Your instructor will schedule a time to observe you implementing your RBI program during a small-group activity after your coach. The observation form is linked in Canvas/Modules for you to preview.</p> <p>The day before your observation, scan/email the data sheet(s) that goes with your Written RBI program. The child’s data sheet(s) must show all of the handwritten data you have collected for the targeted</p>

		<p>goal/objectives up to the day of the observation. If the instructor does not receive the target child's data sheet(s) prior to the observation, points will be deducted. If the child's submitted data sheet(s) does not include all of the handwritten data collected prior to the observation, points will be deducted.</p>
<p>Week 13 11/23/15</p>	<p>Adapting early childhood curricula to promote communication</p>	<p>Due: Quiz on readings (closed-book). The quiz is available Tuesday, noon, until Monday, 9:00.</p> <p>Intensive writeup, 11/25.</p> <p>Tasks: Read the following articles:</p> <ul style="list-style-type: none"> • Meadan, H., Ostrosky, M., & Halle, J. (2006). <u>"What?": "I don't understand"; and "Pardon?": Using communication breakdowns to encourage communication.</u> <u>Young Exceptional Children, 9 (3), 2-9</u> (http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/communication.pdf). • Ostrosky, M. M., & Kaiser, A. P. (1991). <u>Preschool classroom environments that promote communication</u> (http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/preschool.pdf). <u>Teaching Exceptional Children, 23(4), 6-10.</u>
	<p>Assistive Technology</p>	

<p>Week 14 11/30/15</p>	<p>Online module- Recordings from Heather Weese</p>	<p>DUE: Quiz on readings (closed-book).</p> <p>Staff training writeup, 12/3</p> <p>Tasks: Directions for this assignment -- AT MODULE EXPLANATION posted in the module. For this assignment you will go to <i>http://iris.peabody.vanderbilt.edu/module/at/ to complete the Assistive Technology Module.</i></p> <p>Read the following:</p> <ul style="list-style-type: none"> • DiCarlo (2000). <u>Embedding augmentative communication within early childhood classrooms</u> (http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/embedding.pdf). Young Exceptional Children (3) 3, 18-26. <p>Make arrangements to have your final exam proctored.</p>
	<p>Collaboration and teaming with school personnel and families</p>	<p>Due: RBI instructional program writeup. 12/8.</p> <p>Tasks: Read the following:</p> <ul style="list-style-type: none"> • Fialka, J. (2005). <u>The dance of partnership: Why do my feet hurt?</u> (http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/dance-of-partnership.pdf) Young Exceptional Children, Monograph 6, Interdisciplinary Teams, 1-10. • Horn, E., & Jones, H. (2005). <u>Collaboration and teaming in early intervention and early childhood special</u>

Week 15
12/7/15

education
(<http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/Collaboration%20and%20Teaming.pdf>). Young Exceptional Children, Monograph 6, Interdisciplinary Teams, 11-20.

- Dinnebeil, L.A., & McInerney, W.F. (2000). Supporting inclusion in community-based settings: The role for the "Tuesday morning teacher. (<http://ecatp.usu.edu/courses/fall-2008/effective-instruction/class-content/assignments/role.pdf>)" Young Exceptional Children 4 (1), 19-26.

Make arrangements to have your final exam to be proctored.

Final Exam

12/14/15

Due: You will take the final exam on Monday this week at any time that is convenient for you and your proctor. The exam is closed-book and timed. The final exam will cover lectures, the assigned readings, and information since the midterm. The questions will be mainly application/short answer. Some questions will require integration of material (basics) covered throughout the semester.

The exam will be in the Quiz section of Canvas. Complete the exam on the proctor's computer, or another computer designated by the proctor, other than your own.

Good luck and have a great holiday break!!!

Learning Resources

Assigned Readings Copyright Information.

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. If you use a photocopy or reproduction for purposes in excess of fair use (for any purpose other than private study, scholarship, or research) you may be liable for copyright infringement.

Calendar/Canvas

Tasks to complete each week are included in the Calendar section. Assigned readings, handouts, video examples, observation forms and each week's PPT slides are located in Canvas - Modules. Powerpoints will be posted by NOON of the class day. Assignments are linked in Canvas - Assignments. Some weeks there may be recorded lectures for you to view before or in place of class.

Late Policy

Students will be assessed a 10% deduction of points for each day of late work. Late points may be waived in part at the discretion of the instructor as long as the student notifies the instructor at least 8 hours in advance.

Learning Activities

Class Participation

There are two ways for you to participate in class each week: written and oral. Your online Adobe Connect class has a built-in chat tool for you to type your questions and responses. This works well for brief communications (a sentence or less). To engage in lengthier discussions, you will be expected to use the microphone built into your computer or please request an external microphone from ECATP. Points are rewarded in class each week for verbal participation. You will be expected to participate at two times orally in class during the large group sessions.

Quizzes

You will take quizzes on assigned readings throughout the semester. Quizzes are located in the Quizzes section in CANVAS. The dates each quiz is available are noted in the syllabus; quizzes are available from Tuesday noon until the following Monday morning at 9:00 (i.e., completed before class).

Instructions: When you open a quiz, the number of minutes you have to complete it is displayed in the upper right hand corner (usually 10-15 minutes). As long as there is time on the clock, you may go back to questions to change your answers. When you are finished, click Submit. If the time expires before you have finished, the quiz will automatically be submitted.

- Quizzes will include multiple choice, fill-in-the-blank and/or short answer questions. The instructor will hand-grade questions that are short answer and fill-in-the-blank and can override other questions that you answered correctly but are not a match for

the computer grader.

- All quizzes are closed book.

Grades

Your grade will be based on the following:

Items	Points
Lesson Plan Template	10
Collecting baseline data- intensive instruction	20
Preparing to collect baseline data- routines based instruction	10
Developing instructional plans- Intensive instructional	80
Developing instructional plans - routines based instruction	80
Staff training plan	25
Intensive instructional plan writeup	60
Staff Training writeup	70
Routines based Instruction summary	30
Quizzes (approx points)	70
Midterm and Final exams (approx points)	275
Participation	88
Total Points	818

Your grade will be calculated with this scale:

Grade	Percentage	Points
A	95 - 100	777 - 818
A-	90 - 94	736 - 776
B+	87 - 89	712 - 735
B	83 - 86	679 - 711
B-	80 - 82	654 - 678
C+	77 - 79	630 - 653
C	73 - 76	597 - 629
C-	70 - 72	573 - 596
D+	67 - 69	548 - 572
D	60 - 66	491 - 547
F	0 - 59	0 - 490

Course Policies and Responsibilities

Changes in Course Assignments and Schedule

Text

Department of Special Education and Rehabilitation Policies

GRADING GUIDELINES

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS

1. **Licensure/Undergraduate Students** – Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.
2. **Graduate Students** – All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

STUDENT BEHAVIOR & ACADEMIC HONESTY

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

LICENSURE/UNDERGRADUATE COURSE REQUIREMENTS

Students are required to earn a "B-" or higher in all certification courses. Students who receive a grade below "B-" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below "B-" or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education.

Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.

Students who do not apply for certification within 12 months of graduating, may be subject to additional coursework prior to recommending certification.

BACKGROUND CHECK

As a result of a legislative mandate, all students planning on obtaining a teaching certificate in Utah must receive a background check completed prior to their student teaching experience. To expedite this process, all students planning on student teaching must submit completed background check forms to the Office of Teacher Certification, Education Building, Room 103.

University Policies

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Honor Pledge

Students will be held accountable to the Honor Pledge which they have agreed to: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

Academic Honesty

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined by the University's Student Code:

Acts of academic dishonesty include but are not limited to:

- Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2)

depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

- Falsification: altering or fabricating any information or citation in an academic exercise or activity.
- Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

The complete Code of Policies and Procedures for Students at Utah State University can be viewed at: <http://www.usu.edu/student-services/studentcode/>.
(<http://www.usu.edu/student-services/studentcode/>)

Incomplete Policy

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. – but not due to poor performance of his/her work – and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.