

Instructor/TA Info

Instructor Information

Name: Carrie Eichelberger

Office Location: 340C MCKB

Office Phone: 801-422-1690

Office Hours: Thu, Fri 12:00pm-3:00pm

Or By Appointment

Email: carrieic@byu.edu

Name: Heidi Bussey

Email: heidi_bussey@byu.edu

TA Information

Name: Sami Hutchins

Email: samihutchins13@gmail.com

Name: Sierra Colby

Email: sisibanner@gmail.com

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, Mild/Moderate cohort

Materials

No materials

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

Classroom management

1. Develop and implement an evidence-based classroom management plan.

Planning and teaching

3. Plan and teach daily lessons to address the needs of individual students with disabilities.

Assessment for planning and progress monitoring

2. Use assessment to determine individual student needs and to monitor progress toward learning goals.

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

Confidentiality Agreement - First Setting

Sep
01

Due: Wednesday, Sep 01 at 11:59 pm

Complete the attached confidentiality agreement with you mentor teacher on the first day of each setting.
CONFIDENTIALITY AGREEMENT.docx [Download \(plugins/Upload/fileDownload.php?fileId=749afdf-w10R-u0aB-oHNd-WNb0a96326cb&pubhash=fVpj-e5pr7YvMpTO6EzOoA1JWb5lv420DZInxbb8GzDREB1vdGTRb1iwzig8leLmAGlg-5UHnglEtx3-cDKuyA==\)](#)

Mentored Learning Experience Blackout

Sep
08

Due: Wednesday, Sep 08 at 11:59 pm

Turn in your completed MTE Blackout sheet by leaving it in your instructors box or posting a picture of both sides on learning suite.

MTE Blackout.docx [Download \(plugins/Upload/fileDownload.php?fileId=61e4afc7-AHuw-keqG-Q0Y3-14644016e8a5&pubhash=tlar-zWn8h52WPmP0iqJlJXGd2oQSbrchMpUfeokF0JnvcyPUjg2VGWH9Dzn6kzb1UicWwVZmR40FaJLN6KPSQ==\)](#)

Reflection 1

Sep
11

Due: Saturday, Sep 11 at 11:59 pm

Reflect on your thoughts about teaching.
See rubric for expectations
Include any other information you feel your instructor should know.

Reflection 2

Sep
18

Due: Saturday, Sep 18 at 11:59 pm

Reflect on your thoughts about behavior management.
See rubric for expectations.

Include any other information you feel your instructor should know.

Teaching Video #1 Lesson Plan

Sep
25

Due: Saturday, Sep 25 at 11:59 pm

From CPSE 452/3

All students will submit their Lesson Opening Lesson Plan from CPSE 452/3. If you are not taking CPSE 452/3, complete the assignment on your own. Submit your lesson plan on Go-React with your teaching video

As a part of CPSE 466/7 your assignment will be graded for completion only.

Explicit Instruction Lesson Plan TEMPLATE.Lesson Opening.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=ad8ada6e-Lxwj-Smef-OTHT-CYa573f69ebf&](#)

[pubhash=jSvdXtR5RqianjWU8USD_3u01WKYs2FGzxXMrRrLOvKX33N_FiQqjO11GMwlq2cwN3WOa4vWMK66wa_ZbovunQ==\)](#)

Teaching Video 1

Sep
25

Due: Saturday, Sep 25 at 11:59 pm

You will record and submit a teaching video of a full lesson (5-20 minutes) in your Mentored Teaching Experience setting. Only the lesson opening will be scored for this assignment.

Submit your lesson plan and video on Go React.

Explicit Instruction Observation Form.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=676341b9-t8CY-cBxR-8DVu-PS1a0cb88fbd&](#)

[pubhash=rCoDSTorMoFAGA4HJ80pOTUurg0dCSOfVXMXVnjoveiphsNU4V0UMVoWQ3lfjK6krq0QBGliNSLolbDHMU6l8g==\)](#)

Teaching Video #2 Lesson Plan

Oct
02

Due: Saturday, Oct 02 at 11:59 pm

From CPSE 452/3

All students will submit their Lesson Opening and Modeling Lesson Plan from CPSE 452/3. If you are not taking CPSE 452/3, complete the assignment on your own. Submit your lesson plan on Go-React with your teaching video

As a part of CPSE 466/7 your assignment will be graded for completion only.

Explicit Instruction Lesson Plan TEMPLATE.Lesson Opening through Modeling.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=7e2ead1f-i4rG-jXir-jeN2-l855aef8bf7f&](#)

[pubhash=xw5NPI5RXExwbPeT97P5TtomHDN1wnTvjljAsQ06_HoWTLUKc-Fd_fRQ4MFKMHaAej-xe5f6Ee9HgeC5o1jOBg==\)](#)

Teaching Video 2

Oct
02

Due: Saturday, Oct 02 at 11:59 pm

You will record and submit a teaching video of a full lesson (5-20 minutes) in your Mentored Teaching Experience setting. Only the lesson opening and modeling section will be scored for this assignment.

Submit the video and lesson plan on Go-React.

Explicit Instruction Observation Form.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=676341b9-t8CY-cBxR-8DVu-PS1a0cb88fbd&](#)

[pubhash=rCoDSTorMoFAGA4HJ80pOTUurg0dCSOfVXMXVnjoveiphsNU4V0UMVoWQ3lfjK6krq0QBGliNSLolbDHMU6l8g==\)](#)

EDA First Setting

Oct
06

Due: Wednesday, Oct 06 at 11:59 pm

Your mentor teacher will complete a digital copy of the EDA via a google form at the end of the first setting.
The points you receive for this assignment will be the score your mentor teacher gives you on the assessment divided by

2 (e.g., a score of 40 will receive 20 points for this assignment).

2 indicates no concerns

1 indicates a developing area that can use improvement

0 indicates an area that needs improvement

You must receive a 43/54 on the final EDA to pass the practicum experience

The below attached rubric is for your information. You do not need to print the EDA or send a digital copy to your mentor teacher. They will fill it out via a google form.

eda-rubric-2019-2020.pdf [Download \(plugins/Upload/fileDownload.php?fileId=ea8ef8fb-0IRG-fD4v-A389-Y116ee2ee533&](#)

[pubhash=hZ_d2Dn2NSiKZKs1GMNTYB_nHyg4RQJjYmy1Gp6AKDRVoVaaqF_SZ8U9uiHI29ZX2_Dg4_8pce6_V8V40TXu-A==\)](#)

PAES First Setting

Oct
06

Due: Wednesday, Oct 06 at 11:59 pm

Your mentor teacher will complete a PAES evaluation via a google form at the end of your placement.

The points you receive for this assignment will be the score your mentor teacher gives you on the assessment divided by 2 (e.g., a score of 34 will receive 17 points for this assignment).

Cut Scores:

The Learner and Learning: Must score 10/12 points

Instructional Practice: Must score 18/22 points

Professional Responsibility: Must score 5/6 points

Yes/No: All Yes

First Placement and First Mentor Teacher Survey

Oct
09

Due: Saturday, Oct 09 at 11:59 pm

To take the Mentor Teacher and Placement Survey for your first placement/mentor teacher - please go to the following URL:

https://byu.az1.qualtrics.com/jfe/form/SV_aa8iZKWWZy5BvIX (https://byu.az1.qualtrics.com/jfe/form/SV_aa8iZKWWZy5BvIX)

Password: BYU

Reflection 3

Oct
09

Due: Saturday, Oct 09 at 11:59 pm

Write about IEPs/IEP meetings

See rubric for expectations.

Include any other information you feel your instructor should know.

Confidentiality Agreement - Second Setting

Oct
12

Due: Tuesday, Oct 12 at 11:59 pm

Complete the attached confidentiality agreement with you mentor teacher on the first day of each setting.

CONFIDENTIALITY AGREEMENT.docx [Download \(plugins/Upload/fileDownload.php?fileId=749afdfd-w10R-u0aB-oHNd-WNb0a96326cb&pubhash=fVpj-](#)

[e5pr7YvMpTO6EzOoA1JWb5lv420DZInxbb8GzDREB1vdGTRb1iwzig8leLmAGIq-5UHngIEtx3-cDKuyA==\)](#)

Teaching Video #3 Lesson Plan

Oct
23

Due: Saturday, Oct 23 at 11:59 pm

From CPSE 452/3

All students will submit their Lesson Opening, Modeling, and Guided Practice Lesson Plan from CPSE 452/3. If you are

not taking CPSE 452/3, complete the assignment on your own. Submit your lesson plan on Go-React with your teaching video

As a part of CPSE 466/7 your assignment will be graded for completion only.

Explicit Instruction Lesson Plan TEMPLATE.Lesson Opening through Guided Practice.2019.docx [Download](#)

(plugins/Upload/fileDownload.php?fileId=59644f81-uZFr-IRrY-e4It-gl2d8d7d76b8&

pubhash=msEP_DBB2FS75cwBPIX9cYioOLabe3gqWoygLbi-oYivPfoh2_XHzWfwdTwxNdWmYxJMVe-JR2ewBKAZu7gBog==)

Teaching Video 3

Oct
30

Due: Saturday, Oct 30 at 11:59 pm

You will record and submit a teaching video of a full lesson (5-20 minutes) in your Mentored Teaching Experience setting. Only the lesson opening, modeling, and guided practice will be scored for this assignment.

Submit your lesson plan and video on go react.

Explicit Instruction Observation Form.2019.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=676341b9-t8CY-cBxR-8DVu-PS1a0cb88fbd&

pubhash=rCoDSTorMoFAGA4HJ80pOTUUrG0dCSOfVXMXVnJoveiphsNU4V0UMVoWQ3IfjK6krq0QBGliNSLolbDHMU6l8g==)

Reflection 4

Oct
30

Due: Saturday, Oct 30 at 11:59 pm

Reflect on your thoughts about collaboration in your new setting.

See rubric for expectations.

Include any other information you feel your instructor should know.

Teaching Video 4

Nov
06

Due: Saturday, Nov 06 at 11:59 pm

You will record and submit a teaching video of a full lesson (5-20 minutes) in your Mentored Teaching Experience setting. Only the lesson opening, modeling section, guided practice section, and independent practice will be scored for this assignment.

Submit your lesson plan and video on go-react.

Explicit Instruction Observation Form.2019.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=676341b9-t8CY-cBxR-8DVu-PS1a0cb88fbd&

pubhash=rCoDSTorMoFAGA4HJ80pOTUUrG0dCSOfVXMXVnJoveiphsNU4V0UMVoWQ3IfjK6krq0QBGliNSLolbDHMU6l8g==)

Teaching Video #4 Lesson Plan

Nov
06

Due: Saturday, Nov 06 at 11:59 pm

From CPSE 452/3

All students will submit their Lesson Opening, Modeling, Guided Practice, Independent Practice Lesson Plan from CPSE 452/3. If you are not taking CPSE 452, complete the assignment on your own. Submit your lesson plan on Go-React with your teaching video

As a part of CPSE 466/7 your assignment will be graded for completion only.

Explicit Instruction Lesson Plan TEMPLATE.Modeling through Independent Practice.2019.docx [Download](#)

(plugins/Upload/fileDownload.php?fileId=75d88ca9-IDbz-q2aw-S5kw-EJc246827c08&

pubhash=fvXO4YNa_RVbPevdz1MyjnCQdQ0_PdhyBLiGUW4pxybproMbkTotYwzSecJbGg9-KViPPSo1xpAA9Hbpj8PIRA==)

Reflection 5

Nov

13

Reflect on your thoughts about student achievement in your new setting.

Due: Saturday, Nov 13 at 11:59 pm

See rubric for expectations.

Include any other information you feel your instructor should know.

Teaching Video #5 Lesson Plan

Nov

20

Due: Saturday, Nov 20 at 11:59 pm

From CPSE 452/3

All students will submit their Lesson Opening, Modeling, Guided Practice, Independent Practice, Closing Lesson Plan from CPSE 452/3. If you are not taking CPSE 452/3, complete the assignment on your own. Submit your lesson plan on Go-React with your teaching video

As a part of CPSE 466/7 your assignment will be graded for completion only.

Explicit Instruction Lesson Plan TEMPLATE.Modeling through Closing.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=86be9cb4-SGD8-O2eS-wB17-bNedfe8fa785&pubhash=rwvWpdwXrJKLoxkA1gQMkLsTNmUW4cX1bXVHxn_UEg4CZODiG_aca4-0YvU1OngX4vxeH90iJOL-7ltyUt1QA==\)](#)

Second Placement and Second Mentor Teacher Survey

Nov

20

Due: Saturday, Nov 20 at 11:59 pm

To take the Mentor Teacher and Placement Survey for your second placement/mentor teacher - please go to the following URL:

https://byu.az1.qualtrics.com/jfe/form/SV_5jy8ZOM4rKgpQot (https://byu.az1.qualtrics.com/jfe/form/SV_5jy8ZOM4rKgpQot)

Password: BYU

Teaching Video 5

Nov

20

Due: Saturday, Nov 20 at 11:59 pm

You will record and submit a teaching video of a full lesson (5-20 minutes) in your Mentored Teaching Experience setting. The lesson opening, modeling, guided practice, independent practice, and closing will be scored for this assignment.

Submit your lesson plan and video on go react.

Explicit Instruction Observation Form.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=676341b9-t8CY-cBxR-8DVu-PS1a0cb88fbd&pubhash=rCoDSTorMoFAGA4HJ80pOTUUrGdCSOFvXMXVnJoveiPhsNU4V0UMVoWQ3lfjK6krq0QBGIiNSLLOLbDHMU6l8g==\)](#)

Reflection 6

Dec

04

Due: Saturday, Dec 04 at 11:59 pm

Combine the previous 5 reflections to create a working teaching philosophy. Make any changes to previous reflections as you need (make sure it flows nicely and include examples, etc.)

8-12 double spaced pages (Times New Roman, 12 font)

Include any other information you feel your instructor should know.

PAES Second Setting

Dec

06

Due: Monday, Dec 06 at 11:59 pm

Your mentor teacher will complete a PAES evaluation via a google form at the end of your placement.

The points you receive for this assignment will be the score your mentor teacher gives you on the assessment divided by 2 (e.g., a score of 34 will receive 17 points for this assignment).

Cut Scores:

The Learner and Learning: Must score 10/12 points

Instructional Practice: Must score 18/22 points

Professional Responsibility: Must score 5/6 points

Yes/No: All Yes

Complete Student Ratings for CPSE 466/7

Dec
06

Due: Monday, Dec 06 at 11:59 pm

Student Evaluations of Instructors - go to <https://studentratings.byu.edu/> (<https://studentratings.byu.edu/>)

- This survey is anonymous but check the box to allow your CPSE 466/467 instructor to see that you have completed the survey.

University Supervisor Informal Performance Cycle

Dec
06

Due: Monday, Dec 06 at 11:59 pm

You will be observed by your university supervisor once during the practicum experience. You will need to complete this assignment with your university supervisor. It requires meeting before and after your classroom observation.

Complete section 3 items a, b, c, & d of the University Supervisor Informal Performance Cycle form and have the information prepared for your meeting with your university supervisor (this meeting should be schedule 24 hours prior to your observation).

After your observation complete the remainder of the University Supervisor Informal Performance Cycle form and submit the form through learning suite.

University Supervisor Informal Performance Cycle 2.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=b1d11681-ZXk4-frne-UfWb-qef4d6ddd209&pubhash=01vuGJ5k-EG62vKmtmPiinfJI5knCB3Vdo16y2YJ-9pvuEIQ_G9XDI4LrLQOCEE8nWP2MmbJMLAdAwZI3sJVbA==\)](#)

EDA Second Setting

Dec
06

Due: Monday, Dec 06 at 11:59 pm

Your mentor teacher will complete a digital copy of the EDA via a google form at the end of the second setting.

The points you receive for this assignment will be the score your mentor teacher gives you on the assessment divided by 2 (e.g., a score of 40 will receive 20 points for this assignment).

2 indicates no concerns

1 indicates a developing area that can use improvement

0 indicates an area that needs improvement

You must receive a 43/54 on the final EDA to pass the practicum experience

The below attached rubric is for your information. You do not need to print the EDA or send a digital copy to your mentor teacher. They will fill it out via a google form.

eda-rubric-2019-2020.pdf [Download \(plugins/Upload/fileDownload.php?fileId=ea8ef8fb-0IRG-fD4v-A389-Y116ee2ee533&](#)

[pubhash=hz_d2Dn2NSiKZKs1GMNTYB_nHyg4RQJjYmy1Gp6AKDRVoVaaqF_SZ8U9uiHI29ZX2_Dg4_8pce6_V8V40TXu-A==\)](#)

Schedule

Date	Column 1	Column 2
Week 1		

M Aug 30 Monday	Meet as a class 9:00 am to 12:00 pm Dr. Eichelberger On Site Visit Sign Up: https://docs.google.com/document/d/1uclL6Up_C1HcDemp36DSnYD8qQ0MMBi9XwmKqIT_bxw/edit?usp=sharing GoReact Training https://byu.zoom.us/rec/share/W3zgwKKGc04WCLpQxn1-sCpcSGLYesbPJlccb8HmxDn45F9291aXuuq5B_8ri6fU_ypCM3a5MFX0oRCsD Passcode: 1IE4uHZ*	
T Aug 31 Tuesday	First Day in Practicum Site (1st Setting)	
W Sep 01 Wednesday	Practicum Site	Confidential Agreement First Setting
Week 2		
M Sep 06 Monday	Labor Day No Practicum	
T Sep 07 Tuesday	Practicum Site	
W Sep 08 Wednesday	Practicum Site	Mentored Learning Experience Blackout
Sa Sep 11 Saturday		Reflection 1
Week 3		
M Sep 13 Monday	Practicum Site	
T Sep 14 Tuesday	Practicum Site	
W Sep 15 Wednesday	Practicum Site	
Sa Sep 18 Saturday		Reflection 2
Week 4		
M Sep 20 Monday	Practicum Site	
T Sep 21 Tuesday	Practicum Site	
W Sep 22 Wednesday	Practicum Site	
Sa Sep 25 Saturday		Teaching Video #1 Lesson Plan Teaching Video 1
Week 5		
M Sep 27 Monday	Practicum Site	
T Sep 28 Tuesday	Practicum Site	
W Sep 29 Wednesday	Practicum Site	

Sa Oct 02 Saturday		Teaching Video #2 Lesson Plan Teaching Video 2
Week 6		
M Oct 04 Monday	Practicum Site	
T Oct 05 Tuesday	Practicum Site (Last Day of 1st Setting)	
W Oct 06 Wednesday	Meet as a group (9:00 am to 12:00 pm) in MCKB 355 https://docs.google.com/presentation/d/1doD2zJpuF8VIONGm4TUwPDcHCEpMI7VaLbxAeMSPvkl/edit?usp=sharing	PAES First Setting EDA First Setting
Sa Oct 09 Saturday		Reflection 3 First Placement and First Mentor Teacher Survey
Week 7		
M Oct 11 Monday	Practicum Site (First day at 2nd setting)	
T Oct 12 Tuesday	Practicum Site	Confidential Agreement Second Setting
W Oct 13 Wednesday	Practicum Site	
Week 8		
M Oct 18 Monday	Practicum Site	
T Oct 19 Tuesday	Practicum Site	
W Oct 20 Wednesday	Practicum Site	
Sa Oct 23 Saturday		Teaching Video #3 Lesson Plan
Week 9		
M Oct 25 Monday	Practicum Site	
T Oct 26 Tuesday	Practicum Site	
W Oct 27 Wednesday	Practicum Site	
Sa Oct 30 Saturday		Teaching Video 3 Reflection 4
Week 10		
M Nov 01 Monday	Practicum Site	
T Nov 02 Tuesday	Practicum Site	

W Nov 03 Wednesday	Practicum Site	
Sa Nov 06 Saturday		Teaching Video #4 Lesson Plan Teaching Video 4
Week 11		
M Nov 08 Monday	Practicum Site	
T Nov 09 Tuesday	Practicum Site	
W Nov 10 Wednesday	Practicum Site	
Sa Nov 13 Saturday		Reflection 5
Week 12		
M Nov 15 Monday	Practicum Site	
T Nov 16 Tuesday	Practicum Site	
W Nov 17 Wednesday	Practicum Site (Last day at 2nd Placement)	
Sa Nov 20 Saturday		Teaching Video #5 Lesson Plan Teaching Video 5 Second Placement and Second Mentor Teacher Survey
Su Nov 21 Sunday	Instructor Ratings Open Fall	
Week 13		
M Nov 22 Monday		
T Nov 23 Tuesday	Friday Instruction	
W Nov 24 Wednesday	No Classes	
Week 14		
M Nov 29 Monday	Meet as a group (9:00am to 11:50am) in MCKB 355 https://docs.google.com/presentation/d/1TAvbHqkYiTdPiFB-9oe0TguPiQJAnf2CaAYqNrK2B3c/edit?usp=sharing https://byu.zoom.us/j/93609687993?pwd=ZWRERWpEUlBNQjI0S2tBVURNUXJrQT09	
T Nov 30 Tuesday		
W Dec 01 Wednesday		
Sa Dec 04 Saturday		Reflection 6
Week 15		

M Dec 06 Monday		University Supervisor Informal Performance Cycle Complete Student Ratings for CPSE 466/7 EDA Second Setting PAES Second Setting
Th Dec 09 Thursday		Final Exam: TBA TBA 2:30pm - 5:30pm
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.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

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