



TAYLOR
UNIVERSITY

**TAYLOR UNIVERSITY
EDUCATION DEPARTMENT**

**Intense Intervention Licensure
Candidate Handbook**

*Developing Competent, Caring, and Reflective Teachers
Prepared for World Service*

Taylor University
1846 Main Street
Upland, IN 46989
765-998-5147

Revised 6/23

TABLE OF CONTENTS

Directory.....	3
Intense Intervention Program Overview.....	4
Program Standards.....	4
Program Requirements.....	6
Intense Intervention Course Descriptions	7
Mission Statement	8
General Program Requirements	9
State Licensure Tests	9
Frequently Asked Questions.....	10
Conceptual Framework.....	11
General Information	
Advisement	13
Financial Aid.....	13
Certification	13
Grading System	13
Transfer Credit from Other Institutions	14
APA Format.....	14
Course Extensions	14
Candidate Disclosure Policy.....	14
Field Experiences	15
Academic Grievance Policy	17
Academic Integrity	18

DIRECTORY
Intense Intervention Program

Taylor University Education Department
Phone - 765-998-5147 - Upland
Fax: 765-998-4313 - Upland

Mrs. April L. Dickey
april_dickey@taylor.edu

765-998-5145

Director, Transition to Teaching
Online Licensure Programs

Mrs. Leah Kimbrell
lhkimbrell@tayloru.edu

765-998-4132

Advisor, Transition to Teaching/
Online Licensure Programs

Mrs. Joy Elzinga
joy_elzinga@taylor.edu

765-998-5286

Director of Teacher Licensure

Dr. Ben Hotmire
bnhotmire@taylor.edu

765-998-4312

Chair, Education Department

Intense Intervention Program Overview

The intense intervention licensure program is a series of **graduate**-level courses designed for individuals who are licensed in the state of Indiana and wish to add Exceptional Children: Intense Intervention (P-12) certification to their license. This **online** program allows for flexibility as one progresses toward completion of the program.

Candidates desiring the intense intervention licensure must possess a valid Indiana license in Exceptional Children: Mild Intervention. Upon completion of the courses, candidates must meet all state licensure requirements of the Indiana Department of Education, which will include a content area test for intense intervention.

Program Structure

The structure of the program is unique. Classes are taken in 4-month terms in which the candidate determines the start date. A candidate can enroll and begin a course any day of the year. Financial aid is not available for this program.

A candidate can work on a class any time of the day and never have to be online at a specific time. Courses are taught online in an independent study format through Taylor's learning management system. While the coursework is completed online, classes require classroom observations and experiences that are completed in the candidate's local community. There is no student teaching requirement.

Program Standard Alignment

I. Required Standards for Teacher Certification

As Indiana approved teacher education programs, all coursework is aligned to the following standards. Alignment charts for each course are located in course syllabi. Review of all standards is incorporated in each teacher education course. Links to standards for all online courses are located in Blackboard.

A. REPA/REPA 3 educator standards: Use the link to access the REPA/REPA 3 educator standards: <https://www.doe.in.gov/sites/default/files/licensing/exceptional-needs-intense.pdf>

B. Indiana Department of Education (IDOE) Developmental Standards: Using the link, you will access the developmental standards and expectations: <http://www.doe.in.gov/sites/default/files/licensing/all-grade-standards.pdf>

C. Council for Exceptional Children (CEC): The Advance Preparation Standards can be accessed here:

https://cec.sped.org/~/_/media/Files/Standards/Professional%20Preparation%20Standards/Advanced%20Preparation%20Standards%20with%20Explanation.pdf

D. InTASC: Indiana Department of Education has adapted the ten teaching standards that have been grouped into four general categories that pre-service teachers are expected to demonstrate before being licensed in the State of Indiana. Indiana (along with a number of other states) has implemented these standards. They are also referred to as the InTASC Standards. Many times, you will see these terms used interchangeably within your program of studies.

- **The Learner and Learning**

- Standard #1 Learner Development
- Standard #2 Learning Differences
- Standard #3 Learning Environments

- **Content**

- Standard #4 Content Knowledge
- Standard #5 Application of Content

- **Instructional Practice**

- Standard #6 Assessment
- Standard #7 Planning for Instruction
- Standard #8 Instructional Strategies

- **Professional Responsibility**

- Standard #9 Professional Learning and Ethical Practice
- Standard #10 Leadership and Collaboration

E. CAEP: As the new single specialized accreditor for educator preparation in the United States, the Council for the Accreditation of Educator Preparation (**CAEP**) prioritizes that a diverse pool of educators is prepared to work effectively in raising the achievement of all learners. The program is developed under 5 standards:

Standard 1: Content and Pedagogical Knowledge

Standard 2: Clinical Partnerships and Practice

Standard 3: Candidate Quality, Recruitment, and Selectivity

Standard 4: Program Impact

Standard 5: Provider Quality, Continuous Improvement, and Capacity

INTENSE INTERVENTION PROGRAM REQUIREMENTS

SED 575 Low-Incidence Disabilities-Instruction and Learning **3 hours**
Field Experience: 25 hours observation over minimum of 4 weeks

SED 580 Low-Incidence Disabilities-Independence and Self-determination **3 hours**
Field Experience: 25 hours observation over minimum of 4 weeks

SED 590 Low-Incidence Disabilities-Collaboration and Individualized Programs **3 hours**
Field Experience: 25 hours observation over minimum of 4 weeks

Field Experiences

Since each field experience is linked to a specific education course, candidates must complete all field experience requirements while enrolled in that specific course. There are academic, professional, dispositional, and expectations that must be met for successful completion. Mentor Teachers will not only build relationships but will also complete an evaluation of the candidate's progress in meeting course expectations. Candidates should see the field experience as an opportunity to learn more about students with intense exceptional needs across developmental levels and the profession.

In order to meet the Indiana Department of Education licensure requirements, Field Experience Placement locations and times are determined mutually between the candidate, course instructor, and school administrator. Field Experience Placement forms are to be signed by an appropriate school official to verify the field placement. Forms are then forwarded by the candidates to the course professor and Program Director to be placed in the candidate's file in the Taylor University Online Licensure Office.

Intense Intervention Licensure Program

Course Descriptions

SED 575 Low-Incidence Disabilities-Instruction and Learning (3 Credit Hours)

This course is designed for candidates to operationalize knowledge of the curriculum principles to design systematic instruction for individuals with intense disabilities. The focus is on research-based strategies for promoting academic and social-emotional success. Historical and legal aspects will inform instruction to meet students' current learning needs as well as preparation for adulthood. Candidates will relate characteristics and etiological backgrounds of preschool children through adolescence with intense disabilities to assess and design individualized and effective instruction. The roles and types of technologies in the teaching and learning process will be included. This course includes a field experience teaching students with intense disabilities.

SED 580 Low-Incidence Disabilities-Independence and Self-determination (3 Credit Hours)

This course provides candidates with the skills to evaluate and design effective individualized programs based upon instructional needs related to independence and self-determination for students with intense disabilities. An informed decision-making process based upon student, family, and diagnostic procedures are the focus. Theories and principles related to the skills for independence and self-determination are applied to design individualized programs to address daily living, job and community, and self-management of behaviors for students. This course includes a field experience teaching students with intense disabilities.

SED 590 Low-Incidence Disabilities-Collaboration and Individualized Programs (3 Credit Hours)

The course focuses on the application of effective strategies of communication and collaboration for promoting the success of children and adolescents with intense disabilities. The consultative and collaborative skills and roles of special education teachers will be applied to advance the learning experiences and outcomes for students. Content includes current issues and trends related to various programs, and services. Culturally competent services, parent involvement, and the role of students with intense disabilities are addressed. This course includes a field experience teaching students with intense disabilities.

TAYLOR UNIVERSITY EDUCATION DEPARTMENT

MISSION STATEMENT

The Taylor University Education Department provides candidates with a rigorous professional preparation in the areas of elementary and secondary education. This occurs within a reflective framework of evangelical Christian values that integrates faith with liberal arts and professional training. Candidates will be equipped and empowered to have a profound influence on the educational growth of the students they teach in public, private and/or overseas school settings.

Realizing that the preparation of teachers is a university-wide responsibility, the Education Department cooperates and collaborates with all other departments to ensure the development of high-quality general education and major fields of study. This comprehensive liberal arts curriculum structured within the general education requirements provides the foundation for subject-matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession.

Interwoven into the professional preparation program is the demonstration of excellence in teaching as well as the emulation of the servant-leader model by faculty. As a result, candidates will be equipped to meet the needs of a diverse, pluralistic, global community.

**INTENSE INTERVENTION
TAYLOR UNIVERSITY
GENERAL PROGRAM REQUIREMENTS**

1. Complete the application process with all required information
 - a. Fill out online application
 - b. Submit the following to the Director of Online Licensure Programs:
 - i. Copy of current Indiana license
 - ii. Copy of college transcripts
 - iii. Criminal background check (within the last year)
 - c. Pay \$100 application fee
2. Complete required courses
3. Maintain a 2.7 grade point average throughout the program and earn at least a C- in all coursework

State Licensure Tests

Content Area Assessment: Subject assessments measure your content knowledge of the subject(s) you will teach. To add the intense intervention content area to a teaching license, you must take and pass the following test after you complete your courses:

Praxis **5547** Special Education: Severe to Profound

For additional information, contact any of the following:

Mrs. Joy Elzinga, Director of Teacher Licensure,
joy_elzinga@taylor.edu, 765-998-5286

Mrs. April Dickey, Director of Transition to Teaching/Online Licensure Programs,
april_dickey@taylor.edu, 765-998-5145

Praxis testing site: <https://www.ets.org/praxis/in>

Intense Intervention: Frequently Asked Questions

Q: Are there any grade point requirements (GPA) for admission to the program?

No, but the candidate must have a valid Indiana Exceptional Needs: Mild Intervention teaching license.

Q: How many classes must I take?

The candidate must meet standards prescribed by the Indiana Department of Education (IDOE). For the intense intervention licensure program, the candidate can meet standards with three courses.

Q: Does this program contain field experiences and student teaching?

Student teaching is not required, though the program does contain courses in which field experiences are mandatory. Since the intense intervention licensure is for P-12, candidates must complete at least one field experience in an elementary school and one in secondary. Candidates who are teaching in the field of intense intervention may also use their classrooms for part of their field experience requirement.

Q: How long will it take to complete the program?

The program is designed to be flexible depending upon the individual candidates. The program can be completed in approximately one year for most candidates.

Q: Upon completion of all program and testing requirements, what content area will I be eligible to add to my license?

The content area is Exceptional Needs: Intense Intervention (P-12).

Q: Must I pass state tests?

Yes, all candidates must pass the appropriate content area tests. Please review the [Licensure Tests](#) area on the website for complete information.

Q: Can I transfer my Indiana state teaching license to another state?

Most states have [reciprocity agreements](#) that make it easier for a teacher licensed in Indiana to become licensed in another state.

Q: How do I take the required courses?

Courses are taken online; however, field experiences in the classroom are required.

Q: Do I need to maintain a GPA in the program?

Yes, candidates must maintain a 2.7 GPA and earn at least a C- in all coursework.

Q: Can intense intervention courses be waived based on previous coursework taken?

Yes, 1 course can be waived. Only a course with a grade of B- or better will be accepted, and courses older than 7 years are generally not accepted.

Q: Is financial aid available?

No.

CONCEPTUAL FRAMEWORK OUTLINE

VISION: The Taylor University teacher education graduates will be competent, caring and reflective teachers prepared for world service.

MISSION: The Taylor University Education Department will:

1. Provide candidates with rigorous professional preparation in the areas of elementary and secondary education.
2. Integrate faith and Christian values with liberal arts and professional training.
3. Cooperate and collaborate with all other departments to ensure the development of high-quality general education and major fields of study.
4. Demonstrate excellence in teaching as well as the emulation of the servant-leader model by faculty.

GOALS: The Taylor University teacher education candidates and graduates will meet the following goals:

1. To develop competency in personal qualities, general education, ethical and moral dispositions, subject matter, and professional skills.
2. To strive to become caring teachers who are learner-centered and respondents to the intellectual, social, emotional, and physical developmental needs of each student.
3. To become reflective teachers who are thoughtful individuals motivated to analyze a situation, set goals, plan and monitor actions, evaluate results and reflect on their own professional thinking.
4. To become equipped with the knowledge, understanding, performance skills, and attitudes for developing a global perspective that values and appreciates the contribution of a diverse student population in public, private, and/or international settings in the community for which they serve.

COMPETENCIES: The Taylor University teacher education candidates and graduates will demonstrate the following five primary competencies which are mastered through their integration of the academic and spiritual objectives of the university.

1. **Personal Competencies:**
Teacher education candidates and graduates will develop those aspects of personality and interpersonal relationship skills that will enhance effective classroom teaching and contribute to society.
2. **General Competencies:**
Teacher education candidates and graduates will exhibit knowledge of respect for and an application of the liberal arts as these relate to teaching, positive involvement in the world, and personal enrichment.

3. **Ethical Competencies:**

Teacher education candidates and graduates will consistently use Christian and professional ethics and will demonstrate a caring commitment to self, the profession, and to the people with whom they work.

4. **Subject Matter Competencies:**

Candidates and graduates of the teacher education program will demonstrate a level of proficiency in their chosen subject matter discipline that will allow them to be competent teachers of that discipline.

5. **Professional Competencies:**

Teacher education candidates and graduates will understand and apply the reflective, factual, theoretical, and practical knowledge of the educational process as related to the specific academic level.

GENERAL INFORMATION

Advisement

Taylor University is committed to the success of its students, and advising is an important part of that process. As such, all students will be assigned an advisor to guide them through the program.

Financial Aid

Candidates pursuing intense intervention licensure are not eligible to borrow money through the Federal Direct Stafford Loan program.

Certification

All teacher education programs have been designed to meet Indiana licensure requirements and have been approved by the Indiana Department of Education. Candidates who complete an approved intense intervention licensure program and pass the content area test will be eligible to add Exceptional Children: Intense Intervention (P-12) to their Indiana teaching license. The teacher licensure office at Taylor University is responsible for verifying to the Indiana Department of Education that all requirements for licensure have been met and for processing all applications for licensure.

Candidates should contact the Taylor University Education Department Teacher Licensure Office during the final course to obtain information about adding a content area to their Indiana license. Links to other states' reciprocal license procedures are found at <https://www.taylor.edu/online/documents/Reciprocal-States.pdf>

Grading System

The following grades and quality points are assigned to graduate candidates at Taylor University in calculating the GPA:

<i>Grade Meaning</i>	<i>Quality Points</i>	<i>Calculated in GPA</i>
A Superior	4.00	Yes
A-	3.67	Yes
B+	3.33	Yes
B Satisfactory	3.00	Yes
B-	2.67	Yes
C+	2.33	Yes
C Poor	2.00	Yes
C-	1.67	Yes
F Failing	0	Yes
W Withdrawn	0	No
WP Withdrawn/passing	0	No
WF Withdrawn/failing	0	Yes

Transfer Credit from Other Institutions

Candidates seeking admission to the intense intervention program may have course credits that are applicable to the program, which will be determined by the initial transcript audit. Any eligible courses must have been taken within the last 7 years and passed with a grade of B- or better.

APA Format

All written materials submitted for professional education courses must use the guidelines of the Publication Manual of the American Psychological Association (APA). These guidelines include production of text as well as documentation of print and electronic sources.

Course Extensions

A candidate is eligible for one 4-month extension per course. The fee for a 4-month extension is \$250. Extension requests and payment of the fee must be received prior to the expiration date of the course.

If a course is not completed within the original enrollment period and the candidate does not request an extension, or if a candidate cannot complete the course by the end of the extension period, a grade of "F" is issued. Candidates have a one-time option of re-enrolling in the course and, while the old course and grade remains on the transcript, only the new grade from the repeated course will be counted in the cumulative statistics.

Candidate Disclosure Policy

Candidates in teacher education courses are required to self-report in writing any criminal legal proceeding in which the candidate is involved. Moreover, after being accepted into the Intense Intervention program, the program participant must also self-report in writing any criminal legal proceeding in which he/she becomes involved. The self-report should be submitted to the Director of Online Licensure Programs. For purposes of this policy, a "criminal legal proceeding" means an arrest or conviction for a criminal offense of any kind. A self-report pursuant to this policy must be made as soon as the candidate or program participant becomes aware of the criminal legal proceeding. Failure to self-identify as required by this policy may result in consequences deemed appropriate by the university including, but not limited to, immediate removal from the Intense Intervention program.

FIELD EXPERIENCES

Candidates seeking a license in the Special Education: Intense Intervention Program will be required to have a license in Special Education: Mild Intervention prior to beginning this program. The Special Education: Intense Intervention Program will consist of three online courses and include field experiences in each course. Field experiences are an integral aspect of the program allowing the candidate experience working with children with intense exceptional needs.

Each course within the Special Education Program: Intense Intervention will require twenty-five hours of field experiences for a total of seventy-five hours of teaching individuals who have been identified with low incidence disabilities. At least two of the three clinical settings are required to be diverse settings. Candidate evaluation will include the onsite supervisor (Mentor Teacher) as well as one video evaluation per clinical experience from the course professor with an online debriefing (i.e., Zoom, Skype). The settings for field experience in the intense intervention program are in traditional P-12 classroom settings, extended school year programs, but may also include camps for students with intense disabilities, and community-based programs on a limited basis. Candidates will identify settings in which they would like to complete their field experiences. Final approval comes from the Taylor University's Online Licensure Program's Director of Special Education and P-12 school administration.

Candidates will be required to have different developmental placements to align with the P-12 Indiana licensure. Candidates will also be required to engage in the teaching and learning process as aligned with each course's content. Department faculty and field supervisors will provide candidates in all field experiences with feedback that includes attention to instructional plans, characteristics of learners, and instruction settings. Candidate dispositions are included in the evaluation process.

Field Experience Placement Form

Candidates are required to submit a Field Experience Placement Form for each field experience. The form is to be completed by the candidate including school information and appropriate signatures. The form is to be electronically forwarded to the professor and Director of Online Licensure Programs at Taylor University. The form will be placed in the candidate's file.

Diverse Field Placement Information Form

Candidates are required to submit a Diverse Field Placement Information Form for each school visited. The form is to be completed by the candidate from school demographic data. The form is to be electronically forwarded to the Director of Online Licensure Programs. The form will be placed in the candidate's file.

Field Experience Time Log

Candidates are required to submit a Field Experience Time Log that contains the dates, times, and signature of the onsite supervisor (Mentor Teacher) to the course professor.

Selection of Field Experience Settings and Mentor Teachers

The process for the selection of clinical educators is a collaborative partnership with special education and school-based (P-12) administrators for clinical experiences in the form of field experiences during the academic year for the intense intervention program. These administrators provide access to licensed and effective/highly effective special education teachers as mentors. The administrators continuously evaluate teachers' effectiveness and collaborate to provide teachers for Taylor University Education Department's clinical experiences. This collaboration facilitates high quality authentic experiences to support effective teacher preparation. Many of the schools' administrators have hired Taylor University candidates upon program completions and licenses.

Clinical educators are required to have a degree in special education as well as at least 3 years of experience working with individuals with intense disabilities. Selected educators will be required to receive video training regarding their supervision and evaluation of our candidates. Ongoing communication between Taylor University's Director of Online Licensure Programs and the mentors will occur throughout the field experiences.

During field experiences, candidates engage with students identified with various categorical disability areas at all developmental levels. Candidates have experiences at the preschool through high school levels for application of knowledge and skills gained through coursework. Professional dispositions and teacher efficacy are included as candidates collaborate with teacher mentors to prepare and implement instruction, assessments, and behavior management strategies. Taylor University requires high quality performance in all field experiences which is ensured by consistent observation of the candidates by Taylor University faculty and the teacher mentors.

Dress Code: Appearance Reflects a Professional Image

Since teachers are highly visible to students and to the general public, they are expected to be well dressed and groomed. In fact, some school districts have dress codes for their teachers. Taylor University candidates who are pursuing teaching licenses must also be prepared to function as teachers, which mean they must present and carry their responsibilities in a proper manner.

To maintain and promote these essentials, candidates are expected to know and adhere to the following guidelines while visiting public or private schools at any time during field experiences.

What is Appropriate?

1. Be physically clean, neat, and well groomed
2. Dress in a manner consistent with responsibilities
3. Dress in a manner that communicates to others pride in personal appearance
4. Dress in a manner that does not cause ill-feelings to others in the school
5. Be groomed in such a way that dress, hair style or jewelry does not disrupt the education process or cause a health or safety hazard
6. Dress in accordance with host school requirements

Consequence:

Candidates who choose not to adhere to these policies under any circumstances **MAY BE REMOVED** from the field experience.

ACADEMIC GRIEVANCE PROCEDURE FOR CANDIDATES

Academic Grievance and Grade Changes

Procedures have been established to provide fair process of any academic complaint registered by a candidate. These procedures are part of the University's commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any candidate who registers an academic complaint and any faculty member, and any other academic staff member, who is accused of unfairness toward a candidate. The first step for candidates who believe unfair treatment has occurred in their academic experience is to make contact with the respective faculty member or academic staff person to discuss the issue. Then, if necessary, the candidate should discuss the issue with the Taylor University Online office. If the issue is still not resolved, Taylor University Online will initiate a formal grievance process.

All requests for change of grade (except from an extension) are initiated by the candidate with the professor of record and then approved by the Dean. Questions regarding a grade should be directed to the professor within sixty days (60) of the final submission for the course (exam or lesson).

Program Withdrawal

The withdrawal process requires the student to complete, sign, and date an official withdrawal form. All incomplete coursework will be subject to standing academic and refund policies. A withdrawn student is still responsible for any outstanding financial obligations.

Program withdrawal will occur automatically for any candidate not actively enrolled in at least one course per year.

Readmission Procedure

Candidates who wish to reenter the Intense Intervention program may need to submit an updated application and background check for acceptance. If changes are made to the program while the candidate is withdrawn, the candidate will be required to follow the catalog for the year of readmittance. Candidates will be subject to the current tuition rate at the time of readmission.

ACADEMIC INTEGRITY

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the candidate's academic work or that abridges the rights of other candidates to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another candidate's work, and using without attribution a computer algorithm or program. In short, a candidate violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a candidate misrepresents any academic performance or has a peer or AI help complete the assignment. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to the Office of the Provost and the Office of Student Affairs. Departments and/or professors may have discipline- or course-specific policies.

Plagiarism

Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge^[1]) material without giving appropriate credit to the source.^[2]

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer or AI software help write the paper. Taylor also distinguishes between collaboration, writer's feedback, and plagiarism: collaboration and getting feedback on one's own writing are essential parts of the writing process; however, having a text altered *for* the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor, and each professor should make it clear to his or her candidates what level of collaboration is appropriate for each writing assignment (i.e. brainstorming with other classmates for ideas). Writer's feedback means having a peer or a Writing Center tutor work *with* the candidate to provide suggestions for revision in ways that allow the candidate author to maintain ownership; this is *not* plagiarism. However, having a peer *make changes* to the organization, ideas, paragraphs, or sentences *for* the candidate demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

¹**Common knowledge** means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

²**Adapted from the Writing Program Administrators**: "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://www.wpacouncil.org>>.

Some examples of plagiarism:

1. Not giving credit to the original source—electronic or print
2. Copying passages or phrases without attributing them
3. Not using quotation marks where needed
4. Having a peer alter the paper *for* the candidate
5. Downloading a paper electronically from a web source or from another candidate
6. Intentionally aiding another candidate's act of plagiarism

Policy: All major acts of plagiarism must be reported by the faculty to the Office of the Provost and the Office of Student Affairs. The candidate and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both Academic Affairs and Student Affairs and will be viewed and used *solely* by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect candidate consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus candidate activity participation. Plagiarism records in Academic Affairs' and Student Affairs' offices will be destroyed along with all other candidate records according to their respective policies.

Best practices for avoiding plagiarism^[3]:

Candidates will avoid plagiarism by learning:

1. how to summarize and paraphrase appropriately.
2. how to give appropriate acknowledgement of all sources and ideas, even when what is appropriate may change depending on the discipline.
3. to contact the faculty member whenever they are unsure about appropriate acknowledgement of sources or ideas.

Faculty will teach candidates how to avoid plagiarism by:

1. including a plagiarism statement in course syllabi and discuss that statement with candidates (in all appropriate courses).
2. teaching the requirements and procedures for properly citing sources within the discipline.
3. modeling recognition of sources whenever appropriate on materials you obtained from another source (e.g., handouts, any image or text you put on PowerPoint).
4. trying to create assignments that make it unlikely that candidates would plagiarize.

Administrators will encourage a climate of academic integrity by:

1. publicizing all policies related to academic integrity, including ethical research, copyright practices, special internet issues, and plagiarism.
2. providing adequate support services for candidates who need extra help in learning how to conduct academic research (Zondervan Library, Academic Enrichment Center, and Writing Center).
3. providing opportunities for candidates to discuss plagiarism issues.

[3] **Adapted from the Writing Program Administrators:** "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://www.wpacouncil.org>>.