SpEd 5760, Effective Instruction II
Spring Semester 2014

Meeting time: Monday, 4:30 - 6:30 p.m. (SPED 5860 follows, 6:30 - 7:30 p.m.)
Credits: 2
Location: Online course delivery using the Adobe Connect videoconferencing system

Instructor Information
Instructor: Barbara Fiechtl
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Communication
In most cases, students may expect responses to their phone or email communications within two days of being received.

Other contact information
Patti Bodine, Program Assistant
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PREFERRED method of contact

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

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

Instructions:
- When you open a quiz, the number of minutes you will have to complete it is displayed in the upper right hand corner (usually 10-15 minutes). As long as there is time on the clock, you may go back to questions to change your answers. When you are finished, click Submit. If the time expires before you have finished, the quiz will automatically be submitted.
- Quizzes will include multiple choice, fill-in-the-blank and/or short answer
questions. The instructor will grade questions that are short answer and fill-in-the-blank.

- All quizzes are closed book.

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

Identify the characteristics of intensive (discrete trial) instruction and describe when and how this instructional strategy is used: ISCI5S15; ISCI7S11

Plan, implement and monitor intensive and routines-based instructional programs for children that reflect their needs, respect their diversity, encourage active participation in learning environments and are responsive to ongoing assessment: ISCI5S15, S16; ISCI2S4; ISCI5S4, S5; ISCI4S1, S3, S4, S5, S6, S7, S8, S9; ECSE1S1, S2; ECSE5S1, S2, S6; ECSE2S3; ECSE3K3, ECSE4K4; ECSE5S7, S8, S9, S10, S11, S12, S14; ECSE4S7, S8

Describe components of the effective teaching cycle: ISCI2K3; ECSE3S2

Describe and demonstrate the steps for systematically teaching another adult to correctly implement an instructional program for a child (i.e., transfer of training): ISCI5K1; ISCI7S8, S9, S11; ISCI2S15; ECSE3S4; ECSE7S1

Identify environmental factors, including teacher attitudes and behaviors, and physiological factors related to challenging behaviors: ISCI2K4; ISCI6K11; ECSE1K10

Recognize signs of emotional distress, neglect and abuse and follow reporting procedures: ECSE6S1

Describe strategies for addressing challenging behaviors including preventative and reductive strategies: ISCI2K2, K5, K6; ISCI2S10; ECSE3S3

Describe and demonstrate strategies to teach social skills, conflict resolution and self-advocacy: ISCI2S8, S9; ECSE5S4, S5; ECSE2S4

Describe laws and ethical issues related to behavior management: ISCI6K1

Develop behavior management plans for children that reflect least restrictive behavioral interventions and facilitate integration into various settings: ISCI5S14, S15, S17; ISCI2K3; ISCI5S12; ECSE4S6

Evaluate and modify instructional practices and behavior intervention plans in response to ongoing assessment data: ISCI2S5, S6, S11; ISCI5S21
Develop daily lesson plans that address individual educational goals for children during typical classroom routines/activities and which reflect state curricula standards: ICC7K3; ICC7S10, S11, S12; ICC7K3

Incorporate activities, materials, and intervention strategies into daily lessons that reflect children's interests and respect their cultural and linguistic diversity: ISCI1K11, K12; ISCI2K8; S12; ECSE1K8

Identify professional publications, resources, and organizations related to the field of special education/early childhood special education which represent and promote evidence-based practices: ISCI6K14, S7, S10; ECSE6S4, S5

Identify a plan for lifelong professional development: ISCI6K14, K14, S9, S11, S12, S14

Advocate for professional status and working conditions for those who serve infants and young children and their families: ECSE6K4, S6

Describe CEC Code of Ethics: ICC6S1, S2, S3, S4

Calendar

Week 1: (1/8/14)

Collecting baseline data and writing instructional steps for pre-academic IEP goals

Tasks:

- Bring to class a copy of this syllabus, the syllabus for 5860, and six of your child-progress data sheets including the data sheet for the social/communication goal you targeted last semester (i.e., the goal for which you wrote an RBI program). You will refer to these as we discuss data-based decision making.
- Bring to class a copy of the assignment, Getting Ready to Teach Pre-academic IEP Goals and Collect Child Progress Data, linked in Canvas/Module, Week 1.
- Provide RBI for 16 or more IEP goals this week and record/summarize child-progress data. If you are only in the classroom half days (AM or PM sessions), provide RBI for 8 or more IEP goals and record/summarize child-progress data.

Week 2: (1/13/14)
How and when to provide intensive instruction

Tasks:

- Review the IEPs in your classroom. Bring a sample of 3 preacademic IEP goals (colors, shapes, counting, etc.) to class.
- Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
- Prepare to meet with your Coach.

Week 3: (1/20/14)

No Class- HUMAN RIGHTS DAY

Due:

- Steps 1-4 of the Getting Ready to Teach Pre-academic IEP Goals and Collect Child Progress Data are due this week by NOON Friday.

Tasks:

- Prior to class time next week, view the 3 video clips which are linked in Canvas/Module.
- Read Sections I - VII of the Least Restrictive Behavioral Interventions Guidelines which we will discuss next week. Familiarize yourself with Sections VIII, Intervention Procedures: Overview and Selection; and IX, Description of Strategies and Intervention Procedures. As a reminder, you received a copy of the Guidelines at last summer’s Orientation Workshop; however, if you need to print a new copy, go to www.schools.utah.gov/sars/. Click on the Laws, Regulations & Policies link; then click on Rules and Regulations. Scroll down to Utah Rules for the Selection of Least Restrictive Behavioral Interventions (LRBI).
- Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
- Prepare to meet with your Coach this week.

Week 4: (1/27/14)

Management of young children’s challenging behaviors

Quiz on week 4 readings (not including the handout). Closed-book and timed. Before you begin the quiz, review the instructions in the Quizzes section above. The quiz is available for you to take anytime in Canvas between Tuesday, January 21, 8:00 AM and 8:00am, Monday, January 27.

Tasks:
• Bring the *Least Restrictive Behavioral Interventions Guidelines* to class this week and the next 5 weeks.
• Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
• Prepare to meet with your Coach this week.
• **Read:** handout, *Differential Reinforcement Definitions*.
• **Read:** DEC, Young Exceptional Children Monograph Series No. 1: Practical Ideas for Challenging Behaviors.
  o Challenging Behaviors in Your Classroom?, 5-15.
  o Keys to Being Successful When Confronted with Challenging Behaviors, 17-27.
• DEC Position Statement on Interventions for Challenging Behaviors, (Downloaded from DEC website).
• DEC Concept Paper on the Identification of and Intervention with Challenging Behavior, (Downloaded from DEC website).

**Week 5: (2/3/14)**

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

**Quiz on week 5 readings** (closed-book and timed). The quiz will be available for you to take in Canvas anytime between **Tuesday, January 28, 8:00am and 8:00 am February 3.**

**Due:**

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

**Tasks:**

• Bring to class a copy of the *FBA Assignment* linked in Canvas/Modules, Week 5.
• Review sections VIII and IX of *LRBI Guidelines* and bring the manual to class.
• Begin Step 8 of the *Getting Ready to Teach Pre-academic IEP Goals and Collect Child Progress Data* assignment after receiving instructor approval for the three lessons and child-progress data sheets that you submitted for Step 7. Once approved, you will implement Step 8 for the remainder of the semester.
• Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
• Prepare to meet with your Coach this week.
• **Read:** DEC, Young Exceptional Children Monograph Series No. 8: Social Emotional Development: Together we can: A program-wide approach to addressing challenging behavior, pg.1-14.


**Week 6: (2/10/14)**

**Cultural-linguistic diversity related to challenging behaviors, and LRBI Guidelines: Supplemental (Some) and Intensive (Few) intervention strategies**

**Due:**

- FBA Assignment, Steps A - D is due this week by **noon, Monday**.

**Tasks:**

- **Read**: When do I seek outside help for children’s problem behavior? (Downloaded from CSEFEL website).
- **Read**: Understanding the impact of language differences on classroom behavior. (Downloaded from CSEFEL website).
- Review sections VIII and IX of *LRBI Guidelines* and bring the manual to class.
- Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
- Provide intensive instruction for preacademic goals, as needed.
- Prepare to meet with your Coach this week.
- Schedule an observation for intensive instruction of a goal (Step 9 of the *Getting Ready to Teach Pre-academic IEP Goals and Collect Child Progress Data* assignment). An email will be sent with dates and times available for you to schedule this observation. The observation form is linked in Canvas/Modules for you to preview.

**Week 7: (2/17/14)**

*Remember- class is on Tuesday this week.*

**Wrap-up: LRBI Guidelines and RBI child progress report**

**Due:** Go to [http://csefel.vanderbilt.edu/resources/what_works.html](http://csefel.vanderbilt.edu/resources/what_works.html) There are 24 What works briefs listed at this url. You should choose 3 briefs (excluding #1 and 2) and read them. Come to class prepared to share what you learned about your brief and explain how you would use it in your classroom. Submit a 1-2 paragraph summary of what is covered in each of the briefs. Due at 4:00, 2/17.
Tasks:

- Schedule an observation for intensive instruction of a goal (Step 9 of the *Getting Ready to Teach Pre-academic IEP Goals and Collect Child Progress Data* assignment).
- After receiving instructor approval of FBA Steps A – D, complete Steps E – I.
- Review sections VIII and IX of *LRBI Guidelines* and bring the manual to class.
- Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
- Provide intensive instruction for preacademic goals, as needed.
- Prepare to meet with your Coach this week.

**Week 8: (2/24/14)**

Developing and Implementing Behavioral Intervention Plans (BIPs)

Due:

- FBA Assignment, Steps E-L is due this week by **noon, Friday**.
- Scan/email the ABC data sheets that you completed for the FBA assignment.

Tasks:

- After receiving instructor approval of FBA Steps E – L, complete the remaining steps of the assignment (L – O). The completed FBA assignment is due next week.
- Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
- Provide intensive instruction for preacademic goals, as needed.
- Prepare to meet with your Coach this week.

**Week 9: (3/3/14)**

Staff training and Continuum of instruction (RBI and intensive)

Due:

- FBA Assignment, Steps L-O (BIP writeup) is due this week by **noon, Friday**.

Tasks:

- Identify a proctor for your midterm exam. Send the proctor’s email address and phone # by Wednesday, 3/5.
- Schedule an observation for intensive instruction of a correspondence counting goal (Step 11 of the *Getting Ready to Teach Pre-academic IEP Goals and Collect Child Progress Data* assignment). An email will be sent with dates and
times available for you to schedule this observation. The observation form is linked in Canvas/Modules for you to preview.

- Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
- Provide intensive instruction for preacademic goals, as needed.
- Prepare to meet with your Coach this week.

**Spring Break: (3/10/14)**

**Week 10: (3/17/14)**

**Midterm exam – Recorded lecture class**

Due:

- **Staff training assignment-3/21, Noon.**

Tasks:

- Schedule an observation for intensive instruction of a correspondence counting goal (Step 11 of the *Getting Ready to Teach Pre-academic IEP Goals and Collect Child Progress Data* assignment). An email will be sent with dates and times available for you to schedule this observation. The observation form is linked in Canvas/Modules for you to preview.
- Listen to the recorded lecture on the staff training assignment.

**Week 11: (3/24/14)**

**Classroom management- staff and students**

Due:

- **Quiz on Week 11 readings will be available 3/18, 8:00 am until 3/24, 8:00 am.**

Tasks:

- Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
- Provide intensive instruction for preacademic goals, as needed.
- Prepare to meet with your Coach this week.
Week 12: (3/31/14)

Challenging behaviors wrap up and Discussion of BIP Report

Tasks:

- Bring to class a copy of the *BIP Report* assignment linked in Canvas/Module.
- Implement the BIP each day and collecting data on the occurrences of the problem behavior and occurrences of the replacement and/or alternate behavior.
- Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
- Provide intensive instruction for preacademic goals, as needed.
- Prepare to meet with your Coach this week.
- Read the *Instructions for the Small-group RBI Observation* linked in Canvas/Module, Week 14. Then schedule an observation with the instructor. An email will be sent with available dates and times. The observation form is linked in Canvas/Modules for you to preview.

Week 13: (4/7/14)

Discussion of your Small-Group RBI Lesson Report and Data Management: Spreadsheets and charts

Tasks:

- Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
- Provide intensive instruction for preacademic goals, as needed.
- Prepare to meet with your Coach this week.
- Schedule an observation with the instructor. An email will be sent with available dates and times. The observation form is linked in Canvas/Modules for you to preview.

Week 14: (4/16/14)

Teaching Play Skills

Quiz on week 14 readings (closed-book and timed). The quiz will be available for you to take in Canvas anytime between Tuesday, April 11 8:00 am and April 16, 8:00 am.

Tasks:

• **Read**: Myck-Wayne, J. (2010). In defence of play: Beginning the dialog about the power of play. Young Exceptional Children, 14 (4), 14-23.


• Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.

• Provide intensive instruction for preacademic goals, as needed.

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**Week 15: (4/23/14)**

Professional & Ethical Practices and course summary

Tasks:

- **READ**: DEC Code of ethics, August 2009. (Downloaded from DEC website).
- Bring to class a copy of the *Small-Group RBI Lesson Report* linked in Canvas/Module, Week 14.
- Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
- Provide intensive instruction for preacademic goals, as needed.
- Prepare to meet with your Coach this week.

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**Week 16: (4/28/14)**

Due:

- Email your BIP Report and data by **noon April 28**.
- Scan/email your child’s BIP data sheets. They should include all of the data you have collected through week 15.
- In lieu of a final exam, the *Small-Group RBI Lesson Report* is due this week by **noon, Friday**. If completed correctly and with instructor approval, this assignment may be used for your student teaching portfolio.

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**Assignments**

All assignments are due on the date and time indicated unless other arrangements have been made with the instructor at least one day prior to the due date. Otherwise, a **3% per day** reduction in grade will be assessed for late products and assignments.
Getting Ready to Teach Preacademic IEP Goals and Collect Child Progress Data, Step 4  
30 pts.

Getting Ready to Teach Preacademic IEP Goals and Collect Child Progress Data, Step 7  
60 pts.

Functional Behavioral Assessment assignment  
170 pts.

What works summaries  
15 pts.

Staff Training assignment with Trainee Data Form  
(will count towards your SPED 5860 grade)  
60 pts.

Observations of intensive and routines-based instruction  
(will count towards your SPED 5860 grade)  
225 pts.

BIP Report and data sheet  
(will count towards your SPED 5860 grade)  
60 pts.

Small-Group RBI Lesson Report (in lieu of final exam)  
155 pts.

Quizzes  
50 pts. (approx.)

Midterm exam  
120 pts. (approx.)

**Assignment Due Dates**

Getting Ready to Teach, Steps 1-4  
Friday noon, 1/24

Getting Ready to Teach, Steps 5-7  
Friday noon, 2/7

FBA steps A – D  
Monday noon, 2/10

What works summaries  
Monday 4:00, 2/17

FBA steps E – L  
Friday noon, 2/28

Completed FBA  
Friday noon, 3/7

Transfer of Training with Trainee Data Form  
Friday noon, 3/21

BIP Report and data sheets  
Monday noon, 4/29

Small-Group RBI Lesson Report (in lieu of final exam)  
Friday noon, 5/2

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

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**Utah State University and Departmental Policies**

**Late Policy**

Students will be assessed a 10% deduction of points for each day of late work. Late points may be waived in part at the discretion of the instructor as long as the student notifies the instructor at least 8 hours in advance.

**USU Incomplete Policy**

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

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

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

Students with Disabilities

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

Department Policies

Grading Guidelines

1. Criteria for the awards of each letter grade should be specified in the course syllabi for all courses
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

Grade Point Requirements

1. Certification/Undergraduate Students - Students must maintain a grade point average of 2.75 or better after being admitted to the Teacher Education Program and while taking courses in the major.
2. Graduate Students - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

Student Behavior & Academic Honesty

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic
honesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Certification/Undergraduate Course Requirements (Effective Fall 1994)

Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below "C" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). In addition, students who withdraw from 2 practica (or one practica 2 times) may not be permitted to continue their program. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.

Students who do not apply for certification within 12 months of graduating may be subject to additional coursework prior to recommending certification.

Background Check

As a result of a legislative mandate, all students planning on obtaining a teaching license in Utah must complete a background check prior to their initial practicum. Background check information must be submitted by March 15 prior to the fall semester when students plan to begin their special education coursework. Forms are available in the Teacher Education, Graduation & Licensing Office, EDUC Bldg, Rm 103.

Notice of Academic Dishonesty

The university expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the university concerning academic dishonesty, the following information is quoted from the Code of Policies and Procedures for Students at Utah State University, Article V, Section 3 (USU Schedule of Classes, p. 143).

Violations of University Standards


A. Cheating includes intentionally:

1. Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity;
2. Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
4. Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and
5. Engaging in any form of research fraud.

B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.

C. Plagiarism includes knowingly 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 acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Violations of the above policy will subject the offender to the university's discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to:

- (a) a reprimand;
- (b) a grade adjustment;
- (c) being placed on warning or probation;
- (d) suspension from the university; or
- (e) expulsion from the University.

**Changes in Graduation Requirements**

Students are expected to familiarize themselves with the rules and regulations of both the University and their specific major. Detailed information concerning graduation requirements is available in the USU General Catalog as part of the departmental descriptions. Responsibility for satisfying all graduation requirements rests upon the student. Utah State University reserves the right to change graduation requirements at any time. Students who can complete a baccalaureate degree within seven years of enrollment at USU can qualify for graduation by meeting:

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