

**EDU 5761/6761-030 and 040****Higher Steps<sup>SM</sup> Semester Practicum: Tier II Small Group Intervention for Older Readers**

(Tier II Intervention for Intermediate Readers: Higher Steps<sup>SM</sup> Semester Practicum (Small Group))

**Professor:** Dr. Kelly C. Patrick, Director  
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**Instructors:** Contact information will be disseminated at or prior to first class.

**Logistics:**

- 3 credit hours CR/NC = \$450 or Letter Grade = \$550
- offered only fall or spring semesters
- virtual format allows educators from anywhere in Utah to work with their own students
- obtain advisor permission for this course to count toward degree; ***strongly recommend acceptance in a graduate program before completing this course to ensure credits will apply to your program of study as “matriculated”***
- presentation of university transcript to USBE earns 54 professional learning credits

**Course Description and Expectations**

This course is designed to help educators deliver effective, efficient research-based assessment and intervention for readers of any age who have reached an early 3<sup>rd</sup> grade reading level, but who are below their chronological grade levels. Research has demonstrated that, due to environmental and/or neurobiological issues many older students reading below grade level manifest behaviors consistent in much younger normally-achieving readers.

Higher Steps<sup>SM</sup> intervention is provided in a small group format for readers who are at approximately the same ability level. The course follows a “practicum model,” in which educators build a conceptual framework for reading development and intervention through a semester-long, mentored intervention experience.

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

***Please note that for this course to count toward the USBE’s Secondary Literacy Interventionist Endorsement, educators must implement Higher Steps<sup>SM</sup> in a small group of secondary students (i.e., grades 6-12)***

Through implementation, coaching, reading, and participation in clinical training sessions, educators will be expected to extend their knowledge of the following topics:

**Planning & Delivering Differentiated Literacy Instruction**

- structured, explicit, systematic intervention
- differentiated intervention in an MTSS system

- class-wide intervention for students of varying abilities

#### Phonological Awareness & Basic/Advanced Phonics

- relationship between English orthography and phonology over literacy development
- phoneme basic and advanced awareness
- explicit, systematic blending for one-syllable words, English syllable structure chunking for polysyllabic words
- basic and advanced spelling strategies Text Fluency
- purpose for reading
- building rate, accuracy & prosody
- echo reading, choral reading, solo reading Vocabulary
- academic vocabulary across content areas
- word-level and text-level instruction for moving words into oral language Comprehension
- appropriately challenging text
- building/activating background knowledge prior to reading
- comprehension strategies as related to text structure

Educators will be expected to use their knowledge of these topics as they provide intervention for at least three intermediate readers in a small group format that respects cultural and linguistic diversity. Educators also will improve their abilities with regard to engagement, motivation, and using progress-monitoring assessment as a guide for pacing intervention.

#### 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!**

- 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.
- 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/>.
- 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](mailto: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**

Educators must have the following **technology** available and ready to go on the first day of training:

- reliable internet connectivity
- main device: computer with camera & microphone (e.g., pc w/ web cam or laptop/chromebook with internal camera) Note: no iPads for main device
- second device: a document camera (e.g., IPEVO, Inswan, OKIOCAM, Hue) **or** flexible gooseneck holder for smart phone **or** iPad
- access to Zoom on both devices

1. On the first day of training, you will be informed how download materials to prepare a **Higher Steps<sup>SM</sup> Tutor Binder**.
2. 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>
3. 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.

4. On the first day of training, you must have a **Student Binder** (2" plastic) for your small group. Go to your Tutor Binder and copy the following pages for this binder:
  - 25 hard copies of Higher Steps<sup>SM</sup> Lesson Plan

- 1 hard copy of Higher Steps<sup>SM</sup> Log
  - 1 hard copy of Timed Repeated Readings/One Minute Custom Chart
5. On the first day of training, you must have:
- a **timer** that counts both up & down (many cell phones have this feature)
  - four (4) **dry erase markers** (different colors)
  - one (1) **black permanent marker** (e.g., Sharpie, Accent)
  - one (1) **different color** permanent marker
  - 1 package of **3x5 index cards**
  - approx. 8"x11" **white board** (a sheet of white paper in a sleeve protector is sufficient)

### **\*\*Recommended References\*\***

#### 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.thereadingleague.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](https://doi.org/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.

Padeliadu S., & Fiazitaidou S. (2018). A synthesis of research on reading fluency development: Study of eight meta-analyses. *European Journal of Special Education Research*, 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

#### **Session 1/Assessment & Introduction to Intervention Components**

Assessment: overview of administering an informal reading assessment to determine instructional level and group membership for similar ability levels. Advanced Word Study Assessment to identify prior knowledge of syllable types, syllabification, and language concepts in polysyllabic words, *optional* Test of Silent Contextual Reading Fluency (TOSCRF) to determine standardized score and percentile rank related to reading comprehension.

Academic Vocabulary: importance of fluency with academic vocabulary for comprehension and oral language development, review of scope and sequence, modeling of word list presentation, practice, and pacing.

Assisted Reading for Comprehension and Fluency of Complex Text: developing an effective, efficient preview, using basic comprehension questions to facilitate engagement and comprehension in complex text, narrative & expository text structures, using text structure to drive comprehension work, echo reading, choral reading, & solo repeated readings for fluency.

Word Identification, Phonemic Awareness & Spelling: tapping to enhance phonemic segmentation during reading and spelling of closed syllables, introduction of module 1 (closed syllable), assessment and pacing for word study scope & sequence, definition of consonant blends and digraphs with keywords, using whiteboard work, activities, and spelling.

Clinical Practicum: each educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

## **Session 2/Assessment Review & Intervention Components**

Assessment: review of informal reading assessment data and small group composition.

Academic Vocabulary: introduction of activities to provide meaningful encounters with academic vocabulary.

Assisted Reading for Fluency and Comprehension of Complex Text: using extended comprehension questions to facilitate engagement and comprehension, handling oral reading errors “on the run,” instructional actions to elicit full sentence replies, instructional level progress-monitoring data collection, reverse echo reading for fluency, and repeated readings for fluency.

Word Identification, Phonemic Awareness & Spelling: introduction of module 2 (closed rule breakers) and 3 (closed-closed+schwa), tapping vs. scooping, modeling and guided practice of whiteboard work, activities, spelling and word study check for polysyllabic words, accuracy vs. fluency focus in word study modeling and guided practice using whiteboard work, activities and spelling.

Clinical Practicum: each educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

## **Session 3/Using Progress-Monitoring Data to Inform Pacing**

Class-wide Intervention: use of instructional routines that benefit intermediate readers and their more successful peers, scheduling small-group intervention within Tier I, and scaffolding activities for intermediate readers in Tier I.

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

Assisted Reading for Fluency and Comprehension of Complex Text: using basic and extended comprehension questions to facilitate engagement and comprehension, instructional actions for helping students identify unclear referents in replies, definition of prosody and which aspects are worthy of instructional focus (i.e., phrasing for idea units and punctuation, not expression), and review of instructional level progress-monitoring data for accuracy and rate, literal and inferential questioning.

Word Identification, Phonemic Awareness & Spelling: instructional actions to identify vowels vs. consonants, introduction of module 4 (open syllable), module 5 (open-closed combinations), and module 6 (vowel-consonant-e syllable) modeling and guided practice using white board work, activities and spelling, and mnemonics for irregular high frequency words.

Clinical Practicum: each educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

#### **Session 4/ Using Progress-Monitoring Data to Inform Pacing**

Class-wide Intervention: use of instructional routines that benefit intermediate readers and their more successful peers, scheduling small-group intervention within Tier I, and scaffolding activities for intermediate readers within Tier I.

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

Assisted Reading for Fluency and Comprehension of Complex Text: using basic and extended comprehension questions to facilitate engagement and comprehension, instructional actions for helping students identify unclear referents in replies, definition of prosody and which aspects are worthy of instructional focus (i.e., phrasing for idea units and punctuation, not expression), review of progress-monitoring data for accuracy and rate, importance of “text consumption” beyond intervention.

Word Identification, Phonemic Awareness & Spelling: introduction of module 7 (r-controlled syllable) and module 8 (consonant -le syllable), instructional actions for “fully-analyzing” a troublesome word’s grapheme-phoneme correspondences, introduction of, modeling and guided practice using whiteboard work, activities, and spelling.

Clinical Practicum: each educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

#### **Session 5/Assessment of Student Response to Intervention**

Assessment: overview, modeling, and guided practice administering an informal reading assessment to measure and interpret instructional reading levels, Advanced Word Study Assessment to measure knowledge of syllable types, syllabification, and language concepts in polysyllabic words; *optional* Test of Silent Contextual Reading Fluency (TOSCRF) to determine standardized score and percentile rank related to reading comprehension, parent re-evaluation reports, recommendations for future intervention.

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

Assisted Reading for Fluency and Comprehension of Complex Text: review of students’ progress to date in complex text and recommendations for future intervention with text, issues with oral reading rate, accuracy, comprehension, prosody.

Word Identification, Phonemic Awareness & Spelling: introduction of module 9 (core vowel teams), module 10 (additional vowel team syllables), and module 11 (vowel teams with more than 1 sound), modeling and guided practice using whiteboard work, activities, and spelling.

Clinical Practicum: each educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

## **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 5761/6761-030)**

#### **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 receive credit (i.e. no letter grade) for the course, participants must satisfactorily meet each criterion outlined below:

- provide current, cleared background check documentation
- complete clinical training and coaching attendance requirements
- tutor students as directed--including implementation of feedback
- conduct assessments as directed
- participate in debrief/discussion of student progress

#### **Letter Grade Course Credit Criteria (EDU 5761/6761-040)**

To earn letter-grade credit, participants must satisfactorily meet each criterion outlined below:

- provide current, cleared background check documentation
- complete clinical training and coaching attendance requirements
- tutor students as directed--including implementation of feedback
- conduct assessments as directed
- participate in debrief/discussion of student progress
- satisfactorily meet criteria for intervention execution and case study as outlined below

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

**Written Case Study: Your Higher Steps<sup>SM</sup> small group will be the subject of 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.

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**Case Study Rubric**

	Below expectations (0)	Approaching expectations (1)	Meets expectations (2)	Exceeds expectations (3)	Notes/Resources	
<b>1. Summary and analysis of the student's foundation for reading success at baseline.</b>						
Description of student's baseline instructional level in passage reading.					<a href="#">APA Guidelines</a>	
Discuss baseline oral reading accuracy, oral reading rate, and comprehension performance in relation to chronological grade level expectations.						
<b>2. Summary and analysis of the intervention.</b>						
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?						
<b>3. Summary and analysis of students' reading abilities at posttest.</b>						
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.						
<b>4. Summary and analysis of your own teaching practices.</b>						
New learnings about reading development and instruction/intervention from practicum experience including how this learning informed your practice. Specific examples provided.						
<b>5. Mechanics</b>						
APA standards (style, grammar, spelling, etc.)						
5 pgs or less						
<b>Case Study</b>						
Case Study total points (/31)						
Case Study percentage						
<b>Case Study grade</b>						

<b>Course</b>	
Tutoring total points (/93)	
Tutoring percentage	
Case Study percentage	
Course percentage	
<b>Course grade</b>	

Evaluation Procedures:

75% Tutoring 93 points

25% Case Study 31 points

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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/>.