# UNIVERSITY OF UTAH READING CLINIC
COLLEGE OF EDUCATION | THE UNIVERSITY OF UTAH

## EDU 5641/6641-030 and 040
## (Year-long) Advanced Assessment and Intervention for Struggling Readers: Higher Steps<sup>SM</sup> Practicum
(Tier II Intervention for Intermediate Readers:  Higher Steps<sup>SM</sup> School-Year Practicum (Singleton))

**Professor:**      Dr. Kelly C. Patrick, Director
University of Utah Reading Clinic (UURC)
Phone: 801-265-3951(office)
Email: kelly.patrick@utah.edu

**Instructors:**      Contact information will be disseminated at or prior to
first class.

**Logistics:**

- 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: Higher 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

## Course Description and Expectations

This credit/no-credit continuing education course is designed to help educators develop theoretical and practical knowledge of effective, research-based assessment and intervention for intermediate readers of all ages who have reached an end-of-second-grade level, but whose reading abilities are below grade-level expectations.  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, Multi-Language Learner (MLL) personnel.

Through tutoring, observations, reading and attendance at clinical sessions, 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, academic vocabulary, 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 intermediate reader.  The instructional framework for this course, Higher Steps<sup>SM</sup>, is a compilation of effective, research-based assessment and intervention techniques, designed for students experiencing reading difficulties.

<u>**Working with Minors: Your Background Check & Youth Protection Training**</u>

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>U of U Youth Protection Training</u> 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.***

<u>**Textbooks & Materials**</u>
1. On the first day of training, you must have access to the Higher 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 Higher Steps<sup>SM</sup> Word Study Kit. You have two options for meeting this requirement:

   - Make your own Higher 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 Higher 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 References\*\***

Tyner, B., & Green, S. (2005). *Small-group reading instruction: A differentiated teaching model for intermediate readers, grades 3-8.* Newark, DE: IRA.

Planning and Delivering Differentiated Literacy Instruction
National Reading Panel. (2000b). *Teaching children to read: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Department of Health and Human Services, National Institute of Child Health and Human Development.

Birsh, J.R. (2018). *Multisensory teaching of basic language skills*. Baltimore MD: Brookes.

Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children, 20*, 1-11.

Phonological Awareness
Brady, S. (2020). *A 2020 perspective on research findings on alphabetics (phoneme awareness and phonics): Implications for instruction (expanded version)*. Retrieved from https://www.thereading league.org/wp- content/uploads/2020/10/Brady -Expanded-Version-of-Alphabetic s-TRLJ.pdf

Brown, K.J., Patrick, K.C., Fields, M.K., & Craig, G.T. (2021). Phonological awareness materials in Utah kindergartens: A case study in the science of reading. *Reading Research Quarterly*, 56, 249-272. DOI: 10.1002/rrq.386.

Basic & Advanced Phonics
Ehri, L.C. (2014). Orthographic mapping in the acquisition of sight word reading: spelling memory and vocabulary learning. Scientific Studies of Reading, 8, -21.
https://doi.org/10.1080/10888438.2013.819356

Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007).

*Interventions for adolescent struggling readers: A meta-analysis with implications for practice.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Treiman R. (2017) Learning to Spell Words: Findings, Theories, and Issues, *Scientific Studies of Reading, 21*:4, 265-276, DOI: 10.1080/10888438.2017.1296449


Fluency

Kuhn, M.R., & Stahl, S.A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology, 95*-119.

Padelieadu S., & Fiazitaidou S. (2018). A synthesis of research on reading fluency development: Study of eight meta-analyses. *European Journal of Special Education Reseach, 3*, 232-256.

Vocabulary

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life.* New York: Guilford.

Nagy,W. (2005). Why vocabulary instruction needs to be long-term and comprehensive. In E. H. Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 27–44). Mahwah, NJ: Lawrence Erlbaum.

Nash, H., & Snowling, M. (2006). Teaching new words to children with poor existing vocabulary knowledge: A controlled evaluation of the definition and context methods. *International Journal of Language and Communication Disorders, 41*(3), 335–354. (ERIC Document Reproduction Service No. EJ747456).

Rosenthal, J., & Ehri, L. (2008, February 1). The mnemonic value of orthography for vocabulary learning. *Journal of Educational Psychology, 100*(1), 175–191. (ERIC Document Reproduction Service No. EJ787151).

Comprehension

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

McKeown, M.G., Beck, I.L., & Blake, R.G. (2009). Rethinking reading comprehension instruction: A comparison of instruction for strategies and content approaches. *Reading Research Quarterly, 44,* 218-255.

Perfetti, C., & Helder, A. (2021). Incremental comprehension examined in event-related potentials: Word-to-text integration and structure building. *Discourse Processes, 58*, 2-21.

**Course Schedule**


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


**Session 1/Introduction, Baseline Assessment, and Assisted Reading**
- overview of intervention model, overview of professional development model
- overview of reading development with emphasis on older, intermediate readers
- overview, modeling, and assisted practice administering an informal reading assessment, importance

of using accuracy, rate, and comprehension in determining instructional/intervention levels
- overview, modeling, and practice in Assisted Reading of new text and Word Bank procedures

Optional Reading: Tyner & Green (2005). Chapter 3/The Evolving Reader Stage. In, *A differentiated teaching model for intermediate readers.*

**Session 2/Advanced Word Study, Closed syllables & Rule-breakers, Academic Vocabulary**

- each participant has the opportunity to tutor students as other participants conduct peer observations
- relationship between word study scope and sequence and development of the ability to read words
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice of closed syllable word study (module 1) and rule-breakers (module 2)
- importance of pacing with direct teaching, accuracy, and fluency instruction
- introduction of activities to provide meaningful encounters with academic vocabulary
- participants add advanced word study and vocabulary components to intervention model

Optional Reading: Tyner & Green (2005). Chapter 4/The Maturing Reader Stage. In, *A differentiated teaching model for intermediate readers.*

**Session 3/Fluency Work**

- each participant has the opportunity to tutor students as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- review of word study pacing with direct teaching, accuracy, and fluency instruction
- overview, modeling, and guided practice of repeated reading protocols (fluency work)
- participants add fluency components to intervention model (beginning & end of lesson)
- multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language

Optional Reading: Tyner & Green (2005). Chapter 5/The Advanced Reader Stage. In, *A differentiated teaching model for intermediate readers.*

**Session 4/Closed/Closed with Schwa & Open syllables**

- each participant has the opportunity to tutor students as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice of closed-closed syllable with schwa (module 3) and open syllable (module 4)
- review of word study pacing with direct teaching, accuracy, and fluency instruction

- multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language

Optional Reading: Tyner & Green (2005). Chapter 1/Intermediate reading instruction and the small-group differentiated reading model. In, *A differentiated teaching model for intermediate readers.*

**Session 5/Combinations & V-C-e syllables**

- each participant has the opportunity to tutor students as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice using closed & open syllable combinations
- + schwa (module 5) and vowel-consonant-e syllables (module 6)
- review of word study pacing with direct teaching, accuracy, and fluency instruction
- multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language

Optional Reading: Tyner & Green (2005). Chapter 2/Components and activities for the small group differentiated reading model. In, *A differentiated teaching model for intermediate readers.*

**Session 6/R-Controlled syllables**

- each participant has the opportunity to tutor students as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice in providing instruction for r-controlled syllables (module 7)
- multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language

Optional Reading: Tyner & Green (2005). Chapter 2/Components and activities for the small group differentiated reading model. In, *A differentiated teaching model for intermediate readers.*

**Session 7/ Consonant-le & Vowel Team syllables**

- each participant has the opportunity to tutor as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice with consonant-le (module 8) and vowel team syllables (module 9)
- review of word study pacing with direct teaching, accuracy, and fluency instruction
- multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language

**Session 8/Vowel Teams**

- each participant has the opportunity to tutor as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice using vowel team syllables (modules 10-11)
- review of word study pacing with direct teaching, accuracy, and fluency instruction
- multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language

**Session 9/End-of Year Assessment & Tx Students**

- overview, modeling, and assisted practice administering an informal reading assessment
- discussion of criteria for identifying instructional/intervention levels
- discussion of reasons some students continue to struggle

Optional Reading: Tyner & Green (2005). Chapter 6/Assessing student performance. In, *A differentiated teaching model for intermediate readers.*

## 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.

### Credit Course Criteria (EDU 5641/6641-030-no letter grade)

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 earn credit, participants must satisfactorily meet the following criteria:
- attendance requirements,
- provide current, cleared background check and youth protection training documentation,
- satisfactorily tutor student(s) or observe as directed, including implementation of feedback,
- **earn a grade of .7 or better on tutoring execution and written case study (if applicable)**,
- conduct assessments as directed,
- participate in debrief/discussion of student progress, and,
- maintain professionalism as described above throughout practicum.

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

**Letter Grade Course Criteria (EDU 5641/6641-040)**
To earn letter-grade credit for the course, participants must satisfactorily meet each criterion outlined above.

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

**Written Case Study: Your Higher 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. 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.

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## 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](#) |

| 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 Statemen*t.** 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/.