



**Policies and
Procedures for Special
Education
Undergraduate
Licensure Programs
at Brigham Young
University**

August 2016

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About This Handbook

This handbook describes the policies, procedures, expectations, and resources available to students (also referred to as “teacher candidates”) in the Brigham Young University Special Education undergraduate licensure program. An electronic version of this handbook is available through the department web site: http://education.byu.edu/cpse/bs/internship_info.html.

This version of the handbook (August 2016) supersedes and replaces all previous Special Education program memos, updates, and handbook versions. You will be notified of changes to this handbook and are responsible for meeting the policies of the most recent version of the handbook.

The current contact person for this handbook is the Special Education Program Coordinator, Dr. Gordon Gibb, 340-G McKay Building – BYU, Provo, Utah 84602. Dr. Gibb’s phone number is (801) 422-4915, and his e-mail is: gordon_gibb@byu.edu.

Welcome from the Special Education Program Coordinator

On behalf of faculty in our department, I am pleased to welcome you to the Undergraduate Licensure Program in Special Education. You have been selected from among a group of highly qualified applicants and our faculty members are confident that you will have many rich learning experiences in this program.

With guidance and feedback from local school district administrators, former students, prospective students, and accreditation representatives, we have designed a program which will increase your skills as an effective and collaborative special educator. I am confident you will find the program to be comprehensive, well organized, demanding, enjoyable, and relevant to your career in special education.

This program combines research-based instruction with multiple practicum experiences in teaching students with disabilities in grades K-12. In addition to offering the traditional professional preparation you would likely find in other strong programs, we are fortunate that at BYU we can also add unique dimensions to our program. These involve the moral and spiritual domains of education. We believe that in order to be most helpful as special educators, you must be prepared to understand the moral dimensions of education.

As faculty, we view ourselves as partners with you in your learning and growth. I believe that you will enjoy this experience and find great reward in hard work and devotion to your studies. I wish you success in this challenging and rewarding undertaking.

Our Alliance with Education Programs at BYU

The Brigham Young University – Public School Partnership

The Brigham Young University-Public School Partnership (BYU-PSP) is a joint venture between the University and the School Districts of Alpine, Jordan, Nebo, Provo, and Wasatch school districts. This partnership was founded in 1984. The BYU-PSP foundational principle the BYU-PSP states that the improvement of public education requires universities and public schools to work simultaneously to affect positive change in teacher education and student learning. The participating districts include about one third of Utah’s school children (approximately 173,000 students) and employ over 8,000 teachers. BYU annually graduates approximately 1,000 teachers and about 40 administrative candidates.

The facilitating arm for the initiatives of the BYU-PSP is the Center for the Improvement of Teacher Education and Schooling (CITES). The CITES office is located in the McKay Building on the BYU campus.

A Governing Board directs the BYU-PSP and is composed of the superintendent of each of the five participating school districts, the Dean of the McKay School of Education, and the Executive Director of CITES. This Board collectively identifies the areas of need that can be most effectively addressed by the combined efforts of the University and the School Districts.

David O. McKay School of Education Departments and Programs

The David O. McKay School of Education (MSE) is one of seven Schools/Colleges within the University that prepares educators. Our department of Counseling Psychology and Special Education (CPSE) is one of five in the MSE. The other four departments are: Teacher Education, Educational Leadership and Foundations, Instructional Psychology and Technology, and Communication Disorders.

The Special Education Licensure Program in Special Education is the only undergraduate program in the Department. Our department also offers an M.S. in Special Education, an Ed.S. in School Psychology and a Ph.D. in counseling Psychology.

Technology-Education-Computing (TEC) Lab

The TEC Lab is a comprehensive educational computer lab, located in room 180 of the McKay Building. The lab provides educational technology support to the McKay School of Education and the Secondary Education programs in the BYU Educator Preparation Program (EPP). The goal of the TEC Lab is to improve the quality of teaching and learning by helping faculty and students integrate technology into their experiences at BYU and in the public schools.

This large computer lab is available for your use in writing papers, reports, and completing other assignments. This lab contains computers, scanners, printers, and other electronic equipment. Lab assistants are available to assist you. Please review information about the services, technology, and software available in the TEC Lab on the following website: <http://education.byu.edu/teclab>.

University Writing Center

The Writing Center provides students from all disciplines with one-on-one help at any stage in the writing process. Peer tutors from many disciplines are committed to helping students become better writers by focusing on the global aspects of writing, such as thesis construction, organization, transitions, idea development, logical coherence, style, and argument clarity. Please review information about the services available on the following website: <http://writingcenter.byu.edu/>.

Introduction to Licensure Programs in Special Education

The CPSE Department at BYU offers one program which leads to licensure.

- BS – *undergraduate degree* – in Special Education (Mild/Moderate and Severe Disabilities Emphases)

This program, which leads to licensure, has been designated as a “Limited Enrollment Program;” therefore, admission requirements and acceptance into the program are competitive. Furthermore, the licensure program operates in cohorts. This means students enter as a group and take courses at the same time and in the same sequence as their cohort group. Because the course offerings are scheduled to help you gain prerequisite competencies in a logical fashion, deviation from the scheduled course offerings is not permitted. Coursework is completed on the BYU campus and within our BYU-PSP School Districts.

Program Mission and Outcomes

Mission of the BYU Special Education Program

We maximize the potential of diverse learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who provide collaborative leadership to foster the moral development and improve learning and social competence of exceptional children with challenging behaviors.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.

Outcomes

The program focuses on the preparation of competent and moral educators who understand and respond to the needs of diverse students with disabilities and their families, with an emphasis on problem solving in collaborative relationships with educational professionals and paraprofessionals.

The curriculum is both theory and practice based. Special Education courses emphasize ways to assess abilities of students; plan instruction using appropriate curriculum; use appropriate behavior management strategies; and engage in collaborative problem solving with school and family systems. Knowledge is gained and skills developed via coursework and hands-on practical experiences. The undergraduate program is rounded out with elective courses that meet the individual interests of each student. Students choose one of two tracks for their area of emphasis: teaching students with mild/moderate disabilities or teaching students with severe disabilities.

Upon completion of this program, candidates will have achieved ten major learning outcomes described in the Utah Effective Teaching Standards (UETS) that are necessary for effective beginning special education teachers:

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether outcomes described in content standards have been met.

Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

Standard 8: Reflection and Continuous Growth

The teacher is reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Standard 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

For more information about your expected learning outcomes, you should frequently visit the BYU learning outcomes website: <http://learningoutcomes.byu.edu/>. This site lists the requirements for completion of the program, and links to evaluation instruments and other documents which are used to demonstrate competency in meeting the program learning objectives.

Descriptions of Special Education Undergraduate Licensure Programs

Successful completion of all coursework, practica, and student teaching/internship leads to Utah professional licensure in special education. This teaching license is transferable to states with which the Utah State Office of Education has reciprocity agreements, and permits holders to teach children with mild/moderate or severe disabilities aged 5-21. You will choose to teach **either** students with mild/moderate disabilities or students with severe disabilities.

Mild/Moderate Disabilities

Licensure for mild/moderate disabilities prepares candidates to teach students whose learning or behavioral difficulties impede normal or expected academic achievement. Elementary teachers work primarily with beginning or remedial skills in reading, written language, math, and social behaviors. Secondary teachers address these skills in addition to preparing students to transition to vocations or to post-secondary education. Students with mild/moderate disabilities generally spend all or part of their time in regular classroom settings, but may also receive specialized instruction for part of the day in resource rooms or in self-contained classrooms within the school. Most mild/moderate students have learning disabilities, communication disorders, or emotional and behavioral disorders. Some students may have intellectual disabilities, attention deficit disorder, high-functioning autism, or mild traumatic brain injury.

Severe Disabilities

Licensure for severe disabilities prepares candidates to teach students whose difficulties require functional academics and life skills instruction (e.g., communication, social behavior, daily living activities). These students may have intellectual disabilities, autism, multiple disabilities, or significant traumatic brain injuries. Students with severe disabilities are often taught in self-contained classrooms within the school. However, some students with severe disabilities are included in general classrooms or attend separate schools designed to meet their individual needs.

Teaching Majors and Minors

To declare a teaching minor, a student must first declare a teaching major. Additionally, if a student changes to a non-teaching major, he/she must also withdraw from the teaching minor.

BS in Special Education

Introduction

The Bachelor of Science in Special Education major is for individuals who have been admitted to BYU and admitted to the Special Education major.

2016 Cohort Program Requirements

Mild/Moderate Minimum Credit Hours: 70 semester hours.

Severe Minimum Credit Hours: 73 semester hours.

The table on the following page displays the classes candidates should complete *prior* to beginning the program and suggested semesters in which to complete them. The sequence of classes is also shown. (Special Education majors will complete the Global & Cultural Awareness GE upon successful completion of CPSE 480.) The final semester consists of Student Teaching OR an internship. An internship continues through the entire public school year, and interns are scheduled to graduate in June. Education Student Services (ESS), located in **350 MCKB**, has program maps for each track.

2016 Mild/Moderate Disabilities Track: <i>Prerequisite Courses: CPSE 403 (3 hrs)</i> <i>CPSE 425 (3 hrs)</i>	2016 Severe Disabilities Track: <i>Prerequisite Courses: CPSE 403 (3 hrs)</i> <i>PETE 461 (3 hrs)</i>
<p>Sophomore Fall Semester CPSE 403 (3) Introduction to Special Education</p> <p>Sophomore Winter Semester CPSE 425 (3) Foundations in Language Arts Instruction for Students with Disabilities MthEd 305 (3) Basic Concepts of Mathematics</p> <p><i>ADMITTED INTO PROGRAM</i></p> <p>Junior Fall Semester (15 hrs) CPSE 410 (3) Applied Behavior Analysis CPSE 420 (3) Assessment CPSE 452 (3) Effective Teaching Strategies CPSE 480 (3) Multicultural Issues IP&T 387 (1) Integrating Technology in special Education 1 TELL 410 (2) Second Language Acquisition</p> <p>Junior Winter Semester (15 hrs) CPSE 430 (3) Teaching Reading CPSE 440 (2) Secondary Curriculum CPSE 442 (3) Behavioral Strategies CPSE 446R (1) Secondary Practicum CPSE 460 (3) Collaboration IP&T 487 (1) Integrating Technology in SpEd 2 TELL 440 (2) Content Based Language Instruct.</p> <p>Junior Spring Term (7 hrs) CPSE 462 (3) Teaching Math CPSE 466R (2) Practicum Prep TELL 477R (2) Practicum for Teaching English Language Learners</p> <p>Junior Summer Term (9 hrs) CPSE 466R (6) Practicum CPSE 470 (3) Legal Issues</p> <p>Senior Fall Semester (14 or 15 hrs) Student Teachers: CPSE 486R (12) Student Teaching CPSE 490 (1) Capstone Seminar TELL 477R (2) Practicum for Teaching English Language Learns</p> <p>Interns: CPSE 490 (1) Capstone Seminar CPSE 496R Internship (12) TELL 477R (2) Practicum for Teaching English Language Learns</p>	<p>Freshman Fall Semester ASL 101 (4) Conversation ASL Part 1</p> <p>Freshman Winter Semester ASL 102 (4) Conversation ASL Part 2</p> <p>Sophomore Fall Semester CPSE 403 (3) Introduction to Special Education ASL 201 (4) [Recommended] 2nd Year ASL Part 1</p> <p>Sophomore Winter Semester CPSE 425 (3) Foundations in Language Arts Instruction for Students with Disabilities MthEd 305 (3) Basic Concepts of Mathematics PETE 461 (3) Adapted PE for Teaching Majors ASL 202 (4) [Recommended for Languages of Learning] 2nd Year ASL Part 2</p> <p><i>ADMITTED INTO PROGRAM</i></p> <p>Junior Fall Semester (15 hrs) CPSE 410 (3) Applied Behavior Analysis CPSE 420 (3) Assessment CPSE 463 (3) Assistive Technology CPSE 480 (3) Multicultural Issues IP&T 387 (1) Integrating Technology in Special Education 1</p> <p>Junior Winter Semester (16 hrs) CPSE 430 (3) Teaching Reading CPSE 440 (2) Secondary Curriculum CPSE 443 (3) Behavioral Strategies CPSE 447R (1) Secondary Practicum CPSE 460 (3) Collaboration IP&T 487 (1) Integrating Technology in SpEd 2</p> <p>Junior Spring Term (5 hrs) CPSE 453 (3) Curriculum & Instruction CPSE 467R (2) Practicum Prep</p> <p>Junior Summer Term (9 hrs) CPSE 467R (6) Practicum CPSE 470 (3) Legal Issues</p> <p>Senior Fall Semester (12 or 13 hrs) Student Teachers: CPSE 487R (12) Student Teaching CPSE 490 (1) Capstone Seminar</p> <p>Interns: CPSE 490 (1) Capstone Seminar CPSE 496R Internship (12)</p>

ESL and Dual-Language Immersion Endorsements

Introduction

There exists a great need for special education teachers who have skills to teach students for whom English is a Second Language and students who are ethnically diverse. Mild/Moderate candidates will complete the TESOL K-12 minor as part of the program.

The MSE offers a TESOL K-12 minor which leads to ESL endorsement through the Utah State Office of Education. Additionally, the MSE offers a Dual-Language Immersion K-12 teaching minor which leads to a Dual-Language Immersion endorsement through the Utah State Office of Education. These minors are for undergraduate students with teaching majors. The TESOL K-12 and Dual-Language Immersion K-12 teaching minors focus on teaching students with limited English proficiency who are in the public schools. **The TESOL K-12 minor leads to the ESL endorsement, which, along with a state teaching license, allows holders to teach English as a second language. The Dual-Language Immersion K-12 teaching minor leads to the Dual-Language Immersion endorsement, which, along with a state teaching license, allows holders to teach in Dual Immersion settings in the public schools.**

Earning the ESL or Dual-Language Immersion endorsement will enhance the career possibilities of teachers holding a special education teaching license. They may work in various ESL or dual immersion programs in the United States and other English-speaking countries depending on the reciprocity agreements for teaching licenses and endorsements. Candidates who choose this route are required to complete the coursework for special education licensure as well as the coursework/testing requirements for the TESOL K-12 minor or Dual-Language Immersion K-12 teaching minor. Please visit ESS in 350 MCKB for further information.

Oral Proficiency Interview (OPI)

Candidates declaring a language teaching minor must obtain a passing score on the Oral Proficiency Interview (OPI) as a part of their graduation and licensing requirements. If a passing score is not obtained, the language teaching minor must be changed to a non-teaching minor or dropped. The Dual-Language Immersion Teaching K-12 minor requires a passing score of Advanced-Mid or higher on the OPI.

Please go to <http://education.byu.edu/ess/opi.html> to view the required passing score for the different majors and minors.

English Proficiency

Speaking English clearly is an important skill for communicating with students, parents, administrators and colleagues in a country where English is the first language. Applicants whose first language is not English must pass an oral English speaking screening prior to beginning any teaching major or teaching minor. Applicants wishing to appeal a non-passing rating must take the English OPI to demonstrate competency in speaking English. A rating of Advanced Low or higher is required on the English OPI to begin any teaching major or teaching minor (please see “OPI” above for further information).

Registration Procedures

Undergraduate Student Registration Procedures

Please follow the usual registration process by logging on to myBYU on the BYU Homepage. Click on AIM and select the option “Registration” and then “Register for Classes,” complete registration by selecting the correct semester, department (e.g. CPSE), and course number from the drop down menu and adding the class.

General Policies

FBI Background Clearance

Candidates must obtain a BCI/FBI background clearance prior to beginning their teaching program, and it must be maintained throughout their teaching program. A current BCI/FBI background clearance is also required for graduation and licensure. Please go to <http://education.byu.edu/ess/fingerprint.html> for further instructions.

Failing to expunge or clear up a police record of any kind prior to the background check may result in a blocked registration while a review board investigates the charges. Candidates who do not pass the background check will not be permitted to participate in field experiences in the schools. If the background check is not cleared, students **will be dismissed** from the Special Education licensure program.

Complaint/Grievance/Appeals Procedures

Candidates may submit a complaint or grievance about any aspect of their program. The following procedures are required:

1. The candidate prepares a written statement outlining the basis for the complaint and submits it to the Program Coordinator.
2. The Program Coordinator reviews the complaint and either schedules a conference with the candidate or refers the complaint to the Department Chair and or the Grievance Committee.
3. The candidate may request a meeting with the Department Chair in person by scheduling an appointment through the department secretary.
4. The candidate receives written notification of the decision or action by the Department Chair or the Chair of the committee.

If a candidate is not satisfied with the decision of the chair or committee, that candidate may forward the complaint beyond the department level, if the case meets the following criteria established by the Dean's Office for a formal appeal:

1. The candidate has met with faculty (if applicable) to discuss the concern and made an effort to resolve the issue without success. The date and summary of the conference(s) are required in the appeal.
2. The candidate has filed a written complaint following departmental guidelines, and that complaint has been considered by the Department Chair and/or the Department Grievance Committee. The complaint and supporting documents are required.
3. The candidate has new information to offer related to the complaint or has evidence that there were irregularities in the earlier reviews that resulted in an unsatisfactory decision by the Department Chair or Department Grievance Committee.

A candidate filing an appeal to the Dean's Office is required to do the following:

1. Write a cover letter for his/her appeal material, outlining the new information or irregularities in the earlier reviews that justify another level of appeal.
2. Provide documents or information related to the conference with the faculty (if applicable), the Department Chair, or the Department Grievance Committee.
3. Meet with the Associate Dean to review the cover letter and other required materials and discuss the appeals procedure.
4. The Dean will review the cover letter and supporting documents and make a decision or refer the appeal to the Dean's Grievance Committee.

The Dean's Grievance committee is chaired by an associate dean and consists of three faculty members outside of the candidate's department. The candidate will be invited to meet with the committee and explain the appeal and supporting materials. The committee will excuse the candidate and discuss the merits of the appeal and make a decision or ask for additional information and schedule a second meeting

prior to making their decision. The candidate will be notified by telephone and in writing of the decision of the committee by the Associate Dean.

This policy is consistent with the University's policy on Resolving Academic Grievances found in the Undergraduate and Graduate catalogs.

Consent for Use of Student Work

We will ask you to review and sign the *Consent Form for Student Work and Consent Form for Obtaining Data from Future Employer(s)*. We need your signed consent for two primary purposes: (1) to share samples of student work with our accreditation agencies, and (2) to use exemplary student work as models for other students. Other less often used purposes are outlined in the document.

Diversity and Unity Policy

The CPSE Department, the MSE, and BYU are committed to preparing teacher candidates to serve effectively in a diverse society and to promote respect for individual differences. In each course teacher candidates will learn methods and materials that may be adapted to various settings and contexts. In this program teacher candidates are expected to demonstrate the knowledge, skills, and dispositions to effectively apply the course content when working with individuals and groups with varying abilities and with diverse linguistic and cultural backgrounds. To assist you in this preparation, the Educational Growth and Unity Association was organized. For more information about the McKay School's resources on Diversity and Unity, see <http://education.byu.edu/diversity>.

Attendance/Tardiness Policy

The special education teacher preparation program prepares individuals to become professional educators. In addition to learning critical knowledge and skills, teacher candidates are expected to act in a professional manner, similar to working teachers. This includes attending class on time, staying through the duration of class, participating actively, and not missing class except in emergency situations.

Grades Maintenance Policy

Grades below C in professional education courses or content courses will not be accepted in the teaching major or teaching minor. Teacher candidates must have a cumulative 3.0 GPA in teaching major and teaching minor courses to qualify for student teaching or an internship. Since this is a competency-based program, it is critical that teacher candidates demonstrate adequate knowledge, skills, and dispositions for their eventual careers as teachers of students with disabilities. Therefore, candidates who earn a grade below C must retake the course and earn a C or better to be eligible for student teaching.

Professional Review

Additional Candidate Requirements – Faculty regularly review each candidate's standing in (1) academics, (2) teaching, (3) interpersonal relations, and (4) professionalism. Patterns of deficiencies in any of these areas may result in suspension or dismissal from the program.

Referral Process – Faculty members may refer a candidate for professional review if areas of concern expressed by the faculty remain unresolved.

The Professional Review Committee requests all faculty to report candidate deficiencies to the program coordinator at mid-semester and end-of-semester.

When a deficiency or questionable performance is noted, the program coordinator completes a Professional Review Form, documenting the area of deficiency.

The program coordinator then meets with the candidate to complete a Candidate Action Plan and set a mutually agreeable review date.

If conditions have been met, deficiencies addressed, and behaviors modified appropriately by the review date, the program coordinator places an informational copy of the form in the candidate's file.

If deficiencies are not addressed to the satisfaction of the faculty member(s), a referral is made to the department chair.

Faculty members, the program coordinator, and the candidate may review the candidate's educational record. Prior to the review, faculty members, the program coordinator, and the candidate will receive a complete copy of the candidate's final education record to be reviewed by the department chair before the review.

Decisions made by the department chair may include continuation, continuation with probation, suspension, or termination. The department chair may choose to consult with the program coordinator and the Professional Review Committee, as needed. The candidate and the faculty receive written notification of the final decision.

Candidates may appeal the Committee's decision.

Nepotism and Anonymity

In order to provide the best experience possible, student teachers and interns may not be placed with a mentor teacher who is a relative or be supervised by a relative. This action is required to avoid any practice which might be interpreted as favoritism or discrimination.

Social Media Policy

Program Advisory on Ethical Community Engagement

1. Conduct in the Community.

Candidates are encouraged to be mindful that while they lead private lives, they are engaged in public professions. Candidates must monitor of the appropriateness of their conduct at all times, and exercise discerning judgment in both professional and leisure pursuits.

2. Use of Social Media.

Candidates should be aware of potential repercussions from careless use of social media. It is the responsibility of candidates to ensure that any social media profiles, wherein personal information is shared, remain "private." Similarly, candidates should closely monitor those who have access to personal information shared privately via social media outlets (e.g., who they "friend" and how their personal information may be shared without their knowledge). Candidates will be held responsible for their online conduct.

3. Electronic Communications.

Candidates must seek to create and use usernames and e-mail addresses that are dignified and professional in nature. The dissemination of e-mail, text, or other forms of correspondence (including photos) that are considered lewd will not be tolerated.

Honor Code and Dress and Grooming Standards

BYU exists to provide a university education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. This atmosphere is preserved through commitment to conduct that reflects those ideals and principles. As a matter of personal commitment, students, staff, and faculty of BYU are expected to demonstrate in daily living on and off campus those moral virtues encompassed in the gospel of Jesus Christ. The Special Education program upholds the BYU Honor Code and Dress and Grooming Standards.

Specific polices embodied in the Honor Code include (1) the Academic honesty Policy, (2) the Dress and Grooming Standards, (3) the Residential Living Standards, and (4) the Continuing Student Ecclesiastical

Endorsement Requirement. These are described on the Honor Code website at <https://honorcode.byu.edu/>.

Preventing Discrimination and Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. The BYU policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at (801) 422-5895 or (888) 238-1062 (24 hours); or contact the Honor code Office at (801) 422-2847. Please see information that defines sexual harassment and inappropriate gender-based behavior and recommends actions that you can take to deal with such behavior on the following website: <https://titleix.byu.edu/>.

Students with Disabilities Policy

BYU is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this program successfully, please contact the University Accessibility Center (801) 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center.

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. You should contact the Equal Employment Office at (801) 422-5895, D-282 ASB. Please see information about resources, guidelines, orientation, and technology available on the following website: <https://uac.byu.edu/>.

Withdrawal/Re-admission/Deferral Policy

Upon acceptance to the program, all candidates sign and submit the agreement to complete the Special Education program within the specified time for their specific cohort. However, unusual circumstances may necessitate early withdrawal from the program. Candidates who want to re-enter the program must complete the withdrawal process and then reapply for future consideration. Partial completion of the program does not guarantee admission into a future cohort. Applications will be active for a maximum of two and a half years and will be considered with all current first-time applications.

To initiate the withdrawal/re-admission process, candidates must submit a letter to the Special Education Program Coordinator, including:

1. The reason for withdrawal from the program.
2. A request to have his/her original application considered.
3. The semester and year of anticipated reapplication.
4. Complete all University requirements for deferment, if necessary (e.g., University Deferral form).

Candidates who wish to reapply to the Special Education program must:

1. Re-apply on or before the current application deadline.
2. Update relevant application materials, if necessary (e.g., phone, address, letters of recommendation, relevant work experience).
3. Complete any requirements added to the program.

Failure to meet any of the above requirements will result in dismissal from the program. The teacher candidate must complete a full application to be reconsidered.

Graduation

Students in a teaching major must complete all program and licensure requirements in order to graduate or be licensed. Student teaching or internship will not be waived.

Intern Graduation Policy

All interns are scheduled to graduate in June, but walk in the preceding April Convocation. This policy reflects two considerations: (1) June is an official graduation date and (2) interns are required to complete their district teaching contracts prior to graduation.

Graduation without Licensure

All courses, practica, student teaching/internship, and PRAXIS exam must be successfully completed in order to be recommended for licensure. If all courses and practica have been successfully completed, but the teacher candidate does not successfully pass the PRAXIS exam or complete student teaching/internship, then the candidate may petition to graduate without licensure by submitting a written request to the program coordinator. This option is available under two conditions:

1. A change in personal circumstances for the candidate.
2. The recommendation of the faculty based upon candidate performance or professionalism.

This policy applies only to candidates at an advanced stage of their professional preparation. It is not an initial option for candidates but may be implemented under the two conditions expressed in the preceding paragraph. The following conditions must be met:

1. All university requirements must be satisfied (GPA, general education, religion, and at least 120 credit hours).
2. All major requirements must be satisfied with the exception of student teaching/internship.
3. If a candidate receives a failing grade in a major course, that course must be repeated successfully in order to meet graduation requirements.
4. If the candidate performs below standard in a practicum course, the department may require a substitute course to meet graduation requirements.

Obtaining a Teaching License

Please go to <http://education.byu.edu/ess/licensure.html> for additional information regarding obtaining a teaching license and the licensure process.

Field Experiences for the BYU Special Education Mild/Moderate Program

*Required courses omitted from the list do not have a practicum experience.

**Dotted line indicates that experiences could be completed in the same setting.

Prerequisite	CPSE 403		CPSE 425			
	12 hours/semester		3 hours/semester			
	Day in P-12 Schools		Day/Evening in P-12 Schools or family homes			
	Work with students with a disability or at risk – at a mild/moderate and severe practicum site; complete reflection log and case study.		Test a student using DIBELS Next ® Benchmark Materials.			
Junior Year Fall	CPSE 410		CPSE 420		CPSE 480	
	10 hours/semester		5 hours/semester		6 hours/semester	
	Day in K-12 Schools		Day in K-12 Schools		Day/Evening in K-12 Schools or alternate environment	
	Observe and complete ABC assessment on 1 student; interview teacher; complete functional assessment; collecting baseline and intervention data for Behavior Intervention.		Observe a professional administer an assessment; assess a district student; interview a certified Special Education teacher regarding assessment.		Service learning experience with poverty, culture, and the community.	
Junior Year Winter	CPSE 430		CPSE 446R		CPSE 460	
	10 hours/semester		14 minimum hours/semester		3 hours/semester	
	Day in K-12 Schools		Day in 6-12 Schools		Day/Evening in P-12 Schools and/or family homes	
	Progress Monitor a student using DIBELS Next ® materials and a writing CBM.		Administer an assessment; plan and teach a lesson; help with transportation goals.		Observe and interview paraeducators, and/or families of children with disabilities.	
Junior Year Spring/Summer	CPSE 466R					
	120 hours/Spring and Summer terms					
	Day in assigned K-6 School Teaching a group of students with disabilities in the BYU-Public School partnership Summer School.					
Senior Year Fall or Winter	CPSE 486R					
	Approximately 40 hours/week					
	Day in assigned K-12 School Full-time student teaching Fall or Winter semester					
Senior Year Fall/Winter (by approval of department)	CPSE 496R					
	Approximately 40 hours/week					
	Day in K-12 School as hired Full-time interning both Fall and Winter semesters					

Field Experiences for the BYU Special Education Severe Program

*Required courses omitted from the list do not have a practicum experience.

**Dotted line indicates that experiences could be completed in the same setting.

Prerequisite	CPSE 403		PETE 461	
	12 hours/semester		12 hours/semester	
	Day in P-12 Schools		Day in K-12 Schools and/or community	
	Work with students with a disability or at risk – at a mild/moderate and severe practicum site; complete reflection log and case study.		Work with students with disabilities in P.E. or adapted P.E. classes.	
Junior Year Fall	CPSE 410	CPSE 420	CPSE 463	CPSE 480
	10 hours/semester	5 hours/semester	5 hours/semester	6 hours/semester
	Day in K-12 Schools	Day in K-12 Schools	Day/Evening in K-12 Schools	Day/Evening in K-12 Schools or alternate environment
	Observe and complete ABC assessment on 1 student; interview teacher; complete functional assessment; collecting baseline and intervention data for Behavior Intervention.	Assess a student.	Work with students with severe communication impairments in schools and community.	Service learning experience with poverty, culture, and the community.
Junior Year Winter	CPSE 430	CPSE 443	CPSE 447R	CPSE 460
	10 hours/semester	8-10 hours/semester	15 hours/semester	3 hours/semester
	Day in K-12 Schools	Evening in family homes	Day in 6-12 Schools	Day/Evening in P-12 Schools and/or family homes
	Progress Monitor a student using DIBELS Next ® materials and a writing CBM.	Work with a partner to teach a family PBS principles (families pre-selected).	Give an assessment; plan and teach a lesson; help with transportation goals	Observe and interview paraeducators, and/or families of children with disabilities.
Junior Year Spring/ Summer	CPSE 467R			
	120 hours/Spring and Summer terms			
	Day in assigned K-12 School			
	Teaching a group of students with disabilities in the BYU-Public School partnership Summer School.			
Senior Year Fall or Winter	CPSE 487R			
	Approximately 40 hours/week			
	Day in assigned K-12 School			
	Full-time student teaching Fall or Winter semester			
Senior Year Fall/Winter (by approval of department)	CPSE 496R			
	Approximately 40 hours/week			
	Day in K-12 School as hired			
	Full-time interning both Fall and Winter semesters			

Summer Practicum (CPSE 466R/467R)

Description of Summer Practicum

Teacher candidates practice their teaching skills in a supervised practicum for six weeks during the summer. Teacher candidates teach a small group of students with disabilities in a summer school program which is supported by our Partnership school districts. This practicum experience provides teacher candidates with exemplary teacher models and one-on-one feedback.

This practicum is completed between the last week of Spring Term and through Summer Term (other summer University coursework will continue until the end of summer semester). Teacher candidates are required to be in their classroom from 30 minutes prior to district students' arrival through one hour after district students' departure, five days a week.

Attendance Policy

Regular attendance during the summer practicum is critical, as teacher candidates are responsible for the instruction of a specific group of students. For any absence the teacher candidate must:

1. Notify the Summer Practicum Director in writing prior to the day to be missed.
2. Submit all work due to the mentor/cooperating teacher, including lesson plans, prior to the absence.
3. Make arrangements to ensure that the children they are assigned will receive appropriate instruction in their absence.

A committee of summer school faculty will determine whether the absence is approved as excused. Only under extreme circumstances will absences be approved. An *unexcused absence* will result in a reduction of 1/3 letter grade per day, and teacher candidates are still required to do the work they miss, earning a maximum of 50% of the points. For an *excused absence*, teacher candidates will earn daily points for submitted work.

Minimum Grade

To successfully complete the practicum, each teacher candidate must:

1. Complete three formal *instructional observations* with each score equal to or greater than 80%. Repeat observations will happen at the discretion of the site coordinator and university supervisor.
2. Complete all practicum assignments with a score of 80% with the option to request **one** replacement assignment.
3. Earn 80% on the rating scales that measure professional teacher behaviors such as, preparedness, attitude, collaboration and materials organization.
4. A passing score on the University Supervisor UPTOP evaluation.

Practicum UPTOP

The supervisor will score the beginning candidate using the Not Present (0), the Beginning (1), or Emerging (2) level on the rubric. Using these three levels to mark, the total number of points possible is 44. A student must achieve 80% of the total score, which would be **35 points**, to pass. All Yes/No items must be scored "Yes."

A teacher candidate who does not **earn at least 80% in the Summer Practicum** will be placed on probation. This may include the opportunity for the teacher candidate to retake practicum or participate in other identified options under faculty's discretion. Student teaching may be postponed until the practicum is successfully completed. The practicum may be repeated once. **Partnership school districts will not honor an internship contract until the candidate has successfully completed Summer Practicum.**

Scale for use with the UPTOP Instrument

0	Not Present	(Practicum Experiences Only)
1	Beginning	Requires Intervention
2	Emerging	Requires Feedback
3	Preservice Effective/In-service Emerging	Meets Requirement

The supervisor will score candidates using *Not Present (0)*, *Beginning (1)*, *Emerging (2)*, or *Preservice Effective/In-service Emerging (3)* level on the rubric. The total number of points possible is 66. During student teaching/internship, a student must achieve 80% of the total score to pass, **53** total points, with no items scored at the *Not Present (0)* level. All Yes/No items must be scored “Yes.”

Scale for use with the TWS Instrument

1	Deficient	Requires Intervention
2	Basic Competence	Meets Requirement
3	Advanced Competence	Above Basic Requirement

Student Teaching and Internships

Teacher candidates at BYU must participate in the capstone experience of a one-semester student teaching, or a one school year internship, in order to meet requirements for a Utah teaching license. This capstone experience permits teacher candidates to bring together and apply the knowledge, skills and dispositions they have acquired in their program courses.

Details regarding student teaching/internship policies are available in the Student Teaching/Internship Handbook. You can access this handbook at:
<http://education.byu.edu/cpse/bs/handbooks.html>.

Each capstone experience is described below.

Student Teaching

Student teachers will begin student teaching on the first day of the BYU semester and end on the last day of instruction before University final examinations. Student teachers must follow the school district calendar for all other days and are required to be in the school all day for one semester (15-16 weeks). Student teachers are allowed to miss up to three days of student teaching; but must notify the cooperating teacher and supervisor when such occasions arise. Absence **requires** a student teacher to provide the cooperating teacher with lesson plans and necessary materials for instructing students.

Internship

An internship is an alternative to student teaching in which a teacher candidate is employed by a school district for a full school year. BYU’s definition of an internship is:

An internship is an academic, curriculum-based practical work experience in a particular field of study that enhances student learning, and for which a student is enrolled. Primary supervision is by a qualified workplace supervisor; in addition, a discipline-specific faculty advisor monitors the student experience and academic assignments. Each internship experience counts for academic credit if it is guided by learning objectives set by the student and a faculty advisor.

BYU’s Special Education program supports internship models for co-teaching, shared-day teaching, and on-site mentoring. Interns assume responsibility for organizing and teaching in their own classroom. An on-site mentor in the intern’s major assists with curriculum planning, classroom management, assessment

of learning and professional acclimation. Generally, interns are paid **one-half** of a first-year teacher’s salary by the school district following the district salary schedule and also receive the benefits package provided for first-year teachers. Since interns are employees of the school district, they must follow the school calendar, and teach full-day for a full school year. Interns are expected to follow the district attendance policies as outlined in the legal contract. Failure to do so will result in failing the internship and not being recommended for licensure.

Teacher candidates in good standing and approved by faculty are permitted to apply for an internship. Skills and attributes required for a successful internship experience include self-direction, motivation, initiative, independence, problem-solving, teaching confidence, and behavior management skills.

Teacher candidates who desire consideration as interns must:

- Attend the internship orientation and interviews arranged by the Partnership School Districts in conjunction with the Special Education program.
- Notify the Internship/Student Teaching coordinator upon accepting a position and contract. A district employment contract is legally binding and interns are required to fulfill all contractual obligations.
- Access the Academic Internship Office website (<https://intern.byu.edu/>) and complete the IRAMS application online. Interns are notified when applications are approved, and may then register for the internship class.
- Follow the Internship Clearance Policy described below.

The University cannot grant retroactive credit for field experiences, including internship or student teaching courses. This includes granting credit for past experiences or any experience that has been started or completed without appropriate registration.

Student Teaching/Internship PASS/FAIL Policy

Student teachers/interns receive a pass/fail grade. Teacher candidates must meet the following criteria to pass the student teaching/internship experience:

1. Receive a minimum overall score of “3” on final observations.
2. Receive a minimum score of “3” on the portfolio.
3. Receive a minimum score of “53/66” on the final Mentor Teacher UPTOP evaluation.
4. Receive a minimum score of “53/66” (with no item scored at 0) on the final University Supervisor UPTOP evaluation.
5. Receive a passing grade in student teaching/internship.

Requirements for EPP Assessments

All EPP assignments and assessments must be completed by the last day of instruction prior to reading days and final exams. All EPP assignments must be scored on mYlink with passing scores prior to faculty final grade submission. Candidates who do not receive a passing score on all required EPP assessments **will not** pass the respective field experience.

<i>UPTOP Due Dates</i>	
Practica	Due on the AIM grades due date
Student Teaching	Due at the end of the 13 th week of the semester
Interns	Due by the second Friday in May

UPTOP evaluations are complete when all three signatures (teacher candidate, mentor teacher/university supervisor, and program coordinator) are in place.

Teacher Work Sample (TWS)

Candidates must submit the TWS on mYlink by the end of the 12th week of the student teaching/final internship semester.

Internship Clearance Policy

Teacher candidates will submit a student teaching/internship application on mYlink.byu.edu. Applications are due around February 15th of each year depending on the day of the week. Please check the calendar on the website: <http://education.byu.edu/cpse/bs/index.html> for the exact dates.

The ESS office processes the applications, and gives them to the Special Education secretary to generate a list of all teacher candidates in the cohort, indicating those who have applied for internships. As a group, the Special Education faculty review teacher candidates during Winter semester and again during Spring term, and recommend candidates for student teaching or the option of completing an internship. Faculty approval is required for each candidate placed on the internship list and distributed to partnership districts. Results of this process are e-mailed to candidates in time for internship applications in partnership districts. **Faculty reserve the right to change candidate intern-preparedness ratings during and after Summer Practicum.**

Teacher Candidate's Commitment to Student Welfare

During each practicum or student teaching/internship, teacher candidates must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher candidate therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of this obligation to each student, teacher candidates:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program.
 - b. Deny benefits to any student.
 - c. Grant any advantage to any student over another.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of a professional service, unless disclosure serves a compelling professional purpose or is required by law.

Placement into Student Teaching Sites

Partnership school districts and Special Education faculty develop a list of approved student teaching sites. If teachers and districts agree to host a student teacher, then placements are assigned and candidates are informed via e-mail.

The Student Teaching/Internship Coordinator examines all student teaching applications. Sites are selected according to the following criteria:

- Best practices for teaching, management, and service delivery are modeled.
- The cooperating teacher is recognized by the school administrator and by fellow teachers as an exemplary teacher.
- The cooperating teacher is fully certified to teach the targeted student population and holds Level 2 certification.

After considering the above criteria, faculty strive to assign a location as convenient as possible for the student teacher.

Student teachers are not permitted to request or arrange student teaching placements.

Placement into Internship Sites

Early in the calendar year, districts apply for approval of anticipated internship sites by submitting School Intern Request form(s) to the ESS Office. Established requirements must be met at each site in order for districts to receive approval, and teacher candidates will only be allowed to intern at CPSE-approved sites. The BYU EPP only places interns in BYU-PSP school districts (i.e., Alpine, Jordan, Nebo, Provo, Wasatch) to complete candidates' final field experience.

Teacher candidates seeking an ESL or Dual-Language Immersion endorsement must work with the Student Teaching/Internship Coordinator to ensure that all necessary requirements are met for both the Special Education license and ESL or Dual-Language Immersion endorsement.

Intern candidates that do not receive an internship will be automatically placed in student teaching.

PRAXIS Exam

To be eligible for graduation and licensure, students are required to pass the PRAXIS exam designed for their teaching major. The exam may be retaken to obtain a passing score. In the event a passing score is not obtained on the PRAXIS exam associated with the teaching major, the student must change to a non-teaching major. In this instance, if a teaching minor has been declared, the teaching minor must also be changed to a non-teaching minor or dropped.

Special Education candidates take the PRAXIS Elementary Education: Multiple Subjects 5001 series exam. See www.ets.org/s/praxis/pdf/5001.pdf.

Special Education Exit Exam

To assess your knowledge in special education content, you will be required to take the Special Education Exit Exam. Those who receive a score of lower than 80% may have one additional opportunity to take the Exit Exam. The score received on the Exit Exam is linked directly with the grade earned for CPSE 490. The Exit Exam constitutes 35% of the CPSE 490 grade. A passing grade in CPSE 490 is required for completion of the special education program and for graduation.

This proctored, **closed-note** exam is administered online in a campus computer lab. The Exit Exam Study Guide will be emailed to you during the initial weeks of your enrollment in the program. Information regarding the time and location of the exam, will be forthcoming.

For those that **Student Teach during Fall Semester** the exit exam will be offered on the 4th Thursday of September. Those receiving a score lower than 80% on the first attempt may retake the exam on the 2nd Thursday of November.

For those that **Student Teach during Winter Semester OR Complete Internships** the exit exam will be offered on the 2nd Thursday of February. Those receiving a score lower than 80% on the first attempt may retake the exam on the 4th Thursday of March.

Financial Support

The CPSE Department wants to support you in your successful completion of a degree. Faculty do not want financial stress to detract from your learning experience. Please investigate the following sources of financial support and apply for those for which you qualify.

BYU Financial Aid

Many sources of financial aid are available to students through the Financial Aid Office, located in C-144 of the ASB. You can access information about the Financial Aid Process on the following website: financialaid.byu.edu.

International Student Scholarships and Financial Aid

BYU values the unique experiences, talents, and perspective that international students contribute to our student body. To be admitted to BYU, international students must demonstrate to the federal government and the University that they have sufficient resources to sustain them through the duration of their program of study. Because the University's financial resources are limited, we rely upon students, their families, and other sponsors to meet the costs of education. A limited number of scholarships have been established to assist international students who are close to graduation and who suffer unanticipated financial reversals. Additionally, all students, regardless of nationality, are eligible to apply for academic scholarships. To receive consideration, complete the online scholarship application, accessible from the myBYU Interchange page, by the appropriate deadline.

International students may apply for BYU scholarships, BYU loans, and BYU graduate awards; however, Pell Grants, Stafford Loans, and most need-based scholarships are restricted to citizens and permanent residents of the United States of America.

For information regarding international student support, contact the Multicultural Student Services office at <https://multicultural.byu.edu/> or the International Services office at <https://internationalservices.byu.edu/>.

McKay School of Education Scholarships

The MSE offers various scholarships. The application is simple to complete and is generally due on the last business day in March. Information and applications for the MSE Scholarships are available at: <http://education.byu.edu/ess/scholarships.html>.

National Scholarships, Fellowships, and Programs

This office is not associated with the BYU Scholarship Office or the BYU Financial Aid Office. It is administered through the Assistant Dean of Undergraduate Education. They are specifically designed to help students gain non-BYU (or external) scholarships. Please review information about available scholarships on the following website: <http://nsfp.byu.edu/>.

T.H. Bell Teacher Incentive Loan

The Terrel H. Bell Incentive Loan is established as part of the state-sponsored program designed to encourage students to obtain a teaching license and teach in Utah. Accordingly, the T.H. Bell Loan is forgivable on a one-to-one ratio (1:1), meaning that for every year a recipient teacher in Utah, a year of the loan is forgiven. Forgiveness of the loan does not begin until a student graduates; thus time spent while student teaching or on an internship does not count toward loan forgiveness.

A qualifying undergraduate student must be a resident of Utah or have completed 60 credits while attending college in Utah. A student must be accepted into a teaching program before applying for a T.H. Bell Loan. Please contact Education Student Services in 350 MCKB for more information. <http://education.byu.edu/ess/scholarships/html>.

Federal Loan Repayment Cancellation

Some federal student loans cancel repayment requirements if certain conditions are met; for example, teaching in high need areas. For more information, see <https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation>.

Specialized Scholarships

For those students with special needs or those with special skills or qualifications, seek out specialized scholarships from BYU.

University Accessibility Center Scholarships

Generous donors have established a few private scholarships to assist students with disabilities. To be considered, complete the online scholarship application, accessible from the myBYU Interchange page; submit the Free Application for Federal Student Aid (FAFSA); and provide documentation of the disability from a licensed professional to the University Accessibility Center, 2170 WSC – BYU, Provo, UT 84602. Their phone number is (801) 422-2767 and TTY is (801) 422-0436. See <https://uac.byu.edu/> for more information.

Websites with Scholarship Search Engines

The following search engines may be helpful in locating scholarships, fellowships, and grants: www.fastweb.com, www.scholarships.com, and www.scholarshipexperts.com. These websites are not officially endorsed by BYU.

Forms for *ALL*
Teacher
Candidates

Consent Form for Use of Student Work

I, the undersigned, hereby give permission to the Brigham Young University (BYU) Department of Counseling Psychology and Special Education (CPSE), the BYU David O. McKay School of Education (MSE), and BYU, or any of them (collectively referred to as “BYU”), to use at their discretion for non-commercial, educational purposes, any intellectual property which I generate in the course of my taking classes at BYU (the “Student Work”). Such Student Work may include completed class assignments, portfolios, lesson plans, inventions, and other forms of student generated intellectual property. Possible BYU uses for the Student Work include, but are not limited to, evaluation and accreditation of University programs and activities, research publications, scholarly presentations, the dissemination of the Student Work on CDs, websites, or through other electronic means, public display using the MSE plasma screen or other display devices, or use in classes as reference and sample materials or for other instructional purposes.

I understand that I will continue to own the Student Work, and that I will be given proper attribution as the owner of the Student Work pursuant to my instructions specified at the bottom of this document.

I agree that I may withdraw my consent at any time without penalty or adverse effects. If I wish to withdraw consent, I will deliver written notice of withdrawal to the CPSE Program Coordinator.

Check and initial one option:

- _____ Use my full name in association with my Student Work.
- _____ Use only my first name in association with my Student Work.
- _____ Do not use my name in association with my Student Work.

_____	_____	_____
Student Name	Signature	Date
_____	_____	_____
Witness Name	Signature	Date

Information on this form is not used in making decisions regarding admissions, grading, or evaluation.

Consent Form for Obtaining Data from Future Employer(s)

I, the undersigned, hereby give permission to BYU to contact my future employer(s) for up to five years after graduation to gather data about my teaching performance. This data will be aggregated and will not be reported individually.

Authorization to Release Employment Information

I, the undersigned hereby authorize my past, current or future employer(s) to provide answers to questions, documents or other information relating to my work-related performance during my tenure with such employer. This authority is granted on the condition that any data received by BYU will be aggregated and will not be reported individually or in a manner that would identify me personally. This authorization will expire five (5) years following the date on which the authorization is given. I further hereby release my current, past or future employer(s) from any loss or injury that I may experience as a consequence of such employer providing any information to BYU.

I agree that I may withdraw my consent at any time without penalty or adverse effects. If I wish to withdraw consent, I will deliver written notice of withdrawal to the CPSE Program Coordinator.

_____ Student Name	_____ Signature	_____ Date
_____ Witness Name	_____ Signature	_____ Date

