

# Department of Special Education and Rehabilitation

## Effective Instruction II

### SpEd 5760 Spring Semester 2015

#### Course Information

**Credits:** 2

**Schedule/Location:** Monday, 4:30 – 6:15 p.m. (SPED 5860 follows, 6:15 – 7:00 p.m.) Online course delivery using the Adobe Connect videoconferencing system

#### Instructor Information

**Instructor:** Barbara Fiechtl

**Email:** barbara.fiechtl@usu.edu

**Office:** EDUC 318

**Office Hours:** Wednesday, 3–5, or by appt.

**Phone:** (435) 797–3258

**Fax:** (435) 797–3572. This fax machine serves the entire department so add a cover page addressed to Barbara Fiechtl.

In most cases, students may expect responses to their phone or email communications within two days of being received.

#### Other Contact Information

**Patti Bodine, Program Assistant**

**Phone:** 435–797–0861 (leave a message)

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**Derek Wise, Technical Support Specialist**

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#### Course Schedule

##### Calendar

Module	Topic	Tasks
	Collecting baseline data and writing instructional steps for IEP goals	<ul style="list-style-type: none"><li>Bring to class a copy of this syllabus (or download to your desktop for review during class) and six of your child–progress data</li></ul>

<p><b>Week 1: (1/12/15)</b></p>		<p>sheets including the data sheet for the social/communication goal you targeted last semester (i.e., the goal for which you wrote an RBI program). You will refer to these as we discuss data-based decision making.</p> <ul style="list-style-type: none"> <li>• Bring to class a copy of the assignment, <i>Getting Ready to Teach Pre-academic IEP Goals and Collect Child Progress Data</i>, linked in Canvas/Module, Week</li> </ul> <p><b><i>DURING THIS WEEK;</i></b></p> <ul style="list-style-type: none"> <li>• Provide RBI for IEP goals this week and record/summarize child-progress data.</li> </ul>
<p><b>Week 2: (1/19/15)</b></p>	<p><b>No Class- HUMAN RIGHTS DAY</b></p>	<p><b><i>DURING THIS WEEK:</i></b></p> <ul style="list-style-type: none"> <li>• Provide RBI for IEP goals this week and record/summarize child-progress data.</li> <li>• Prepare to meet with your Coach.</li> </ul>
<p><b>Week 3: (1/26/15)</b></p>	<p>How and when to provide intensive or Routines based instruction</p>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Steps 1-4 of the <i>Getting Ready to Teach Pre-academic IEP Goals and Collect Child Progress Data</i> are due this week by <b>NOON Friday (1/30).</b></li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Review the IEPs in your classroom. Bring a sample of 3 preacademic IEP goals (colors, shapes, counting, etc.) to class.</li> </ul> <p><b><i>DURING THIS WEEK:</i></b></p>

- Provide RBI for IEP goals this week and record/summarize child-progress data.
- Prepare to meet with your Coach this week.

Management of young children's challenging behaviors

Quiz on week 4 readings (not including the handout). Closed-book and timed. Before you begin the quiz, review the instructions in the Quizzes section above. The quiz is available for you to take anytime in Canvas between Tuesday, January 27, 8:00 AM and 9:00am, Monday, February 2.

**Due:**

- Steps 5-7 of the *Getting Ready to Teach Pre-academic IEP Goals and Collect Child Progress Data* assignment is due this week by **noon, 2/11**.

**Read:**

- Handout, *Differential Reinforcement Definitions*.
- Chamber, C.R. (2006). **High-probability request strategies: Practical guidelines** ([http://www.ecatp.usu.edu/courses/spring-2009/effective-instruction-part-ii/class-content/assignments/request\\_strategies.pdf](http://www.ecatp.usu.edu/courses/spring-2009/effective-instruction-part-ii/class-content/assignments/request_strategies.pdf)). *Young Exceptional Children*, 9, (2), 21-28.
- DEC, *Young Exceptional Children Monograph Series No. 1: Practical Ideas for Challenging Behaviors*. Challenging Behaviors in Your

**Week 4:  
(2/2/15)**

Classroom?, 5–15. AND  
Keys to Being Successful  
When Confronted with  
Challenging Behaviors, 17–  
27.

- DEC Position Statement on Interventions for Challenging Behaviors, (Downloaded from DEC website).
- DEC Concept Paper on the Identification of and Intervention with Challenging Behavior, (Downloaded from DEC website).

**Tasks:**

- Bring the *Least Restrictive Behavioral Interventions Guidelines* to class this week and the next 5 weeks. *Least Restrictive Behavioral Interventions Guidelines*. If you need to print a copy, go to [www.schools.utah.gov/sars/](http://www.schools.utah.gov/sars/) (http://www.schools.utah.gov/sars/). Click on the Laws, Regulations & Policies link; then click on Rules and Regulations. Scroll down to Utah Rules for the Selection of Least Restrictive Behavioral Interventions (LRBI).
- Provide RBI for IEP goals this week and record/summarize child-progress data.
- Prepare to meet with your Coach this week.

Management of challenging behaviors: LRBI Guidelines and Functional Behavioral Assessment (FBA) AND

Quiz on week 5 readings (only closed-book and timed). The quiz will be available for you to take in Canvas anytime between

Cultural-linguistic diversity related to challenging behaviors

Tuesday, February 3, 8:00am and 9:00 am February 9.

**Due:**

- FBA Assignment, Steps A – C is due this week by **noon, Monday, Feb. 9.**

**Read:**

- Laus, M., Danko, C., Lawry, J., Strain, P., & Smith, B. J. (1999). **Following directions: Suggestions for facilitating success** (<http://www.ecatp.usu.edu/courses/spring-2009/effective-instruction-part-ii/class-content/assignments/directions.pdf>). Young Exceptional Children, 2(4), 2–8.
- DEC, Young Exceptional Children Monograph Series No. 8: Social Emotional Development: Together we can: A program-wide approach to addressing challenging behavior, pg.1–14.
- Shippen, M.E., Simpson, R.G., Crites, S.A. (2004). A Practical Guide to Functional Behavioral Assessment. Teaching Exceptional Children, 35(5), 36–44.
- Ryan, A.L., Halsey, H.N., & Matthews, W.J. (2004). **Using Functional Assessment to Promote Desirable Student Behavior in Schools.** Teaching Exceptional Children, 35(5), 8–15.
- Barton, E., & Banerjee, R. (2013). Culturally responsive behavioral

**Week 5:  
(2/9/15)**

supports for children with challenging behaviors and their families. Young Exceptional Children Monograph series, No 15, pg.76–94.

**Tasks:**

- Bring to class a copy of the *FBA Assignment* linked in Canvas/Modules, Week 5.
- Review sections I–VII of *LRBI Guidelines* and bring the manual to class.
- Begin Step 8 of the *Getting Ready to Teach Pre-academic IEP Goals and Collect Child Progress Data* assignment after receiving instructor approval for the three lessons and child-progress data sheets that you submitted for Step 7. Once approved, you will implement Step 8 for the remainder of the semester.
- Provide RBI for IEP goals this week and record/summarize child-progress data.
- Prepare to meet with your Coach this week.

***NO CLASS THIS WEEK***

**Due:** Go to [http://csefel.vanderbilt.edu/resources/what\\_works.html](http://csefel.vanderbilt.edu/resources/what_works.html) ([http://csefel.vanderbilt.edu/resources/what\\_works.html](http://csefel.vanderbilt.edu/resources/what_works.html)) There are 24 What works briefs listed at this url. You should **choose 3 briefs** (excluding #1 and 2) and read them. Come to class prepared to share what you learned about your brief and explain how you would use it in your classroom. Submit a 1–2 paragraph summary of what is covered in each of the briefs. Due at 6:00, 2/19.

**Week 6:  
(2/16/15)**

**Read:**

- When do I seek outside help for children’s problem behavior? (Downloaded from CSEFEL website).
- Understanding the impact of language differences on classroom behavior. (Downloaded from CSEFEL website).

**Tasks:**

- Schedule an observation for intensive instruction of a goal (Step 9 of the *Getting Ready to Teach Pre-academic IEP Goals and Collect Child Progress Data* assignment).
- After receiving instructor approval of FBA Steps A – D, complete Steps E – I.

**During this week:**

- Review sections VIII and IX of *LRBI Guidelines* and bring the manual to class.
- Provide RBI for IEP goals this week and record/summarize child-progress data.
- Provide intensive instruction for preacademic goals, as needed.
- Prepare to meet with your Coach this week.

Wrap up–LRBI guidelines and Developing and Implementing Behavioral Intervention Plans (BIPs)

**Due:**

- FBA Assignment, Steps D–F is due this week by **noon, Monday, 2/23**.
- Scan/email the ABC data sheets that you completed for the FBA assignment.

**Tasks:**

<p><b>Week 7: (2/23/15)</b></p>		<ul style="list-style-type: none"> <li>• After receiving instructor approval of FBA Steps – F, complete steps G–J due March 6.</li> <li>• Provide RBI for IEP goals this week and record/summarize child–progress data.</li> <li>• Provide intensive instruction for preacademic goals, as needed.</li> <li>• Prepare to meet with your Coach this week.</li> </ul>
<p><b>Week 8: (3/2/15)</b></p>	<p>Continuum of instruction (RBI and intensive) and analyzing progress</p>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• FBA Assignment, Steps G–I is due this week by <b>noon, Friday, 3/6.</b></li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify a proctor for your midterm exam. Send the proctor’s email address and phone # by Monday, 3/23.</b></li> <li>• <b>Schedule an observation for RBI instruction.</b> An email will be sent with dates and times available for you to schedule this observation. The observation form is linked in Canvas/Modules for you to preview.</li> <li>• Provide RBI for IEP goals this week and record/summarize child–progress data.</li> <li>• Provide intensive/ RBI instruction for preacademic goals, as needed.</li> <li>• Prepare to meet with your Coach this week.</li> </ul>



<p><b>Week 9: (3/9/15)</b></p>	<p>SPRING BREAK</p> <p>NO CLASS THIS WEEK</p>	<p><b>DUE: QUIZ 3/16 9:00</b></p> <p>Review readings for next week's class and complete the QUIZ prior to class next Monday.</p>
<p><b>Week 10: (3/16/15)</b></p>	<p>Classroom management- staff and students</p>	<p><b>Due:</b></p> <p>Quiz on Week 10 readings will be available 3/4, 8:00 am until 3/16, 9:00 am.</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• French, N.K. Paraeducators and teachers: Shifting roles. <i>Teaching Exceptional Children</i>, 32(2), 69–73.</li> <li>• French, N.K. Taking time to save time: Delegating to paraeducators. <i>Teaching Exceptional Children</i>, 32(3), 79–83.</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Bring to class a copy of the <i>BIP Report</i> assignment linked in Canvas/Module.</li> <li>• Implement the BIP each day and collecting data on the occurrences of the problem behavior <b>and</b> occurrences of the replacement and/or alternate behavior.</li> <li>• Provide RBI for IEP goals this week and record/summarize child-progress data.</li> <li>• Provide intensive instruction for preacademic goals, as needed.</li> <li>• Prepare to meet with your Coach this week.</li> </ul>
	<p>Challenging behaviors wrap up and Discussion of BIP Report</p>	<p><b>Tasks:</b></p>

<p><b>Week 11:</b> <b>(3/23/15)</b></p>		<ul style="list-style-type: none"> <li>• Implement the BIP each day and collecting data on the occurrences of the problem behavior <b>and</b> occurrences of the replacement and/or alternate behavior.</li> <li>• Provide RBI for IEP goals this week and record/summarize child-progress data.</li> <li>• Provide intensive instruction for preacademic goals, as needed.</li> <li>• Prepare to meet with your Coach this week.</li> </ul>
<p><b>Week 12:</b> <b>(3/30/15)</b></p>	<p>Midterm exam – Recorded lecture class</p>	<p><b>Due:</b> Complete the midterm sometime on Monday, March 30.</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Listen to the recorded lecture on the RBI assignment.</li> </ul>
<p><b>Week 13:</b> <b>(4/6/15)</b></p>	<p>Discussion of your Small-Group RBI Lesson Report and Data Management: Spreadsheets and charts</p>	<ul style="list-style-type: none"> <li>• Provide RBI for IEP goals this week and record/summarize child-progress data.</li> <li>• Provide intensive instruction for preacademic goals, as needed.</li> <li>• Prepare to meet with your Coach this week.</li> <li>• <b>Schedule an observation with the instructor. Send times and days when you will be completing a different instructional plan than was observed the last time. Also include the general time frame when you are implementing your BIP.</b> The observation form is linked in Canvas/Modules for you to preview.</li> </ul>

<p><b>Week 14: (4/13/15)</b></p>	<p>Teaching Play Skills</p>	<p><b>Quiz on week 14 readings</b> (closed-book and timed). The quiz will be available for you to take in Canvas anytime between Tuesday, <b>April 7 8:00 am and April 13, 9:00 am.</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Jamison, K., Forston, L., &amp; Stanton-Chapman, T. (2012). Encouraging social skill development through play in early childhood special education classrooms. <i>Young Exceptional Children</i>, 15(2), 3-18.</li> <li>• Myck-Wayne, J. (2010). In defense of play: Beginning the dialog about the power of play. <i>Young Exceptional Children</i>, 14 (4), 14-23.</li> <li>• DiCarlo, C. &amp; Vagianos, L. (2009). Using child preference to increase play across interest centers in inclusive early childhood classrooms. <i>Young Exceptional Children</i>, 12 (4), 31-39.</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Provide RBI for IEP goals this week and record/summarize child-progress data.</li> <li>• Provide intensive instruction for preacademic goals, as needed.</li> </ul>
	<p>Professional &amp; Ethical Practices and course summary</p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• DEC Code of Ethics, August 2009. (Downloaded from DEC website).</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Provide RBI for IEP goals</li> </ul>

<p><b>Week 15:</b> <b>(4/20/15)</b></p>		<p>this week and record/summarize child-progress data.</p> <ul style="list-style-type: none"> <li>• Provide intensive instruction for preacademic goals, as needed.</li> <li>• Prepare to meet with your Coach this week.</li> </ul>
<p><b>Week 16:</b> <b>(4/27/15)</b></p>	<p>NO CLASS Finals week</p>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Email your BIP Report and data by <b>noon April 28</b>. Scan/email your child's BIP data sheets. They should include all of the data you have collected through week 15.</li> <li>• <i>Small-Group RBI Lesson Report</i> is due this week by <b>noon, Tuesday, 4/28</b>.</li> <li>• Intensive data and analysis due Thursday, 4/30, noon.</li> </ul>

**Course Objectives with 2013 CEC Common Core (ICC) and Early Childhood Special Education (ECSE) Standards**

**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***

Objective	CEC Standard
<p>Identify the characteristics of intensive (discrete trial) instruction and describe when and how this instructional strategy is used.</p>	<p>ISCI5S15; ISCI7S11</p>
<p>Plan, implement and monitor routines-based instructional (RBI) programs for children that reflect their needs, respect</p>	<p>ISCI5S15, S16; ISCI2S4; ISCI5S4, S5; ISCI4S1, S3, S4, S5, S6, S7, S8, S9; ECSE1S1, S2; ECSE5S1, S2, S6; ECSE2S3; ECSE3K3, ECSE4K4; ECSE5S7, S8, S9, S10, S11, S12, S14; ECSE4S7, S8</p>

their diversity, encourage active participation in learning environments and are responsive to ongoing assessment.	
Describe components of the effective teaching cycle.	ISCI2K3; ECSE3S2
Identify environmental factors, including teacher attitudes and behaviors, and physiological factors related to challenging behaviors	ISCI2K4; ISCI6K11; ECSE1K10
Recognize signs of emotional distress, neglect and abuse and follow reporting procedures	ECSE6S1
Describe strategies for addressing challenging behaviors including preventative and reductive strategies.	ISCI2K2, K5, K6; ISCI2S10; ECSE3S3
Describe and demonstrate strategies to teach social skills, conflict resolution and self-advocacy.	ISCI2S8, S9; ECSE5S4, S5; ECSE2S4
Describe laws and ethical issues related to behavior management.	ISCI6K1
Develop behavior management plans for children that reflect least restrictive behavioral interventions and facilitate integration into various settings.	ISCI5S14, S15, S17; ISCI2K3; ISCI5S12; ECSE4S6
Evaluate and modify instructional practices and behavior intervention plans in response to ongoing assessment data.	ISCI2S5, S6, S11; ISCI5S21
Develop daily lesson plans that address individual educational goals for children during typical classroom routines/activities and which reflect state curricula standards.	ICC7K3; ICC7S10, S11, S12; ICC7K3
Incorporate activities, materials, and intervention strategies into daily lessons that reflect children's interests and respect	ISCI1K11, K12; ISCI2K8; S12; ECSE1K8

their cultural and linguistic diversity.	
Identify professional publications, resources, and organizations related to the field of special education/early childhood special education which represent and promote evidence-based practices.	ISCI6K14, S7, S10; ECSE6S4, S5
Identify a plan for lifelong professional development.	ISCI6K14, K14, S9, S11, S12, S14
Advocate for professional status and working conditions for those who serve infants and young children and their families.	ECSE6K4, S6
Describe CEC Code of Ethics	ICC6S1, S2, S3, S4

## Learning Resources

### Required Texts and Materials

Assigned readings (other than the monograph readings) and assignment instructions are linked in Canvas/Modules. Readings are also be assigned from the LRBI Guidelines manual which you received at the Orientation Workshop.

### Quizzes

You will take quizzes on assigned readings throughout the semester. Readings are linked in the Modules section of Canvas. Quizzes are linked and completed in the Quizzes section. The dates that each quiz is available is noted below in the Calendar section of the syllabus. Each quiz covers the readings assigned for the following Monday class and is available from the Tuesday morning after the previous class to 9:00 am Monday.

### Instructions:

- When you open a quiz, the number of minutes you will 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 grade questions that are short answer and fill-in-the-blank.

- All quizzes are closed book.

## Assignments

All assignments are due on the date and time indicated unless other arrangements have been made with the instructor at least one day prior to the due date. Otherwise, a **3% per day** reduction in grade will be assessed for late products and assignments.

### Assignment Due Dates

Getting Ready to Teach, Steps 1–4	Friday noon, 1/30
Getting Ready to Teach, Steps 5–7	Friday noon, 2/7
FBA steps A – D 2/10	Monday noon,
What works summaries	Monday 4:00, 2/17
FBA steps E – L	Friday noon, 2/28
Completed FBA	Friday noon, 3/7
Transfer of Training with Trainee Data Form	Friday noon, 3/21
BIP Report and data sheets	Monday noon, 4/28
Small-Group RBI Lesson Report (in lieu of final exam)	Friday noon, 5/2

## Grades

**Your grade will be based on the following:**

Items	Points
Getting Ready to Teach Preacademic IEP Goals and Collect Child Progress Data, Step 4	30
Getting Ready to Teach Preacademic IEP Goals and Collect Child Progress Data, Step 7	60
Functional Behavioral Assessment assignment	115
What works summaries	15
BIP Report and data sheet	60
RBI lesson plan	60
Small-Group RBI Lesson Report (in lieu of final exam)	90

Intensive data summary	30
Quizzes (4) approx.	50
Midterm exam (approx.)	120
Participation points (commenting in class)	80
Observations of intensive and routines-based instruction (will count towards your SPED 5860 grade)	-
<b>Total Points</b>	<b>710</b>

To compute your grade at any time, divide the total number of points you have received for submitted assignments by the total number of possible points for those assignments and multiply by 100. Use the scale below.

Grade	Percentage	Points
A	95 - 100	675 - 710
A-	90 - 94	639 - 674
B+	87 - 89	618 - 638
B	83 - 86	589 - 617
B-	80 - 82	568 - 588
C+	77 - 79	547 - 567
C	73 - 76	518 - 546
C-	70 - 72	497 - 517
D+	65 - 69	462 - 496
D	60 - 64	426 - 461
F	0 - 59	0 - 425

## Course Policies and Responsibilities

### 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.

## **USU Incomplete Policy**

**Incomplete (I) Grade.** Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the work in a course due to extenuating circumstances, but **not** due to poor performance or to retain financial aid. The term 'extenuating circumstance' will include:

1. incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
2. a death in the immediate family,
3. financial responsibilities requiring a student to alter course schedule to secure employment,
4. change in work schedule as required by employer, or
5. if there are other emergencies that students think necessitate an incomplete grade, then students will need approval from both the instructor and the department head.

Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is approved, two grades will be given, an "I" and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the letter grade originally submitted with the "I" will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the "I" grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the "I" grade must be filed with the department office. The "I" grade should generally not require a complete repeat of the course. A student should not reregister for the course. Research and thesis courses taken for graduate work are exempted from this policy. All "I" grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

## **Students with Disabilities**

If a student has a disability that may require some accommodations, the student must document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special consideration relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the Disability Resource Center. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats -- large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

## **Changes in Graduation Requirements**

Students are expected to familiarize themselves with the rules and regulations of both the University and their specific major. Detailed information concerning graduation requirements is available in the USU General Catalog as part of the departmental descriptions. Responsibility for satisfying all graduation requirements rests upon the student. Utah State

University reserves the right to change graduation requirements at any time. Students who can complete a baccalaureate degree within seven years of enrollment at USU can qualify for graduation by meeting:

1. The General Education/University Studies requirements in effect when they initially enrolled and

The major requirements in effect when they officially declared their major, even though there may have been changes in General Education/University Studies and major requirements since that time. Students who have not completed the baccalaureate requirements within seven years of their initial enrollment at USU must have their General Education/University Studies and major requirements evaluated and approved by their department head and dean. Exceptions to this seven-year policy may be necessary for mandated changes in degree requirements.

## **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.