<u>**EDU 5634-030/040 or 6634-030/040**</u>

**(Year-long) Basic Assessment and Intervention for Struggling Readers: Next Steps<sup>SM</sup> Practicum**

(Tier II Intervention for Advanced Beginning Readers: Next Steps<sup>SM</sup> School-Year Practicum (Singleton))

| | |
|---|---|
| <u>**Professor:**</u> | Dr. Kelly C. Patrick, Director |
| | University of Utah Reading Clinic (UURC) |
| | Phone: 801-265-3951(office) |
| | Email: kelly.patrick@utah.edu |
| | |
| <u>**Instructors:**</u> | Contact information will be disseminated at or prior to |
| | first class. |

<u>**Logistics:**</u>

- on location in schools or online
- register fall semester/tutor all year/grade posts summer semester
- clinical sessions - 27 hours
- observations - 6 hours
- seminars - 5 hours
- intervention: Next Steps<sup>SM</sup> - approx. 45 hours
- 3 credit hours CR/NC = $450 or  Letter Grade = $550
- obtain advisor permission for this course to count toward degree
- presentation of university transcript to USBE earns up to 54 professional learning credits

**<u>Course Description and Expectations</u>**

This continuing education course is designed to help educators develop theoretical and practical knowledge of effective, research-based assessment and intervention for advanced beginning readers of all ages. The course follows a "practicum model," in which participants build a conceptual framework for reading development and effective intervention through a year-long, mentored tutoring experience.

The course is open to all educators, including but not limited to: classroom teachers, reading specialists, special educators, administrators, paraprofessionals, and Multi-Language Learner (MLL) personnel.

Through tutoring, observations, reading and attendance at clinical sessions and seminars, participants will be expected to extend their knowledge of the following topics: reading development, phonological awareness, word identification, explicit, systematic blending, decoding by analogy, basic English syllable structure, automaticity, fluency, assisted reading at instructional level, building/activating background knowledge, comprehension strategies, textual scaffolding, motivation, and using assessment as a guide for pacing instruction.

Most importantly, participants will be expected to use their knowledge of these topics as they provide ongoing, one-on-one assessment and intervention for at least one advanced beginning reader.  The instructional framework for this course, Next Steps<sup>SM</sup>, is a compilation of effective, research-based assessment and intervention techniques, designed for students experiencing reading difficulties.

**Working with Minors: Your Background Check & Youth Protection Training**

You are reminded that you should be a positive role model for minors and conduct yourself in a respectful, honest, and caring manner. You may not engage in abusive conduct or speech toward a minor or any conduct or speech of a sexual nature.

All persons working with **students from the UURC** are required to provide the UURC with documentation of a cleared criminal background check. You may provide this documentation to the UURC via email, land mail, or by bringing it to the office. START THIS PROCESS AS SOON AS POSSIBLE; IT MAY TAKE WEEKS TO COMPLETE!

  a. If you are **practicing educator**, it is likely that you have already completed this process and have a record of such on the USBE CACTUS system. Visit the following website to view your records and obtain documentation: https://www.uen.org/cactus/logon.do. If the CACTUS system states that you that you do not need a background check at this time, please provide the UURC with that CACTUS message, and a copy of your current Utah educator license.

  b. If you are a **University of Utah student**, you should use the USBE Online License System because USBE clearance within the last 3 years is required for all University of Utah education coursework (e.g., EDU 1010, admittance to the teacher certification programs). Instructions are provided at https://uite.utah.edu/students/background-check/.

  c. If you are neither a practicing educator, nor a University of Utah student, you must still provide documentation of clearance from the Utah Bureau of Criminal Identification (UBCI). Please check the following websites for the application and directions to complete this process: https://bci.utah.gov/criminal-records/criminal-records-forms/

All persons working with **students from the UURC** are also required to complete the U of U Youth Protection Training prior to working with students. This training may be completed on-line: contact youthprotection@utah.edu and you will be directed as to how to proceed.

***Persons who have not completed these requirements by the first day of clinic will not be allowed to register for this course and will not receive credit for the course.***

**Textbooks & Materials**

  1. On the first day of training, you must have access to the Next Steps<sup>SM</sup> Resources (see link below). At the first training, and thereafter, we will specify which required binder materials you will need to download and print for you and your student.
     - https://uurc.utah.edu/Educators/Resources.php

  2. On the first day of training, you must also bring a Next Steps<sup>SM</sup> Word Study Kit. You have two options for meeting this requirement:

     - Make your own Next Steps<sup>SM</sup> Word Study Kit. If you choose to this option, you will need to photocopy the cards on card stock, laminate, cut, and organize them. This process is time-intensive, so we suggest you begin ASAP. Go to: http://www.uurc.utah.edu/Educators/Resources.php and download the Next Steps<sup>SM</sup> Word Study

Kit. Before you do anything, carefully read the instructions and then follow them in sequence. The cost of making your own kit will vary from $30-$150, depending on where you laminate your materials, so we encourage you to shop around for the best price.

- Purchase a printed, shrink-wrapped kit with laminated and already cut cardstock from University Print and Mail Services [(2302165 UPMS Reading Clinic Flyer.pdf - Google Drive](#)).
Pre-made kits save time, but you will need to sort, organize, and place the cards in envelopes BEFORE you attend your first training! Many tutors purchase a small plastic container with a handle for easy storage and transport.

  The cost of a pre-made kit is approximately $75; final cost is determined by University Printing Services.

3. On the first day of training, you must have:
   - a timer that counts both up & down (many cell phones have this feature)
   - one black permanent marker (e.g., Sharpie, Accent)
   - one (1) different color permanent marker
   - 1 package of 3x5 white unlined index cards

All required materials must be ready to use on the first day of training & every day thereafter.

**Recommended Reference**
Morris, D.M. (2005). *The Howard Street Tutoring Manual: Teaching at-risk readers in the primary grades*. New York: Guilford Press.

**Course Schedule**

**Clinical Sessions & Seminar: Topics and Readings**

**Session 1/Baseline Assessment**

Overview of Next Steps[SM]: empirical research base, theoretical framework, issues in beginning reading, issues in professional development, overview of intervention model, demonstration of assessment for struggling readers.

Assessment: overview, modeling, and assisted practice administering an informal reading assessment, importance of using accuracy, rate, and comprehension in determining instructional/intervention levels

Seminar 1: Prereading Foundations and the Role of Instruction
Optional Reading: Morris, D. (2005). Chapter2/Assessment. In, *The Howard Street Tutoring Manual*.

**Session 2/Intervention**

Word Identification: relationship between word study scope and sequence and development of the ability to read words

Lesson Format: Overview, modeling, and practice of Next Steps[SM] Lesson: assisted reading of new text, word study, repeated reading, reading aloud to student for vocabulary and concept development

Optional Reading:  Morris, D. (2005).  Chapter 1/The tutoring model.  In, *The Howard Street Tutoring Manual*.

**Session 3/Fast Follow-up**

Word Identification: high frequency words & word banks, explicit, systematic blending, blends and digraphs, mixed short vowels, closed syllable structure, speed checks to determine automaticity

Assisted Reading: determining instructional level for text selection, importance of vocabulary control in assisted reading for advanced beginning readers, echo reading as support

Clinical Rounds:  each participant has the opportunity to tutor one student in front of coach and peers. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

Seminar 2:  Reading Development: How Word Study and Text Change Along the Way (Ehri, Juel, Chall, etc.)

Optional Reading:  Morris, D. (2005).  Chapter 4/Beth, the Fledgling Reader.  In, *The Howard Street Tutoring Manual*.

**Session 4/Sight Words, Explicit, Systematic Blending, & Short Vowel Automaticity**
Word Identification: importance of sight vocabulary, using "Make-N-Break" & "Making Words" when difficulty persists with high frequency words and/or blending short vowel words, transition from mixed short vowels to more difficult vowel patterns, vowel-consonant-e syllable structure, open syllable structure, r-controlled syllable structure, using speed checks to determine automaticity

Assisted reading:  word study to book level correspondence, pacing, collecting accuracy and rate data as a guide to moving up or moving laterally in text level, echo and partner reading as support

Clinical Rounds:  each participant has the opportunity to tutor one student in front of coach and peers. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

Seminar 3:  Reading Development: How Word Study and Text Change Along the Way (Ehri, Juel, Chall, etc.)

Optional Reading:  Morris, D. (2005).  Chapter 5/Kurt, the Late first to Second Grade Reader.  In, *The Howard Street Tutoring Manual*.

**Session 5/Complex Vowel Patterns**, **Fluency & Comprehension**

Word Identification:  importance of sight vocabulary, vowel patterns, basic syllable structure, using speed checks to determine automaticity

Assisted reading:  word study to text level correspondence, pacing, collecting accuracy and rate data as a guide to moving up or moving laterally in text level, echo and partner reading as support

Fluency development:  rereading texts as a way to build fluency, prosody echo reading as a way to build appropriate expression and facilitate comprehension, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words

Comprehension: using questioning during assisted reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling

Clinical Rounds:  each participant has the opportunity to tutor one student in front of coach and peers. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

Seminar 4:  Profiles of Struggling Readers: Who Are They and What Do They Need?

Optional Reading:  Morris, D. (2005).  Chapter 3/Atticus, the Emergent Reader.  In, *The Howard Street Tutoring Manual*.

## Session 6/Complex Vowel Patterns, Fluency & Comprehension

Word Identification:  vowel patterns, basic syllable structure, additional activities (Bingo, Go Fish, Matrix, Speed/Slap)

Assisted reading:  word study to text level correspondence, pacing, moving up a text level via accuracy check data, echo and partner reading as support

Comprehension: using questioning during assisted reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling

Fluency:  rereading assisted texts as a way to build fluency, charting repeated reading data (rate and accuracy for 200 words), prosody echo reading as a way to build appropriate expression and facilitate comprehension, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words

Exit students performing at grade level:  Who is ready to graduate mid-year? Using the RLA and teacher/tutor judgement as criteria

Clinical Rounds:  each participant has the opportunity to tutor one student in front of coach and peers. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

## Session 7/Complex Vowel Patterns, Fluency & Comprehension

Assisted Reading:  word study to text level correspondence, pacing, moving up a text level via accuracy check data, echo and partner reading as support

Comprehension: using text structure to guide comprehension questions during assisted reading, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling

Fluency:  rereading assisted texts as a way to build fluency, charting repeated reading data (rate and accuracy for 200 words), prosody echo reading as a way to build appropriate expression and facilitate comprehension, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words

Clinical Rounds:  each participant has the opportunity to tutor one student in front of coach and peers. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

[Seminar 5:  Early Steps<sup>SM</sup> and Next Steps<sup>SM</sup>: Empirical Evidence](#)

**Session 8/Complex Vowel Patterns**, **Fluency & Comprehension**
Assisted Reading:  word study to text level correspondence, pacing, moving up a text level via accuracy check data, echo and partner reading as support

Comprehension: using text structure to guide comprehension questions during assisted reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling

Fluency:  rereading assisted texts as a way to build fluency, charting repeated reading data (rate and accuracy for 200 words), prosody echo reading as a way to build appropriate expression and facilitate comprehension, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words

Clinical Rounds:  each participant has the opportunity to tutor one student in front of coach and peers. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

**Session 9/End-of-Year Assessment**
Assessment: overview, modeling, and assisted practice administering informal end-of-year assessments (word identification, passage reading), discussion of criteria for identifying instructional/intervention levels

**University Credit Requirements & Criteria**

**Impact on the Future**
Use your tutoring experience to understand how reading develops and how instruction leads to that development—even when students struggle.  What you learn will help you be a better reading teacher in the future.  And remember--even 20 or so tutoring sessions can make a significant difference in a student's reading ability.  YOU can be the person who makes that difference for the child YOU tutor!

**Professionalism**
All participants are asked to conduct themselves in a professional manner.  Professionalism for this course/practicum includes, but is not limited to:
- punctuality

- displaying evolving attitudes toward teaching & learning that are supportive of all students and communities
- refraining from abusive conduct toward a student or any conduct of a sexual nature,
- demonstrating an openness to feedback and using such to improve performance,
- seeking advice when needed
- exchanging contact information with site supervisor (i.e., cell and/or home phone, email address)
- communicating with site supervisor regarding any potential conflicts in the schedule (e.g., school vacation days)
- if absence results in a missed session, consult with site supervisor to arrange a make-up session that may be scheduled at the discretion of the school supervisor
- maintaining [Fitness to Teach criteria](#)

Significant and/or repeated failure to maintain professionalism may result in removal of the educator from the practicum and 'no credit/failing grade' for the course.

### Course Credit Criteria (EDU 5634/6634-030)

Tutoring Execution :
Tutoring during the practicum will earn Satisfactory-strong, Moderate-less as UURC staff conduct formal and informal observations as needed.

**The criteria are as follows:**
Satisfactory-Strong, 100% = Satisfactory to strong tutoring execution for most of the practicum. Satisfactory to strong ability to analyze and respond to student performance. Satisfactory to strong preparation and management of tutoring materials. Satisfactory to strong ability to integrate trainer feedback into tutoring performance. Satisfactory to strong contribution to training and debriefing sessions.

Moderate-less, 70% = Moderate-less than satisfactory tutoring execution for most of practicum. Moderate-less than satisfactory ability to analyze and respond to student performance. Moderate-less than satisfactory preparation and management of tutoring materials. Moderate-less than satisfactory ability to integrate trainer feedback into tutoring performance. Moderate-less than satisfactory contribution to training and debriefing sessions. It is important to note that failure to meet a majority of the criteria listed above under 100% constitutes grounds for a score of 70%.

It is important to note that failure to meet a majority of the criteria listed above under 100% constitutes grounds for a score of 70%.

To determine if this 3 credit, letter-graded course applies to your school district salary schedule or to your university education program, you must consult the appropriate district and/or university advisors.

To earn credit, participants must satisfactorily meet the following criteria:

- completion of at least 8 of 9 possible half-day clinical trainings, conducted by a licensed Next Steps[SM] Trainer
- completion of 6 possible formal coaching sessions conducted by a licensed Next Steps[SM] Trainer or a licensed Next Steps[SM] Tutor working in a support capacity under a licensed Next Steps[SM] Trainer
- earn satisfactory ratings for at least 2 coaching sessions, with 1 satisfactory rating earned within the final 2 coaching sessions

- completion of peer observations
- view 5 hour-long recorded seminars on reading research/theory
- completion of at least 45 tutoring sessions with a Next Steps<sup>SM</sup> student

Participants who fail to meet one or more criteria will not receive course credit.

## Letter Grade Course Criteria (EDU 5634/6634-040)

To earn letter-grade credit for the course, participants must satisfactorily meet each criterion outlined below.

- completion of at least 8 of 9 possible half-day clinical trainings, conducted by a licensed Next Steps<sup>SM</sup> Trainer
- completion of 6 possible formal coaching sessions conducted by a licensed Next Steps<sup>SM</sup> Trainer or a licensed Next Steps<sup>SM</sup> Tutor working in a support capacity under a licensed Next Steps<sup>SM</sup> Trainer
- earn satisfactory ratings for at least 2 coaching sessions, with 1 satisfactory rating earned within the final 2 coaching sessions
- completion of peer observations
- view 5 hour-long recorded seminars on reading research/theory
- completion of at least 45 tutoring sessions with a Next Steps<sup>SM</sup> student
- **earn a grade of .7 or better on Intervention Implementation and Written Case Study**

Participants who register for letter-grade university credit must complete a written assignment, in addition to other practicum requirements.

**Written Case Study: Your Next Steps<sup>SM</sup> student will be the subject for a written case study. The case study should include:**

1. **Summary and analysis of each student's foundation for reading success at baseline.** This is more than simply "reporting the data."
   a. Describe student's baseline performance in oral reading rate/accuracy/comprehension.
   b. Discuss their performance in relation to chronological grade level expectations.
      - Are they at risk for reading difficulties? Why?

2. **Summary and analysis of the intervention.** Describe the components of the intervention you provided, including:
   a. Description of tasks in the component.
   b. Explain purpose of component.
   c. Student response to the instruction including:
      - Did any component seem to offer more difficulty or ease than others? Why?
      - What, if any, adjustments did you make in the intervention?

3. **Summary and analysis of each student's reading performance at posttest.** After administering the posttest and analyzing the data,
   a. Describe each student's reading performance at the close of the intervention.
   b. Discuss student's instructional level in passage reading and word recognition in relation to chronological grade level.
   c. If indicated, make specific recommendations for future instruction/intervention.

4. **Summary and analysis of teaching practices.**
   a. What have you learned about reading development and instruction/intervention from

> your practicum experience?
> b.    How has this learning informed your practice? Provide specific examples.

Your case study is due by 5pm, 2 weeks after the final day of your practicum. Please submit your case study by email to [kelly.patrick@utah.edu](mailto:kelly.patrick@utah.edu). Dr. Patrick will evaluate your paper using the rubric above and respond to you with a paper grade and a final grade that will be entered with the U of U Registrar.

If you miss the deadline for paper submission, you will receive an "I" signifying "incomplete." After 1 year, the "I" will convert to an "E," – a final grade of "no credit."

**Be aware that your grade may not post with the registrar until the semester following your paper submission.** We cannot make "special arrangements" to post individual grades early—regardless of the reason.

**Please keep a copy of your case study on file or hard drive until you receive your final grade.**

Course grade = 25% (/31 points) case study grade and 75% (/93 points) practicum grade.

The criteria for grading are as follows:
93-100% = Exceptionally strong summary and analysis of baseline results, intervention, and posttest results. Exceptional analysis of practicum's impact on own teaching. Superior academic writing style. No mechanical errors.

73-92%  = Satisfactory summary and analysis of baseline results, intervention, and posttest results. Satisfactory analysis of practicum's impact on own teaching. Satisfactory academic writing style. Very few, if any, mechanical errors.

60-72% = Less than satisfactory summary and analysis of baseline results, intervention, and posttest results. Less than satisfactory analysis of practicum's impact on own teaching. Flawed academic writing style. Numerous mechanical errors. It is important to note that failure to meet any criterion constitutes grounds for an assignment to earn a lower score. For example, a case report that is satisfactory in meeting the first three criteria but evidences numerous mechanical errors may earn "Not Passing."

IT IS RECOMMENDED THAT YOU RUN YOUR CASE STUDY THROUGH A WRITING ASSISTANCE APP (E.G., GRAMMARLY) PRIOR TO SUBMISSION.

**Case Study Rubric**

| | Below expectations (0) | Approaching expectations (1) | Meets expectations (2) | Exceeds expectations (3) | Notes/Resources |
|---|---|---|---|---|---|
| **1. Summary and analysis of the student's foundation for reading success at baseline.** | | | | | |
| Description of student's baseline instructional level in passage reading. | | | | | |
| Discuss baseline oral reading accuracy, oral reading rate, and comprehension performance in relation to chronological grade level expectations. | | | | | |
| **2. Summary and analysis of the intervention.** | | | | | |
| Brief description of each component (assisted reading, advanced word study and fluency work) | | | | | |
| Explain the purpose of each component | | | | | |
| Did any component seem to offer more difficulty or ease than others? Why? | | | | | |
| What, if any, adjustments did you make in the intervention? | | | | | |
| **3. Summary and analysis of students' reading abilities at posttest.** | | | | | |
| Discusses student's instructional level in passage reading and word recognition in relation to chronological grade level. | | | | | |
| If indicated, specific recommendations for future instruction/intervention are made. | | | | | |
| **4. Summary and analysis of your own teaching practices.** | | | | | |
| New learnings about reading development and instruction/intervention from practicum experience including how this learning informed your practice. Specific examples provided. | | | | | |
| **5. Mechanics** | | | | | |
| APA standards (style, grammar, spelling, etc.) | | | | ■ | |
| 5 pgs or less | | ■ | | ■ | [APA Guidelines](APA Guidelines) |
| **Case Study** | | | | | |
| Case Study total points (/31) | | | | | |
| Case Study percentage | | | | | |
| **Case Study grade** | | | | | |

| **Course** | | |
|---|---|---|
| Tutoring total points (/93) | | |
| Tutoring percentage | | |
| Case Study percentage | | |
| Course percentage | | |
| **Course grade** | | |

Evaluation Procedures:

75% Tutoring       93 points
25% Case Study  31 points
_____
                       124 points

Grading Scale:
A = 94-100%
A- = 90-93%
B = 84-86%
B+ = 87-89%
B- = 80-83%
C = 74-76%
C+ = 77-79%
C- = 70-73%
D+ = 67-69%
D = 64-66%
D- = 60-63%
F = 59% and below

## University Policies

1. ***The Americans with Disabilities Act***. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 65 Student Services Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.
   a. Given the nature of this course, attendance is required, and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit https://safeu.utah.edu

3. ***Addressing Sexual Misconduct***. Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information.  If you or someone you know has been harassed or assaulted, you are encouraged to report it to

the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066.  For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776.  To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

4. **Academic Misconduct Statement.** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: https://regulations.utah.edu/academics/6-410.php

5. **Drop/Withdrawal Policies.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

6. **Student Code:** http://regulations.utah.edu/academics/6-400.php

7. **Accommodation Policy:** http://regulations.utah.edu/academics/6-100.php

8. **Supports for Students:** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the Student Support Services page for the U for updated information.

9. **Basic Needs Student Support Statement.** Success at The University of Utah includes learning about and using available resources. The Basic Needs Collective (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: https://basicneeds.utah.edu/.