

Instructor/TA Info

Instructor Information

Name: Heidi Bussey

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TA Information

Name: Rachel Ahrens

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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 cohort

Materials

Item	Price (new)	Price (used)
 <u>More Language Arts, Math, and Science for Students with Severe Disabilities - Required</u> by Browder, D	54.95	41.25

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	86%
B	83%
B-	80%
C+	76%
C	73%
C-	70%
D+	66%
D	63%
D-	60%
E	0%

Learning Outcomes

Standards-based planning

1. Write standards-based PLAAFP statements, IEP and unit goals, and lesson objectives.

Instruction

2. Use research-supported methods for academic and nonacademic instruction of individuals with severe disabilities.

Lesson planning

3. Create assessment-based lesson plans including appropriate adaptations and technology for individuals with disabilities and from diverse backgrounds.

Instructional decisions

Instructional Decisions

4. Demonstrate the design and use of curriculum-based measurements to make instructional decisions.

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: 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.

Assignments

Assignment Description

Study Guide 1

Sep
08

Due: Wednesday, Sep 08 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

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 one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Direct Instruction Lesson Plan 1

Sep
11

Due: Saturday, Sep 11 at 11:59 pm

Write the entire lesson plan: Graded on Opening

Study Guide 2

Sep
13

Due: Monday, Sep 13 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

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Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Study Guide 3

Sep
15

Due: Wednesday, Sep 15 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

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 one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

IRIS Module Takeaways

Sep
25

Due: Saturday, Sep 25 at 11:59 pm

Carefully go through each module (you can do this in pairs or groups if wanted), each student has 3 modules, and each module you need to write down 3 takeaways (for a total of 9 takeaways, 2 points each)

Direct Instruction Lesson Plan 2

Sep
25

Due: Saturday, Sep 25 at 11:59 pm

Write the entire lesson plan: Graded on Opening and Modeling

LessonPlan_Modeling.doc [Download \(plugins/Upload/fileDownload.php?fileId=e06cbdcf-wrnT-GWtl-oKnR-Qs349e8d9b5e&pubhash=z-](#)

[a9qPXW6Vqg5VwMzYh51RCln96wIT6eQ_gLKMwcsXYEnitYEKB9FerwNFRk4fwwXt4mQx9jtXEz_-zzm09j_g==\)](#)

LessonPlan_Feedback.docx [Download \(plugins/Upload/fileDownload.php?fileId=1e512c19-I5if-OYLS-I9kq-XX4850160269&pubhash=QT7cL26ifpp49SYn-cw3WFvf86vJ-SkL-](#)

[A6J3_NDwSF0I6I3PYTEWUziLUmpSk2bpxfnu0N9aiE5X3hMJROYZQ==\)](#)

Midterm

Oct
20

Due: Wednesday, Oct 20 at 11:59 am

Direct Instruction Video Observation

Oct
20

Due: Wednesday, Oct 20 at 11:59 am

Direct Instruction (Video 1): Last name A-M

- Go to: <https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqInYzysh-k21jPNa?dl=0> (<https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqInYzysh-k21jPNa?dl=0>)
- Watch video 1.mp4 (Last name A-L) OR video 2.mp4 (Last name M-Z)
- Fill out a Direct Instruction Feedback Form (including highlighting the expectations demonstrated--bullet points below sections but above feedback)
- LessonPlan_Feedback.docx [Download \(plugins/Upload/fileDownload.php?fileId=1e512c19-I5if-OYLS-I9kq-XX4850160269&pubhash=QT7cL26ifpp49SYn-cw3WFvf86vJ-SkL-A6J3_NDwSF0I6I3PYTEWUziLUmpSk2bpxfnu0N9aiE5X3hMJROYZQ==\)](#)
- 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 Lesson Plan 3

Oct
23

Due: Saturday, Oct 23 at 11:59 pm

Write the entire lesson plan: Graded on Opening, Modeling, and Guided Practice.

LessonPlan_GuidedPractice.doc [Download \(plugins/Upload/fileDownload.php?fileId=03b30b82-i8LY-qtrI-xDgS-Baa330ace83b&pubhash=GINZJjZluJ09fbC0qA3zB0e7Ai0xHyuz1iJgZbaSDYc-](#)

[iFG3i2SVPIKk3vamiLeABMsvk0mLImzdRCfwCkGOBA==\)](#)

LessonPlan_Feedback.docx [Download \(plugins/Upload/fileDownload.php?fileId=1e512c19-l5if-OYLS-l9kq-XX4850160269&pubhash=QT7cL26ifpp49SYn-cw3WFvf86vJ-SkL-](#)

[A6J3_NDwSF0l6l3PYTEWUziLUmpSk2bpxfnu0N9aiE5X3hMJROYZQ==\)](#)

Direct Instruction Lesson Plan 4

Oct
30

Due: Saturday, Oct 30 at 11:59 pm

Write the entire lesson plan: Graded on Opening, Modeling, Guided Practice, and Independent Practice.

LessonPlan_IndependentPractice.doc [Download \(plugins/Upload/fileDownload.php?fileId=1c93ace8-3WQa-ivVE-RO9e-M0c9c8a87539&pubhash=Ct3KJMj45VjzQ3SU8HnzRRR5FVA1VcYpa4uxZtigXA11Ft_NtVtB4__dUS-NHaiBhp0oupCbO59MaspY80e_xQ==\)](#)

LessonPlan_Feedback.docx [Download \(plugins/Upload/fileDownload.php?fileId=1e512c19-l5if-OYLS-l9kq-XX4850160269&pubhash=QT7cL26ifpp49SYn-cw3WFvf86vJ-SkL-](#)

[A6J3_NDwSF0l6l3PYTEWUziLUmpSk2bpxfnu0N9aiE5X3hMJROYZQ==\)](#)

Direct Instruction Lesson Plan 5

Nov
13

Due: Saturday, Nov 13 at 11:59 pm

Write the entire lesson plan: Graded on Opening, Modeling, Guided Practice, Independent Practice, and Closing.

LessonPlan_Closing.doc [Download \(plugins/Upload/fileDownload.php?fileId=6ff48d06-Y5zO-YUBg-nxFE-Y75311cb67cf&pubhash=6Fa8rCPFcKcDISqcc1JCqS1wktROt6aY_U3MDYw6qvrXvrkpuyzv40-E3YT_aRe5r1l6M14QSMDrFJlI62DEdg==\)](#)

LessonPlan_Feedback.docx [Download \(plugins/Upload/fileDownload.php?fileId=1e512c19-l5if-OYLS-l9kq-XX4850160269&pubhash=QT7cL26ifpp49SYn-cw3WFvf86vJ-SkL-](#)

[A6J3_NDwSF0l6l3PYTEWUziLUmpSk2bpxfnu0N9aiE5X3hMJROYZQ==\)](#)

Final Presentation

Nov
29

Due: Monday, Nov 29 at 11:59 pm

Create a 10 minute power point (or nearpod?) on your topic:

- What it is?
- Historical context
- Why does it matter?
- Examples on how to embed into a severe special education classroom
- Some interactive piece for the class (Discussion Questions: interactive feature on Nearpod, Hands on activity, etc.)

(Media/Videos may be used, but it should be relevant and no more than 3-4ish minutes)

Make sure to include 5 references (last slide): Google Scholar

- 3 research articles
- 2 websites

APA 7th edition citation

Attendance and Participation

Dec
09

Due: Thursday, Dec 09 at 11:59 pm

Extra Credit (Teacher Rating)

Dec
09

Due: Thursday, Dec 09 at 11:59 pm

Chapter Summary (PowerPoint)

**Dec
09**

Due: Thursday, Dec 09 at 11:59 pm

Create and upload you 5 minute powerpoint chapter summary (including the 2-3 questions asked to the class)

Schedule

Date	Column 1	Column 2
Week 1		
M Aug 30 Monday	Introduction to CPSE 453 Sign up for Prayer, Devotional, and Chapter Summaries (everyone has to sign up in 4 spots): https://docs.google.com/spreadsheets/d/1fXxcYMGDDj70cgwePu_GOLp7EnMIVRKBMAy6-kUD2e8/edit?usp=sharing	
W Sep 01 Wednesday	Explicit Instruction https://docs.google.com/presentation/d/1HUwPsJX9j7_m8jD1At_tBiFvqke7LwVly-jDnfmBx9g/edit?usp=sharing	
Week 2		
M Sep 06 Monday	Labor Day LABOR DAY	
W Sep 08 Wednesday	SpEd History https://docs.google.com/presentation/d/1vFJt6jLxRoh1THVeAT1o_JZV0QwxTYeDcYcWPu0CFY/edit?usp=sharing	Study Guide 1 Chapter1.CPSE453.pdf Download
Sa Sep 11 Saturday		Direct Instruction Lesson Plan 1
Week 3		
M Sep 13 Monday	Writing PLAAFPs and MAGs SMART Lesson Objectives https://docs.google.com/presentation/d/14DuCndLELMeLTX1pJg7j5Z0Sr0njLHzk8P-H5quvYEO/edit?usp=sharing	Study Guide 2 Bring <i>IEPs: Writing Quality Individual Education Programs</i> from your Intro to CPSE453_Chapter2.pdf Download
W Sep 15 Wednesday	Core Standards and Essential Elements DLM_Essential_Elements_Math.pdf Download DLM_Essential_Elements_ELA.pdf Download Teaching the Essential Elements to Students with Significant Cognitive Disabilities.pdf Download Task Analysis https://docs.google.com/presentation/d/1sgGI3QyNfTy6Xp_s1MwXvj4VDOThhYeELyRrJw_El8o/edit?usp=sharing	Study Guide 3 Chapter 3 PDFChapter3.pdf Downlo
Week 4		

M Sep 20 Monday	<p>No Class:</p> <ul style="list-style-type: none"> • IEP IRIS Module (A-L) • https://iris.peabody.vanderbilt.edu/module/iep01/#content • Content Standards (A-L) • https://iris.peabody.vanderbilt.edu/module/cnm/ • Providing Instructional Supports (A-L) • https://iris.peabody.vanderbilt.edu/module/sca/ • Evidence Based Practices (1) (M-Z) https://iris.peabody.vanderbilt.edu/module/ebp_01/ • Evidence Based Practices (2) (M-Z) • https://iris.peabody.vanderbilt.edu/module/ebp_02/#content • Evidence Based Practices (3) (M-Z) • https://iris.peabody.vanderbilt.edu/module/ebp_03/#content <p>For your 3 sections, carefully go through the modules and turn in 3 takeaways from each module to share and discuss in class</p>	
W Sep 22 Wednesday	<p>Make a larger 5 set token chart, a smaller 10 token chart.</p> <p>Send Heidi the PDF so she can print off on cardstock we can laminate and velcro in class</p> <p>**Make sure to leave enough spaces in between the tokens to cut</p> <ul style="list-style-type: none"> • 5 token chart should be one row with tokens 2" x 2", plus background 12" x 4" • 10 token chart should be 2 rows with tokens 1" x 1", plus a background 7" x 3" • On the background you can choose to have 'empty boxes' where the tokens go, so that visually it is easier for the students to 'see' the end of the activity. 	
Sa Sep 25 Saturday		Direct Instruction Lesson Plan 2 IRIS Module Takeaways
Week 5		
M Sep 27 Monday	<p>https://docs.google.com/presentation/d/1High5sSj1bdGBloYTgBebZITKpkPMNiVG7GYgT-E3U/edit?usp=sharing</p> <p>Chaining</p>	
W Sep 29 Wednesday	<p>Prompting Students and Task Analysis</p> <p>Prompting_Tips.pdf Download</p> <p>https://docs.google.com/presentation/d/1High5sSj1bdGBloYTgBebZITKpkPMNiVG7GYgT-E3U/edit?usp=sharing</p>	
Week 6		
M Oct 04 Monday	<p>Inclusion/Mainstreaming/Belonging</p> <p>10 Ways to Help Those with Disabilities Feel a Sense of Belonging - Church News and Events.pdf Download</p> <p>https://docs.google.com/presentation/d/1E9Ldb_4ASTIlzv_n39mGnTgjbqPqCM7PPd052hkc318/edit?usp=sharing</p>	

W Oct 06 Wednesday	Guided Practice Lesson Planning https://docs.google.com/presentation/d/1OQU5aiQKQ7ymb-0wJ0yh0kpxllupriFV7HaC_UcFAXg/edit?usp=sharing	
Week 7		
M Oct 11 Monday	UDL Differentiated Instruction https://docs.google.com/presentation/d/1UT0GaYz9uLJRFTK8Lr66o2iwTwAZHRjEs1sAgViyZas/edit?usp=sharing	
W Oct 13 Wednesday	NO CLASS: Midterm Exam	Midterm Opens
Sa Oct 16 Saturday		
Week 8		
M Oct 18 Monday	NO CLASS Watch the video, fill out feedback form A-H Video 1 J-Z Video 2 Direct_Instruction_Feedback.docx Download	
W Oct 20 Wednesday	https://docs.google.com/presentation/d/1vSQPurS0U-2psRdhXB-NE4IYy4QPnqfeXMIE03YWQ8l/edit?usp=sharing Multiple Intelligences/Embedded/Blooms/Intensifying	Direct Instruction Video Observati Midterm Closes
Th Oct 21 Thursday		
Sa Oct 23 Saturday		Direct Instruction Lesson Plan 3
Week 9		
M Oct 25 Monday	Embedding Goals/IEP Matrix/Data Collection Access to General Ed/Curriculum Based Measures https://docs.google.com/presentation/d/1CgC0-8SYrlzvxaYUwn8Wh87oGR19o74Sy6CSam0FA30/edit?usp=sharing	
W Oct 27 Wednesday	Independent Practice TEACCH https://docs.google.com/presentation/d/1TFmSVJ6i81PEhdTdRmlE0vZ8WAn_QJdGTMMy6ih5m95o/edit?usp=sharing	
Sa Oct 30 Saturday		Direct Instruction Lesson Plan 4
Week 10		
M Nov 01 Monday	TEACCH https://docs.google.com/presentation/d/1yMRFGMnF6-I7_41szqKY0X-X_Xaap6kvxs5U0c16D-o/edit?usp=sharing	
W Nov 03 Wednesday	DTT https://docs.google.com/presentation/d/1Pcc81vzccup#t2Pk_budl87cd0k7EgC_kf_kh5BCu1	

	/d/1R5S841XZ0avptU1JFD_uu0ioZsuQD/EqCJIXDPCSuI/edit?usp=sharing	
Week 11		
M Nov 08 Monday	<p>Video Modeling</p> <p>https://docs.google.com/presentation/d/10sj4MyQBBW4Dwr2Sjlfu42C0mQ0r8ruYWoYg4luV5ZQ/edit?usp=sharing</p> <p>Sign-up for Final https://docs.google.com/spreadsheets/d/1PgD-VYGAF72TqlgLZ_mau5SQbtGFw-uBL5PI1A5r3MY/edit?usp=sharing</p> <p>Final Example: 453 Final Presentation.pdf Download</p>	
W Nov 10 Wednesday	<p>Reading, Writing, and Math Curriculum</p> <p>Functional and Social Curriculum</p> <p>https://docs.google.com/presentation/d/1y17MRB6yBHLkrvYcgrKqCJlqiinXn8Ake0fmubUMg5A/edit?usp=sharing</p> <p>Closing</p>	<p>Help_for_AuditoryProcessing.pdf Download</p> <p>HELP for Grammar.pdf Download</p> <p>StressScaleThermometer1.pdf Download</p> <p>Inference.pdf Download</p> <p>Listening and Processing Auditory Directions.pdf Download</p> <p>No_Glam_Gram.pdf Download</p> <p>No_Glam_Gram2.pdf Download</p> <p>story-comp-to-go-2.pdf Download</p>
Sa Nov 13 Saturday		Direct Instruction Lesson Plan 5
Week 12		
M Nov 15 Monday	<p>Review: Jeopardy</p> <p>453 CheatSheet1.pdf Download</p>	
W Nov 17 Wednesday	No Class (if everyone has signed up for final presentations)	
Su Nov 21 Sunday	Instructor Ratings Open Fall	
Week 13		
M Nov 22 Monday	No Class: Thanksgiving--Work on Presentations	No class
W Nov 24 Wednesday	No Classes	
Week 14		
M Nov 29 Monday	<p>Join Zoom Meeting</p> <p>https://byu.zoom.us/j/93943968723?pwd=TGILMHY4Rnd2OHp4OFgzSDFmOGM1dz09</p> <p>Meeting ID: 939 4396 8723</p> <p>Passcode: 869771</p> <p>Final Presentations</p>	Final Presentation
W Dec 01 Wednesday	<p>Join Zoom Meeting</p> <p>https://byu.zoom.us/j/93943968723?pwd=TGILMHY4Rnd2OHp4OFgzSDFmOGM1dz09</p> <p>Meeting ID: 939 4396 8723</p> <p>Passcode: 869771</p> <p>Final Presentation</p> <p>https://wiki.ncscpartners.org/index.php/Fractions_and_Decimals</p>	
Week 15		

M Dec 06 Monday	Join Zoom Meeting https://byu.zoom.us/j/93943968723?pwd=TGILMHY4Rnd2OHp4OFgzSDFmOGM1dz09 Meeting ID: 939 4396 8723 Passcode: 869771 Final Presentation	
W Dec 08 Wednesday	Join Zoom Meeting https://byu.zoom.us/j/93943968723?pwd=TGILMHY4Rnd2OHp4OFgzSDFmOGM1dz09 Meeting ID: 939 4396 8723 Passcode: 869771 Final Presentation	
Th Dec 09 Thursday	Final Exam: 160 MCKB 11:00am - 2:00pm	Attendance and Participation Extra Credit (Teacher Rating) Chapter Summary (PowerPoint)
Week 16		
M Dec 13 Monday	First Day of Fall Final Exams (12/13/2021 - 12/17/2021)	

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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

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