

# Instructor/TA Info

## Instructor Information

**Name:** Katie Steed

**Office Location:** 340 MCKB

**Office Phone:** 801-422-1408

**Office Hours:** Thu 12:00pm-2:00pm

Or By Appointment

**Email:** katie\_steed@byu.edu

## TA Information

**Name:** Jess Wollenzien

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**Name:** Rebecca Ward

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# Course Information

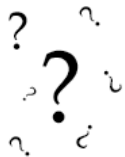
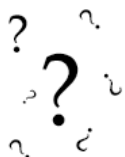
## Description

Curriculum and instruction for students with severe special needs including adaptations, accommodations, transition, lesson planning, and teaching techniques.

## Prerequisites

Acceptance into The BYU Special Education Program, Severe license

## Materials

Item	Price (new)	Price (used)
 <u>TEACHING MATH TO PEOPLE W/ DOWN SYNDROME</u> - <i>Required</i> by HORSTMEIER, D	26.95	20.25
 <u>MORE LANG ARTS MATH &amp; SCIENCE FOR STUDENTS</u> - <i>Required</i> by BROWDER, D	54.95	41.25

## Grading Scale

Grades	Percent
A	96%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%

D	63%
D-	60%
E	0%

### Grading Policy

Late assignments will receive 10% off each day they are late. Assignments are due at the beginning of class. Completing assignments in a timely fashion is a necessary skill for success in this course, this major and your future career. Any level of dishonesty in your coursework could result in failing the course entirely. Within reason, accommodations may be made to the extent it will not effect the integrity of the course. Letters from The Accessibility Center must be submitted prior to any accommodations being made.

Per University Policy, all assignments are due by the last day of class.

### USOE Teacher Candidate Grade and Retention Rule

Candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and remain in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

### Participation Policy

Students will be graded on their participation level in class including: This is a screen-free classroom. If you need to text, please excuse yourself to the hallway to do so. Plan to actively participate in class and group discussions and please do not participate in activities that may be distracting to others and that do not pertain to the topic for class that day.

### Attendance Policy

- Students are expected to attend each class period, come on time and stay the full duration. Being in class is a critical part of your knowing the content. If you need to miss class for any reason, please do not expect to earn the same amount of points as your peers who are present.

### Classroom Procedures

Students will demonstrate administration competence for at least 6 selected assessment measures specifically used for the identification, classification, and placement of students into programs for exceptional children (e.g., learning disabled, emotionally disturbed, intellectual disabled, ELL, multicultural, autistic, etc.) and for educational programming purposes. Students may participate in demonstrating formal and informal assessment measures to other members of the class as part of the learning process. Students will demonstrate competence in the administration of formal assessment measures and then will conduct a minimum of 1 assessment on a child or adult specific to identifying strengths and weaknesses in student academic, intellectual, social, and behavioral skills.

## Assignments

### Assignment Description

#### Study Guide More Language Arts, Math and Science for Students with Severe Disabilities Chapter 1

Sep  
14

Due: Thursday, Sep 14 at 9:00 am

You will create a typed study guide with at least 10 questions and answers for each chapter of assigned reading from the text.

#### Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least 10 questions and answers		5
Questions reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1

TOTAL		10
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## CBA

Sep  
21

Due: Thursday, Sep 21 at 9:00 am

Based on Brigance derive 1 PLAAFP and 1 MAG then create a CBA to extend the Brigance test

**CBA Rubric:**(This may be conducted with 1 to 30 students)

Demographic information is presented accurately along with information on test administered and test results		5
<b>PLAAFP</b> is written in correct format including pertinent information from the Brigance, age/grade level, and why special education services are required		5
<b>MAG</b> is written with alignment to the PLAAFP is measurable, gives a criteria, allows for generalization, and is within reason for growth		5
<b>CBA</b> is written with alignment to PLAAFP and MAG, and it clearly extends the Brigance testing based upon classroom curriculum. Data sheets are included and at least 3 different examples are given to allow for generalization and multiple trials		15
<b>TOTAL</b>		<b>30</b>

## Direct Instruction Video Observation 1

Sep  
28

Due: Thursday, Sep 28 at 9:00 am

-Go to: <https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqlnYzysh-k21jPNa?dl=0>

(<https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqlnYzysh-k21jPNa?dl=0>)

-Watch video 1.mp4

-Write a one page reflection on how the elements of Direct Instruction from the video were or were not achieved. Consider:

- **Opening:** objective stated, rationale, rules stated
- **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
- **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise
- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
- **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

## DI Rubric

Sep  
28

Due: Thursday, Sep 28 at 9:00 am

In class assignment

## Direct Instruction lesson plan

Sep  
28

Due: Thursday, Sep 28 at 9:00 am

Submit a scripted Direct Instruction lesson plan

**Study Guide More Language Arts, Math and Science for Students with Severe Disabilities chptr 3**

Sep  
28

Due: Thursday, Sep 28 at 9:00 am

study guide

**Practicum: Data Collection and Lesson Planning**

Sep  
29

Due: Friday, Sep 29 at 11:00 pm

**Review in class data and a lesson planning period**

Task	Points Earned	Points Possible
<p>Request a time to interview your mentor teacher in which s/he can share with you how they: a) draft lesson plans b) design units c) create data (ask them to bring data sheets to review) d) take data and e) use data to inform their instruction.</p> <p>Let your mentor know this interview should take about 30 minutes of their time. You are encouraged to conduct this interview with your classmates that are assigned to your same classroom.</p> <p><b>Please have your mentor initial and date below to indicate that you requested this interview given the above criteria with at least 48 hours notice:</b></p> <p><b>Mentor's initials: _____ date: _____</b></p>		<b>5</b>
<p>Have your mentor initial below indicating that you conducted an interview with them addressing the following:</p> <ul style="list-style-type: none"><li>a) drafting lesson plans</li><li>b) designing units</li><li>c) creating data (review data sheets)</li><li>d) taking data</li><li>e) using data to inform their instruction.</li></ul> <p><b>Mentor's initials: _____ date: _____</b></p>		<b>5</b>
<p>Write a 1-2 page reflection explaining what you learned and insights gained in regards to how your mentor teacher:</p> <ul style="list-style-type: none"><li>a) drafts lesson plans</li><li>b) designs units</li><li>c) creates data (review data sheets with them)</li><li>d) takes data</li><li>e) uses data to inform their instruction</li></ul>		<b>10</b>
<b>TOTAL</b>		<b>20</b>

## Video lesson reflection

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Oct  
05

Due: Thursday, Oct 05 at 9:00 am

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IN-Class: watch the video of your lesson and write up a one page reflection on the direct instruction lesson you taught in class today. Be sure to include in your reflection how you did with the following key components (reflect on all that you were able to teach during that time):

Opening

Model

Guided Practice

Independent Practice

Closing

## Teacher Work Sample

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Oct  
05

Due: Thursday, Oct 05 at 9:00 am

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Complete a TWS based off you CBA information. Template: TWS Final Project\_453.docx [Download](#) ([plugins/Upload/fileDownload.php?fileId=824f0e36-481C-lufE-HJmt-jX91a3fe2510&pubhash=IX5YDnGtDB84txltjji-BrWp1K3E60AzNZBQXn45CYW8wCCmikYDOsVKpAC4CPg1qTfNTfUVvFBqqJd58TYQ==](https://www.dropbox.com/s/824f0e36-481C-lufE-HJmt-jX91a3fe2510&pubhash=IX5YDnGtDB84txltjji-BrWp1K3E60AzNZBQXn45CYW8wCCmikYDOsVKpAC4CPg1qTfNTfUVvFBqqJd58TYQ==))

## Study Guide More Language Arts, Math and Science for Students with Severe DisChapter 12 Study Guide

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Oct  
05

Due: Thursday, Oct 05 at 9:00 am

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Study Guide

## Teacher Work Sample Assessment

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Oct  
12

Due: Thursday, Oct 12 at 8:59 am

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## Study Guide More Language Arts, Math and Science for Students with Severe Disabilities chapters 8-9

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Oct  
12

Due: Thursday, Oct 12 at 9:00 am

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Chapter 8-9 study guide

## Direct Instruction Video Observation 2

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Oct  
12

Due: Thursday, Oct 12 at 9:00 am

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-Go to: <https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqlnYzysh-k21jPNa?dl=0>

(<https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqlnYzysh-k21jPNa?dl=0>)

-Watch video 2.mp4

-Write a one page reflection on how the elements of Direct Instruction from the video were or were not achieved. Consider:

- **Opening:** objective stated, rationale, rules stated
- **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
- **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise

- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
- **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

### Direct Instruction Math Lesson Plan

Oct  
12

Due: Thursday, Oct 12 at 9:00 am

Design a math focused D.I. **WITH A DATA SHEET**

### Math Presentation

Oct  
19

Due: Thursday, Oct 19 at 9:00 am

### Rubric for Teaching Math to People with Down syndrome and other Hands-on Learners Presentation

Criteria	Points Earned	Possible
Explain Grey section on first page of Chapter		2
Explain at least 3 components within the chapter. Explain how concepts align with NCTM		9
Direct classmates to page #'s as necessary		2
Stay within 7 minute time limit		2
<b>TOTAL</b>		<b>15</b>

### Study Guide Language Arts, Math and Science for Students with Severe Disabilities chapters 13-14

Oct  
26

Due: Thursday, Oct 26 at 9:00 am

Complete 10 question and answer study guide

### Practicum: Observe a Direct Instruction Lesson Plan

Oct  
27

Due: Friday, Oct 27 at 11:00 pm

### Observe a Direct Instruction Lesson

Task	Points Earned	Points Possible
<p>Inform your mentor that you need to observe s/he teach a Direct Instruction lesson. Determine an agreeable time for you, your TA and other classmates assigned to your classroom (as applicable) to watch the lesson.</p> <p><b>Please have your mentor initial and date below to indicate that you set up a time to observe a Direct Instruction Lesson with at least 48 hours notice and following the above criteria:</b></p> <p>Mentor's initials: _____ date: _____</p>		5

<p>Have your TA initial below indicating you discussed the following with them in regards to The Direct Instruction Lesson you observed. If elements were not observed, please explain how they could have been appropriately infused into the lesson:</p> <ul style="list-style-type: none"> <li>• <b>Opening:</b> objective stated, rationale, rules stated</li> <li>• <b>Model:</b> instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate</li> <li>• <b>Guided Practice:</b> Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise</li> <li>• <b>Independent Practice:</b> Opportunity for students to use skill <b>independently</b> is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise</li> <li>• <b>Closing:</b> Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity</li> <li>• <b>Overall:</b> Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?</li> </ul> <p>TA's initials: _____</p>	<p><b>5</b></p>
<p>Write a 1-2 page reflection explaining what you learned and insights gained in regards to the following elements of The Direct Instruction Lesson observed. If elements were not observed, please explain how they could have been appropriately infused into the lesson:</p> <ul style="list-style-type: none"> <li>• <b>Opening:</b> objective stated, rationale, rules stated</li> <li>• <b>Model:</b> instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate</li> <li>• <b>Guided Practice:</b> Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise</li> <li>• <b>Independent Practice:</b> Opportunity for students to use skill <b>independently</b> is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise</li> <li>• <b>Closing:</b> Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity</li> <li>• <b>Overall:</b> Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?</li> </ul>	<p><b>10</b></p>
<p><b>TOTAL</b></p>	<p><b>20</b></p>

**TEACH Direct Instruction Lesson**

Come prepared to teach a DI lesson to 1-2 Kindergarten age children. You will then submit a one page reflection on your teaching. IN-CLASS Assignment. Please dress professionally

### Study Guide Language Arts, Math and Science for Students with Severe Disabilities chapters 4-7

Nov  
09

Due: Thursday, Nov 09 at 9:00 am

Study guide

### Scripted Direct Instruction Unit Lesson Plan

Nov  
09

Due: Thursday, Nov 09 at 9:00 am

Submit a direct instruction lesson plan that aligns with your TWS

### Adapting a text

Nov  
09

Due: Thursday, Nov 09 at 11:00 am

In class assignment

### Iris Modules: Content Standards and Evidence Based Practice

Nov  
16

Due: Thursday, Nov 16 at 5:05 pm

Complete the Assessment and Wrap Up questions for the following TWO Iris Modules:  
Content Standards-Based Curriculum to Instructional Planning  
<https://iris.peabody.vanderbilt.edu/module/cnm/>

Evidence Based Practices:  
[https://iris.peabody.vanderbilt.edu/module/ebp\\_01/challenge/#content](https://iris.peabody.vanderbilt.edu/module/ebp_01/challenge/#content)

### Practicum: Teach, Record and Observe a Direct Instruction Lesson Plan

Nov  
17

Due: Friday, Nov 17 at 11:00 pm

### Teach, Record and Observe a Direct Instruction Lesson

Task	Points Earned	Points Possible
Request a time with your Mentor Teacher to teach a Direct Instruction Lesson to a small group of students. Explain that this lesson will be recorded and uploaded only to a password protected website for your professor and TA to review.  <b>Please have your mentor initial and date below to indicate that you requested a time to teach given the above criteria with at least 48 hours notice:</b>  <b>Mentor's initials: _____ date: _____</b>		5
Teach and record a Direct Instruction Lesson. Upload your lesson and lesson plan to Goreact.		5



<p>Watch your lesson on Goreact and comment on the following in regards to your lesson:</p> <ul style="list-style-type: none"> <li>• <b>Opening:</b> objective stated, rationale, rules stated</li> <li>• <b>Model:</b> instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate</li> <li>• <b>Guided Practice:</b> Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise</li> <li>• <b>Independent Practice:</b> Opportunity for students to use skill <b>independently</b> is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise</li> <li>• <b>Closing:</b> Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity</li> <li>• <b>Overall:</b> Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?</li> </ul>	<b>10</b>
Respond to your TA's feedback on Goreact within two business days of feedback being posted.	<b>5</b>
<b>TOTAL</b>	<b>25</b>

### Prof wksht

Nov  
30

Due: Thursday, Nov 30 at 9:00 am

Read this document The First Days of School pgs. 9-56.pdf [Download \(plugins/Upload/fileDownload.php?fileId=ab43a92e-ahR9-6So5-hzGQ-](#)

[MIb1809fa14d&pubhash=1MFkxHRja0LSOQt0KAJ23gAFH1tZIASvdEOSOUA8mt6oJO0b6CAUOJbzuqQOm7gU9zGFKyyWrHisMi1hZOp3Vg==\)](#)

to answer the questions on this Professional Worksheet.doc [Download \(plugins/Upload/fileDownload.php?fileId=4787136a-P4ZA-xfDt-N2ax-XEdd9ad7bfb1&pubhash=4jm9v9OwxPj6mmkLyxjKL-](#)

[vW3AZrluk2j3HQqRYVjzs0GGxyPuU\\_88DXRsmehIq6e6\\_edsDgR9WGJAmDuKKy0w==\)](#) Submit the completed worksheet

### More Language Arts, Math and Science for Students with Severe Disabilities Study guide chapters 10-11

Nov  
30

Due: Thursday, Nov 30 at 9:00 am

Study guides

### Para Lesson

Nov  
30

Due: Thursday, Nov 30 at 11:00 am

in-class assignment

### Inclusion

Dec  
07

Due: Thursday, Dec 07 at 9:00 am

Come to class with 3 valid sources (parts of the law, court cases, quotes from experts in the field, scripture, etc) that help support your stand on inclusion with access to the common core for all students.

## 7 habits

Dec  
07

Due: Thursday, Dec 07 at 9:00 am

PAGE 2 of this article:

[http://daddceec.org/Portals/0/CEC/Autism\\_Disabilities/Research/Publications/DDDExpress/DADD\\_11WintWebRev.pdf](http://daddceec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/DDDExpress/DADD_11WintWebRev.pdf)

Submit one page reflection

### Study Guide Chapter 2 More Language Arts, Math & Science for Students with Severe Disabilities

Dec  
07

Due: Thursday, Dec 07 at 11:59 pm

Study Guide

Final

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

Final:

## Schedule

Date	Column 1	Column 2
Week 1		
Th Sep 07 Thursday	Course overview What is Curriculum? What is instruction? What does Access to General Curriculum mean for individuals with severe disabilities? Assessment drives Instruction Brigance Inventory of Early Development II	
Week 2		
Th Sep 14 Thursday	Curriculum and Instruction: Content, Learning, Inclusion Review Brigance Inventory of Early Development II Designing Curriculum Based Assessments (CBA) Individual Education Plans (IEP) Present Levels of Academic Achievement and Functional Performance (PLAAFP) Measurable Annual Goals (MAG)	<b>Study Guide More Language Arts, Math and Science for Students with Severe Disabilities Chapter 1</b>
Week 3		
Th Sep 21 Thursday	Application of CBA's Review PLAAFPS and MAGS Direct Instruction	<b>CBA</b>
Week 4		

Th Sep 28 Thursday	CBA's/PLAAFPS/MAGS/TWS/Lesson Planning/Data Scope & Sequence Common Core/Accessing the Utah Core: Dynamic Learning Maps	<b>Direct Instruction Video Observation 1</b> <b>Study Guide More Language Arts, Math and Science for Students with Severe Disabilities chptr 3</b> <b>DI Rubric</b> <b>Direct Instruction lesson plan</b>
F Sep 29 Friday		<b>Practicum: Data Collection and Lesson Planning</b>
Week 5		
Th Oct 05 Thursday	Review Assessment to Instruction Design Designing a Unit Art integration Instructional Strategies: Direct Instruction/Discrete Trial CBA/PLAAFPS/MAGS/TWS/Lesson Plan/Data	<b>Teacher Work Sample</b> <b>Study Guide More Language Arts, Math and Science for Students with Severe Dis</b> <b>Chapter 12 Study Guide</b> <b>Video lesson reflection</b>
Week 6		
Th Oct 12 Thursday	Enhancing Numeracy: (Browder) Beginning Numeracy Skills Teaching Grade-Aligned Math Skills Math instructional Planning Sheet National Council of Teachers of Mathematics Math Skills Functional Math	<b>Direct Instruction Math Lesson Plan</b> <b>Study Guide More Language Arts, Math and Science for Students with Severe Disabilities chapters 8-9</b> <b>Direct Instruction Video Observation 2</b> <b>Teacher Work Sample Assessment</b>
Week 7		
Th Oct 19 Thursday	Accessing General Core Math Instruction	<b>Math Presentation</b>
Week 8		
Th Oct 26 Thursday	Promoting learning in general education for ALL learners Teaching academic skills Standards Based IEP's Mock IEP video Graphing Data Collection Bloom's Taxonomy Direct Instruction Preparation to teach a student  Backward/Forward Chaining	<b>Study Guide Language Arts, Math and Science for Students with Severe Disabilities chapters 13-14</b>

F Oct 27 Friday		<b>Practicum: Observe a Direct Instruction Lesson Plan</b>
Week 9		
Th Nov 02 Thursday	Review: Assessment drives instruction CBA to lesson planning IEP  Direct Instruction Applied: BYU Child Study Lab	<b>TEACH Direct Instruction Lesson</b>
Week 10		
Th Nov 09 Thursday	Teaching Common Core Language Arts Passage Comprehension Read-Alouds Reading for Students Who Are Nonverbal Comprehensive Beginning Reading Teaching Written Expression to Students with Moderate to Severe Disabilities	<b>Study Guide Language Arts, Math and Science for Students with Severe Disabilities chapters 4-7 Adapting a text Scripted Direct Instruction Unit Lesson Plan</b>
Week 11		
Th Nov 16 Thursday	Out of Class Assignment: Perception of Disabilities	<b>Iris Modules: Content Standards and Evidence Based Practice</b>
F Nov 17 Friday		<b>Practicum: Teach, Record and Observe a Direct Instruction Lesson Plan</b>
Week 12		
W Nov 22 Wednesday	<b>No Classes</b>	
Th Nov 23 Thursday	<b>Thanksgiving</b>	
Week 13		
Th Nov 30 Thursday	Science Standards Learning Theories Professionalism  Working with Paras	<b>More Language Arts, Math and Science for Students with Severe Disabilities Study guide chapters 10-11 Prof wksht Para Lesson  Para Packet and article: <a href="http://cecblog.typepad.com/cec/2009/10/ellen-.html">http://cecblog.typepad.com/cec/2009/10/ellen-.html</a></b>
Week 14		
Th Dec 07 Thursday	Embedded Instruction in Inclusive Settings Inclusion Paradigms Personal Perspectives Philosophy of Education Review for final	<b>Inclusion 7 habits Study Guide Chapter 2 More Language Arts, Math &amp; Science for Students with Severe Disabilities</b>
Week 15		

Th Dec 14 Thursday	Final Due	Final
Week 16		
Th Dec 21 Thursday		

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor

Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010