

DISORDERS OF FLUENCY - STUTTERING **COMD 6030 - Syllabus**

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Office Hours:	Posted outside office weekly or by appointment/e-mail
Place:	RCDE Building, Rm. 105 (Interactive Video Conferencing)
Time:	Mondays & Wednesdays, 8:30-9:45 A.M.
Course Credit:	3 credit hours

Course Overview

This course is designed to provide the master's level student in speech-language pathology with an understanding of the complex issues that surround the successful evaluation and treatment of fluency disorders. As a teacher-clinician, my goal is to develop your understanding and practice knowledge about individuals with stuttering and related fluency disorders so that you can provide quality, evidence-based services to these clients. This course will cover the nature of stuttering, causation aspects, identification, evaluation, treatment procedures for all age groups, issues in the maintenance of fluency, and stuttering treatment efficacy. In addition, differential diagnosis, evaluation, and treatment of other fluency disorders will be addressed. Students will be instructed on specific evaluation procedures and intervention strategies that are evidence-based for working with preschoolers, school-age children, adolescents, and adults who stutter. Additionally, this course will present information regarding parent counseling, cultural considerations, attributes of effective clinicians, specialty certification in fluency, and stuttering support groups.

Course Objectives (Primary objectives and their corresponding Knowledge and Skills Acquisition (KASA) Requirements for Certification in SLP from ASHA will include the following.)

1. The student will define and describe speech fluency and the factors that characterize it, as well as interfere with it. (Standard IV-B; Assessment method: exam)
2. The student will describe the nature, characteristics, and onset of stuttering. (Standard IV-C; Assessment method: exam)
3. The student will explain various theoretical models concerning the etiology of stuttering and the continued development of the disorder as well as variables that contribute to its maintenance. (Standard IV-C; Assessment method: exam)
4. The student will demonstrate knowledge and skill of evaluating and measuring relevant aspects of the stuttering disorder (including surface features, as well as aspects of the client's feelings and reactions to stuttering), and be able to integrate assessment information to provide an appropriate diagnosis, prognosis, and recommendations for individual clients. (Standards IV-D, V-A, V-B-1c, e and g; Assessment methods: SSI-4 assessment project and exam)
5. The student will demonstrate knowledge of the principles and methods of prevention and goals in counseling the parents/caregivers of children who stutter, as well as the client who stutters. (Standards IV-D, Assessment method: in-class discussion/role-play; exam)
6. The student will demonstrate knowledge of a variety of evidence-based treatment procedures, approaches, and programs for the treatment of stuttering with consideration of age and cultural issues and will be able to develop individualized treatment programs as appropriate for each client (including affective, behavioral, and cognitive elements). (Standards IV-D, IV-F, V-A, V-B2a; Assessment methods: research article critique, classroom discussion of case studies, treatment project of contemporary approaches/programs, case study take-home final exam).

7. The student will demonstrate knowledge of the varied treatment approaches for those children who stutter and present with concomitant speech and/or language disorders. (Standards IV-D; Assessment methods: classroom discussion of case studies, case study take-home final exam)
8. The student will demonstrate knowledge of assessment, differential diagnosis, and treatment principles for clients who present with other types of fluency disorders (e.g., cluttering, neurogenic disfluency, psychogenic disfluency, etc.). (Standard IV-D; Assessment methods: exam, discussion of case studies)
9. The student will develop some appreciation of what it would be like to be a person who stutters and will practice some of the treatment techniques in “real-world” situations, to be better able to understand the client’s perspective with regard to stuttering and treatment techniques. (Standard V-B-3a; Assessment methods: completion of reflection papers for speech changes and pseudostuttering exercises)

ASHA Knowledge and Skills Acquisition (KASA) Competencies for COMD 6030

Standard IV-B: The student will demonstrate knowledge of the basic human communication processes involving normal speech fluency, including its neurological, psychological, developmental, linguistic, and cultural bases.

Standard IV-C: The student will demonstrate knowledge of the etiologies of fluency disorders.

Standard IV-C: The student will demonstrate knowledge of the characteristics of fluency disorders, including anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: The student will demonstrate knowledge of the principles and methods of prevention for fluency disorders.

Standard IV-D: The student will demonstrate knowledge of the principles and methods of assessment for people with fluency disorders, including consideration of the physiological, psychological, developmental, linguistic, and cultural correlates of this disorder.

Standard IV-D: The student will demonstrate knowledge of the principles and methods of intervention for people with fluency disorders, including consideration of the physiological, psychological, developmental, linguistic, and cultural correlates of this disorder.

Standard IV-F: The student will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standards IV-H: The student will demonstrate knowledge regarding specialty certification relevant to professional practice.

Standard V-A: The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B-1c: The student will demonstrate the skill to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of fluency.

Standard V-B-1e: The student will demonstrate the skill to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of fluency.

Standard V-B 1g: The student will demonstrate the skill to refer clients/patients for appropriate services in the area of fluency.

Standard V-B-2a: The student will demonstrate the skill to develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs.

Standard V-B-3a: The student will demonstrate skills for communicating effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client with a fluency disorder, his/her family caregivers, and relevant others.

Expectations

1. Class attendance and participation are **required**. Each unexcused, missed class will drop the student's final grade by 5%. Please be on time and prepared to participate. Each member of the class will verbally participate in discussing readings, course content, case studies, asking questions, etc. Verbal participation is a professional skill and is an expectation in this class. Class will begin promptly at 8:30. Please turn your cell phone off while in class. No texting is permitted during class time. Computers are allowed provided they are used for this course. Students should be aware that they will be on camera when they are in class since the format for this class is interactive video conferencing (IVC). Additionally, each class is recorded for review, if desired.
2. Students will be expected to complete the assigned readings noted on the attached class schedule **before** attending classes. Students may be called upon to discuss the assigned readings. There is a lot of course content to be absorbed in a limited amount of time. It is each student's responsibility to keep up with the readings, ask questions, organize and clarify information to assist you in understanding.
3. All assignments and exams must be completed on time. If an assignment or exam is not completed on time, the student will be charged a daily 10% penalty of total possible points after the **due date/time** and each 24 hour period after that until date of actual submission. Due dates and specific materials for completion of all assignments noted below are located on Canvas (COMD 6030).

Mode of Instruction

Students will listen to lectures, complete readings on assigned topics, participate in discussions, view videotapes of clinical cases, receive critiques of individual and group oral/written assignments, and participate in the use of voluntary stuttering and specific fluency treatment techniques.

Broadcast Classroom Professional Etiquette

Participating in a broadcast classroom is very similar to participating in a traditional classroom, but there are some differences. The main difference is that it takes the camera and microphone one or two seconds to find the person speaking. To make sure that everyone has an equal chance to participate there is some basic professional etiquette that we will follow in this environment.

For all students, if you have a question/comment during class:

1. Raise your hand.
2. Wait for the instructor to call on you
3. Turn the microphone on when you are ready to speak
4. Identify yourself, "*This is John from Cedar City*", "*This is Anne in Logan*," and continue with your question/comment...

This may seem a little formal at first, but it will allow the camera & audio to focus on one person and provide more time for the short delay speaking into the microphone, making it easier for everyone to participate and hear what is being said in its entirety.

Evaluation

1. Each student will complete three exams. Exams will cover lecture material presented, readings from text and required readings, handouts, and videos. The final will be a combination of take-home case studies and in-class exam. (100 points each; 300 points total)

2. Experiential assignments – It is important that the clinician understand, to the extent possible, the overt and covert dimensions of stuttering. It is also important that the clinician be able to model the desired target responses for the client. Each student (with a partner from this class) will model a variety of target behaviors of stuttering therapy (e.g., resisting time pressures, voluntary stuttering, cancellations/pull-outs). In each situation, one student will be the person exhibiting the target behavior and the other person will be an observer (and vice-versa). Results and comments (self-evaluation) will be recorded and submitted. (10 points each assignment; 30 points total)

In addition, each student will successfully complete a monitored practical experience of altered phonatory behavior (e.g., slightly slower speech, frequent and longer pauses, easy relaxed approach-smooth movements) relative to stuttering intervention across four consecutive days. Results and comments (self-evaluation) will be recorded and submitted (20 points). Specific instructions and grading parameters for experiential assignments are located on Canvas.

3. Each student will complete an individual fluency assessment from an assigned videoclip which will entail calculating fluency measures, describing secondary behaviors, assessing severity, assessing rate of speech, providing pertinent clinical conclusions, stating general observations (strengths and weaknesses), and providing recommendations. Specific instructions and grading parameters are located on Canvas (80 pts.).
4. Student groups will develop and present a critical review of an assigned contemporary stuttering treatment approach/program. Each group will complete a *PowerPoint (PP)* presentation for the class and post a *PP* handout that summarizes the information on the appropriate Discussion page for class members and instructor. Specific instructions and grading parameters are located on Canvas. (50 points per student)
5. Each student will read a peer-reviewed research article (published between 2009-2015) focused on fluency assessment or intervention and complete a 2-3 page summary and critique, as well as a completed evidence-based practice (EBP) Reference Analysis Worksheet (RAW) of the article. Specific instructions and grading parameters are located on Canvas. (50 points)

Grades will be based upon total possible points (530) from the above assignments. The following grading scale will be used:

93-100%	A	(Outstanding, exceptional insight & performance)
90-92%	A-	(Very good)
87-89%	B+	(Well-done, solid)
83-86%	B	(Good, meets all requirements)
80-82%	B-	(Adequate)
77-79%	C+	
73-76%	C	
70-72%	C-	
ETC.		

Knowledge and Skills Assessment (KASA)

In this course, each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, the student must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. For students failing to attain the set criteria on a required competency, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA. The above competencies are viewed as essential skills this course is designed to address and will be graded through the scheduled exams and projects.

Refer to the COMDDE website (<http://comd.usu.edu/htm/policies>) under Graduate Policies on Remediation in the SLP Graduate School Program.

Required Text

Guitar, B. (2014). *Stuttering: An integrated approach to its nature and treatment (4th Ed.)*. Philadelphia: Lippincott Williams & Wilkins.

Other Required Readings

- American Speech-Language-Hearing Association (1995, March). Guidelines for practice in stuttering treatment. *Asha*, 37 (Suppl. 14), p. 26-35.
- Bothe, A.K., Davidow, J.H., Bramlett, R.E., & Ingham, R.J. (2006). Stuttering treatment research 1970-2005: I. Systematic review incorporating trial quality assessment of behavioral, cognitive, and related approaches. *American Journal of Speech-Language Pathology*, 15, 321-341.
- Cream, A., O'Brian, S., Jones, M., Block, S., Harrison, E., Lincoln, M., Hewat, S., Packman, A., Menzies, R., and Onslow, M. (2010). Randomized controlled trial of video self-modeling following speech restructuring treatment for stuttering. *Journal of Speech, Language, and Hearing Research*, 53, 887-897.
- de Sonnevile-Koedoot, C., Stolk, E., Rietveld, T., and Franken, M-C. (2015). Direct versus indirect treatment for preschool children who stutter: The RESTART randomized trial. *PLoS ONE* 10(7): e0133758. doi:10.1371/journal.pone.0133758.
- Koushik, S., Shenker, R., and Onslow, M. (2009). Follow-up of 6-10-year-old stuttering children after Lidcombe Program treatment: A Phase I trial. *Journal of fluency disorders*, 34, 279-290.
- Kully, D. A., Langevin, M., and Lomheim, H. (2007). Intensive treatment of stuttering in adolescents and adults. In E.G. Conture & R.F. Curlee (Eds.), *Stuttering and related disorders of fluency* (3rd ed., pp. 213-232). New York: Thieme Medical Publishers, Inc.
- Langevin, M., Kully, D.A., and Ross-Harold, B. (2007). The comprehensive stuttering program for school-age children with strategies for managing teasing and bullying. In E.G. Conture & R.F. Curlee (Eds.), *Stuttering and related disorders of fluency* (3rd ed., pp. 131-149). New York: Thieme Medical Publishers, Inc.
- Menzies, R.G., Onslow, M., Packman, A., O'Brian, S. (2009). Cognitive behavior therapy for adults who stutter: A tutorial for speech-language pathologists. *Journal of Fluency Disorders*, 34, 187-200.
- Nye, C., Vanryckeghem, M., Schwartz, J. B., Herder, C., Turner, H.M., III, and Howard, C. (2013). Behavioral stuttering interventions for children and adolescents: A systematic review and meta-analysis. *Journal of Speech, Language, & Hearing Research*, 56, 921-932.
- Prins, D. & Ingham, R.J. (2009). Evidence-based treatment and stuttering—Historical perspective. *Journal of Speech, Language, and Hearing Research*, 52, 254-263.
- St. Louis, K. O., Myers, F. M., Bakker, K., & Raphael, L. J. (2007). Understanding and treating cluttering. In E. G. Conture & R. F. Curlee (Eds.), *Stuttering and related disorders of fluency* (3rd ed., pp. 297-325). New York: Thieme Medical Publishers.
- Yaruss, J.S. (1998). Real-time analysis of speech fluency: Procedures and reliability training. *American Journal of Speech-Language Pathology*, 7, 25-37.

Yaruss, J.S., Coleman, C., and Hammer, D. (2006). Treating preschool children who stutter: Description and preliminary evaluation of a family-focused treatment approach. *Language, Speech, and Hearing Services in Schools, 37*, 118-136.

Yaruss, J.S. & Pelczarski, K. (2007). Evidence-based practice for school-age stuttering: Balancing existing research with clinical practice. *EBP Briefs, 2(4)*, 1-8.

The ‘**other required readings**’, **PowerPoint notes**, and many **handouts** for class have been placed on Canvas (COMD 6030). These should be accessed and read by each student **PRIOR** to the appropriate class. Each student will need to download or print the **PowerPoint notes** that have been posted on Canvas during the lectures.

TENTATIVE CLASS SCHEDULE

Dates for individual topics and exams are *tentative* and may be altered based on class progress at the discretion of the instructor. Readings should be completed **prior** to the beginning of the class assigned.

<p>8/31 Course Overview Definitions: Fluency, Stuttering • <u>Canvas Unit 1 PP Notes: Definitions & Facts About Stuttering</u></p>	<p>9/2 Definitions: Fluency, Stuttering (cont'd) Facts About <i>Stuttering</i> • <u>Read Chapter 1 – Textbook</u></p>
<p>9/7 LABOR DAY – No Class</p>	<p>9/9 Constitutional Factors in Stuttering • <u>Read Chapter 2 – Textbook</u> • <u>Canvas Unit 1 PP Notes: Constitutional Factors in Stuttering</u></p>
<p>9/14 Developmental, Environmental, and Learning Factors in Stuttering • <u>Read Chapter 4 – Textbook</u> • <u>Canvas Unit 1 PP Notes: Developmental, Environmental, & Learning Factors in Stuttering</u></p>	<p>9/16 Theories About Stuttering • <u>Read Chapter 6 – Textbook</u> • <u>Canvas Unit 1 PP Notes: Theories About Stuttering</u> Resisting Time Pressures assignment due</p>
<p>9/21 Normal Disfluency & Development of Stuttering • <u>Read: Chapter 7 -- Textbook</u> • <u>Canvas Unit 1 PP Notes: Normal Disfluency & Development of Stuttering</u></p>	<p>9/23 Indirect Preschool Fluency Treatment • <u>Read “Treating preschool children who stutter: Description & preliminary . . .” by Yaruss et al. (Unit 1 Readings-Canvas)</u> • <u>Canvas Unit 1 PP Notes: Indirect Preschool TX</u></p>
<p>9/28 Parent Counseling • <u>Read Chapter 11- p. 230-239</u> • <u>Canvas Unit 1 PP Notes: Parent Counseling</u></p>	<p>9/30 Exam 1</p>
<p>10/5 Assessment & Diagnosis • <u>Read: Chapter 8 – Textbook</u> • <u>Canvas Unit 2 PP Notes: Assessment & Diagnosis</u></p>	<p>10/7 Assessment and Diagnosis • <u>Read Chapter 9—Textbook</u></p>
<p>10/12 Assessment and Diagnosis (cont'd) • <u>Read “Real-time analysis of speech fluency” article by Yaruss (Canvas Unit 2-Required Readings)</u></p>	<p>10/14 Assessment and Diagnosis (cont'd) Voluntary Stuttering assignment due</p>
<p>10/19 Treatment Considerations • <u>Read: Chapter 10 – Textbook</u> • <u>Read: ASHA Guidelines for Practice in Stuttering Treatment (Canvas Unit 2-Required Readings)</u> • <u>Canvas Unit 2 PP Notes: Treatment Considerations</u></p>	<p>10/21 Family-Focused Preschool Treatment • <u>Read: Chapter 11 – Textbook (p. 240-249)</u> • <u>Read: Chapter 12 – Textbook (p. 250-261)</u> • <u>Canvas Unit 2 PP Notes: Family-Focused Preschool Treatment</u> SSI-4 Assessment Project Due Fri., 10/23 at 5:00 PM</p>
<p>10/26 Direct Early Stuttering Treatment • <u>Read: “Direct versus Indirect Treatment for Preschool Children who Stutter: The RESTART Randomized Trial” by deSonneville-Koedoot et al. (Canvas Unit 2-Required Readings)</u> • <u>Canvas Unit 2 PP Notes: Direct Early Stuttering Therapy</u> Reduced rate speech assignment begins 10:00 AM</p>	<p>10/28 Direct Early Stuttering Treatment (cont'd) Cluttering • <u>Read: “Understanding & Treating Cluttering” by St. Louis et al. (Canvas Unit 2–Required Readings)</u> • <u>Canvas Unit 2 PP Notes: Cluttering</u> Reduced Rate speech assignment ends on Thurs., 10/29 at 5:00 PM Written comments on log due Fri., 10/30, 5:00 PM</p>

<p>11/2 Cluttering (cont'd) <i>Read: Chapter 11, p. 327-331 – Textbook</i> Stuttering Treatment Presentation</p>	<p>11/4 Exam 2</p>
<p>11/9 Concomitant Speech-Language Disorders & Stuttering <ul style="list-style-type: none"> • <i>Read: Chapter 12 (p. 261-263)</i> • <i>Canvas PP Unit 3: Concomitant Speech-Language Disorders & Stuttering</i> School-Age Stuttering Treatment <ul style="list-style-type: none"> • <i>Read: Chapter 13 –Textbook</i> • <i>Canvas PP Unit 3: School-Age Stuttering Tx</i> Stuttering Treatment Presentation</p>	<p>11/11 (ASHA Convention) School-Age Stuttering Treatment (cont'd) <ul style="list-style-type: none"> • <i>Read “Follow-up of 6-10-year old stuttering children after Lidcombe Program treatment: A phase I trial” by Koushik et al. (Canvas Unit 3 Required Readings)</i> Stuttering Treatment Presentation Cluttering Treatment Presentation</p>
<p>11/16 School-Age Stuttering Treatment (cont'd.) <ul style="list-style-type: none"> • <i>Read: “The Comprehensive Stuttering Prog. for School-Age Children w/ Strategies for Managing Teasing/Bullying” by Langevin et al. (Canvas Unit 3-Required Readings)</i> EBP Critique Summary Due Stuttering Treatment Presentation</p>	<p>11/18 School-Age Stuttering Treatment (cont'd.) <ul style="list-style-type: none"> • <i>Read: “Evidence-Based Practice for School-Age Stuttering: Balancing Existing Research with Clinical Practice” by Yaruss & Pelczarski (Canvas Unit 3 Required Readings)</i> Stuttering Treatment Presentation</p>
<p>11/23 School-Age Stuttering Treatment (cont'd.) Adolescent/Adult Stuttering Treatment <ul style="list-style-type: none"> • <i>Read Chapter 14 – Textbook</i> • <i>Canvas PP Notes Unit 3: Advanced Stuttering TX</i> Stuttering Treatment Presentation</p>	<p>11/25 Thanksgiving Break – No Class</p>
<p>11/30 Adolescent/Adult Stuttering Treatment <ul style="list-style-type: none"> • <i>Read “Intensive treatment of stuttering in adolescents and adults” by Kully, Langevin, and Lomheim (Canvas Unit 3-Required Readings)</i> Stuttering Treatment Presentation</p>	<p>12/2 Adolescent/Adult Stuttering Treatment Support Groups, Electronic Fluency Aids, Drugs <ul style="list-style-type: none"> • <i>Read “Randomized controlled trial of video self-modeling following speech restructuring treatment for stuttering” by Cream et al. (Canvas Unit 3 – Required Readings)</i> Stuttering Treatment Presentation</p>
<p>12/7 Adult Stuttering Treatment - Cognitive Behavioral Tx & Stuttering (cont'd) Stuttering Treatment Efficacy <ul style="list-style-type: none"> • <i>Read: “Cognitive behavior therapy for adults who stutter: A tutorial for SLPs” by Menzies et al (Canvas Unit 3-Required Readings)</i> • <i>Read: “Stuttering treatment research 1970-2005: I. Systematic review...” article by Bothe et al. and Behavioral stuttering interventions for children & adolescents: A systematic review...” by Nye et al (Canvas Unit 4-Required Readings)</i> • <i>Canvas Notes Unit 4: Stuttering Treatment Efficacy</i> Cancellations/Pull-outs assignment due</p>	<p>12/9 Acquired Stuttering <ul style="list-style-type: none"> • <i>Read Chapter 15 (p. 318-327; p. 331) —Textbook</i> • <i>Canvas PP Notes Unit 4: Acquired Stuttering</i> </p>
<p>Final Exam In-Class (50 pts.), Monday, 12/14, 7:30-9:20 a.m. Take Home (50 pts.) due Tues., 12/15 at 5:00 p.m.</p>	

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

[The Honor Pledge](#): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear

acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/>

Disability related resources for current students:

- [DRC Student Handbook](#)
- [Deaf and Hard of Hearing Student Handbook](#)
- [Disability Related Scholarships](#)
- [Campus Resources](#)
- [Documentation Guidelines](#)
- [Online Resources for Students with Disabilities](#)

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/>, 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/>, 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/>, 435.797.1728, <mailto:access@usu.edu>; TSC 315

- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/>, 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/>, 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: <http://www.usu.edu/provost/faculty/diversity/>, (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University:

<http://www.usu.edu/student-services/student-code/>

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.