

Instructor/TA Info

Instructor Information

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TA Information

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Course Information


Description

This course is designed to prepare upper-division students to plan, conduct, and interpret educational assessments to determine learning and behavior strengths and weaknesses that can be used in developing appropriate educational programs for exceptional children. Students in this course will learn to provide information to the IEP team (teachers, parents, school administrators, etc.) in the development and implementation of individualized education programs. This course is designed to meet the assessment requirements for the Utah State Special Education teaching licensure for Mild/Moderate and Severe. It is designed also to meet the knowledge and skill standards as outlined in the NCATE curriculum guidelines for basic and advanced programs in special educations as prepared by the Council for Exceptional Children.

Prerequisites

Admission to the teacher licensure or undergraduate programs in special education or permission of the instructor.

Materials

Image	Item	Vendor	Price (new)	Price (used)
	Assessing Students with Special Needs, Pearson eText with Loose-Leaf Version -- Access Card Package (5th Edition) Required by Venn, John J. Pearson; Edition 5 (2013-11-24) ISBN: 9780133400021	BYU Bookstore	<u>99.00</u>	<u>74.25</u>

Grading Scale

Grades	Percent
A	96%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
E	0%

Learning Outcomes

Basic terminology

Demonstrate an understanding of the basic terminology used in an assessment.

Ethical concerns

Discuss the ethical concerns related to assessment.

Legal provisions

Outline legal provisions, regulations and program standards regarding assessment.

Procedures

Identify the procedure used for screening, pre-referral, referral, and classification.

Application and interpretation of assessment scores

Describe the application and interpretation of assessment scores, including grade score vs. standard score, percentile rank, age/grade equivalents, and standings.

Assessments

Identify, administer, select and describe the different types of non-biased assessments using appropriate technology when necessary.

Informal test procedures

Discuss the components of and procedures for curriculum-based, portfolio, authentic, and functional assessment (informal test procedures), and apply these to different categories of exceptional children (e.g., L.D., E.D, & I.D.).

Influence of diversity

Discuss the influence of diversity on assessment, eligibility, programming and placement of exceptional learners.

Relationship between assessment and placement decisions

Describe the relationship between assessment and placement decisions.

Methods for monitoring student progress

Outline, develop or modify methods used for monitoring student progress.

Grading Policy

Complete all requirements and activities outlined for this course within the prescribed time period and by the due date.

Assignments are due at the *beginning* of class. Please do not work on assignments during class. **Late assignments will lose**

10% for each day they are late

- At the discretion of the professor, some assignments, such as test protocols, may be corrected and turned in a second time. The stipulation is this: it must be resubmitted within a week of the day it was handed back to the class and you can only regain a maximum of half of the points you lost. So, please work to get it correct at first.

Participation Policy

- Complete all in-class assignments and activities.
 - Participate actively in all learning activities within the class.
 - Participate actively in class discussions.
 - Interact in a professional manner with all students and parents that you work with as a part of the learning activities for this course following the objective outlined on the professionalism rubric.
- Complete assigned readings *before* class.
- No extra credit will be given.

Attendance Policy

Students will arrive on time and attend every class until class is dismissed. Any exceptions will be deemed excused or not excused by the professor with a point reduction for being tardy or late. Professional conduct requires that you contact the professor before class if you will miss or arrive late. It is considered unprofessional to allow your cell phone to interrupt class.

Assignments

Assignment Description

Study Guide 1: Ch. 1, Defining and Describing the Assessment of Students with Special Needs

Sep
08

Due: Monday, Sep 08 at 12:30 pm

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5

Answers are written in complete sentences		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5

SG #1.docx [Download \(plugins/Upload/fileDownload.php?fileId=be0c71a9-ISDN-i7hB-pKKn-eK8daea76933&pubhash=L_dINGXTrb0Kh-xuiPgG02X0Jh7117ZvoVNIgbRW2FZk_Sp9XDH5Y-xWN9rpzLmoHEG-4iKVUvcZdu98ZZWOrw==\)](#)

Study Guide 2: Ch. 2, Steps in the Assessment Process

Sep
10

Due: Wednesday, Sep 10 at 12:30 pm

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Answers are written in complete sentences		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5

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Study Guide 3: Ch. 4, Test Scores and What They Mean

Sep
15

Due: Monday, Sep 15 at 12:30 pm

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Answers are written in complete sentences		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5

SG #3.docx [Download \(plugins/Upload/fileDownload.php?fileId=5422e3e3-vnBk-wFw9-hfVe-X29332487b25&pubhash=_E7yYy-gvolvWPOqhQzJA-D6XxG5u4PIRvdn4y6RHuyr5mkpuXwUY-jonrA6V161Xe1D9XBHnK-Wa1JsilTo5A==\)](#)

IEP Video

Sep
17

Due: Wednesday, Sep 17 at 12:30 pm

Watch IEP video and submit notes: **IEP Video with reflection:** <http://www.youtube.com/watch?v=ok0irMNfKmY>
(<http://www.youtube.com/watch?v=ok0irMNfKmY>)

Study Guide 4: Ch. 5, Selecting and Using Assessment Instruments

Sep
22

Due: Monday, Sep 22 at 12:30 pm

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Answers are written in complete sentences		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5

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Brigance

Sep
29

Due: Monday, Sep 29 at 12:30 pm

Brigance	Score	Possible
Fill out demographics (cover and pg.1)		2
Fill out protocol correctly (any 3 sections) w/ pencil and blue pen; circles and lines		6
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		8
Summary report write-up		4
Total		20

Study Guide 5: Ch. 3, Practical Measurement Concepts

Oct
06

Due: Monday, Oct 06 at 12:30 pm

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Answers are written in complete sentences		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5

Woodcock Johnson Cog Video

Oct
06

Due: Monday, Oct 06 at 11:59 pm

With a partner from calss, have a Woodcock Johnson Cog Test and Protocol with you as you watch the video online:

<https://vimeo.com/album/2999242> password: cpse420 and complete Woodcock Johnson Cog worksheet

WJ Cog. Video Worksheet.docx [Download \(plugins/Upload/fileDownload.php?fileId=17630230-sqaR-R7Gl-Htut-rua54e868bd6&pubhash=_eo2Xo5MdwU2q3q4MSuvBOaclpUmp5okzKgZe7ZEiEM2U0C2U0RjNRWvCgSqAZMP1L.SmQEdrvJtNRDjUqqKv_w==\)](#)

Ecological Inventory

Oct
08

Due: Wednesday, Oct 08 at 12:30 pm

Ecological Inventories Objectives	Points Earned	Points Possible
Bio info and date filled in ink		2
Domain, Environment & Sub Environments correctly filled-in		3
At least 3 activities are listed with reasonable task analysis between each one		8
Comments are written		2
Key is created and codes are used to track progress during assessment		1
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4
TOTAL		20

Professionalism

Oct
13

Due: Monday, Oct 13 at 12:30 pm

Study Guide 6: Ch. 11, Assessing Academic Achievement: General Strategies

Oct
13

Due: Monday, Oct 13 at 12:30 pm

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Answers are written in complete sentences		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5

WISC

Oct
13

Due: Monday, Oct 13 at 12:30 pm

Assessment Review

Study Guide 7: Ch. 6 (p. 102-127), Assessing Intelligence

Oct
13

Due: Monday, Oct 13 at 12:30 pm

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Answers are written in complete sentences		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5

WJIII Cognitive

Oct
15

Due: Wednesday, Oct 15 at 12:30 pm

Woodcock Johnson III Cognitive Rubric Fall 2007	Score	Possible
Examiner's name & date in ink		1
Administer subtests: 1-7		4
Complete WJ-III Protocol correctly		8
Compuscore Cognitive		2
Write a 1 page summary (follow format handed out)		6
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4
TOTAL		25

Study Guide 8: Ch. 6 (p. 127-132), Adaptive Behavior

Oct
15

Due: Wednesday, Oct 15 at 12:30 pm

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
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Study Guide has been typed and is free from grammatical errors		.5
Answers are written in complete sentences		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5

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Vineland

Oct
15

Due: Wednesday, Oct 15 at 12:30 pm

Have a Vineland protocol with you as you watch the video online: <https://vimeo.com/album/2999242> password: cpse420 and complete Vineland Assessment Review

SIB-R video

Oct
20

Due: Monday, Oct 20 at 11:59 pm

With a partner from calss, have a SIB-R Protocol with you as you watch the video online: <https://vimeo.com/album/2999242> password: cpse420 and complete SIB-R worksheet

SIB-R video worksheet.docx [Download \(plugins/Upload/fileDownload.php?fileId=efb476a8-Cwwl-TjG9-ZHv0-sm4c4dec3384&pubhash=vhjKYzNwin2DTvel4vCZ370Hllf5BC7PrrTTLZivXKDTFzssovDqBu1enKHkt05flbK2NOdZbuhopd3JMtjSWg==\)](#)

Woodcock Johnson Achieve Video

Oct
22

Due: Wednesday, Oct 22 at 11:59 pm

With a partner from calss, have a Woodcock Johnson Achieve Test and Protocol with you as you watch the video online: <https://vimeo.com/album/2999242> password: cpse420 and complete Woodcock Johnson Achievement worksheet

WJ Achievement Video.docx [Download \(plugins/Upload/fileDownload.php?fileId=6a861f4a-jXnW-Gvgf-9AX1-JHcadd00a819&pubhash=oOfDLmn_qDuWD_JAVO1QcwXKoxvhc6V5Jn6nxzfT8fpNOolryn0SsnlabFYv3Eu9-r67_Z3DfXQETw3NCp652Q==\)](#)

Midterm

Oct
27

Due: Monday, Oct 27 at 12:30 pm

Midterm

Study Guide 9: Ch. 8, Language and Bilingual Assessment

Oct
29

Due: Wednesday, Oct 29 at 12:30 pm

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Answers are written in complete sentences		.5
Answers are correct or reflect ideas and concepts found in the chapter		4

TOTAL		5
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Assessment Plan

**Oct
29**

Due: Wednesday, Oct 29 at 12:30 pm

Submit a proposal for your group case study final. Include: Names of everyone in your group, what the concern is for the person you will test, tests you plan to administer, who will administer which test, dates and times testing will occur.

SIB-R

**Oct
29**

Due: Wednesday, Oct 29 at 12:30 pm

SIB-R Objectives	Points Earned	Points Possible
Demographic info filled out in ink		1
Appropriate chronological age found		2
Administer all subtests: A-N appropriately		3.5
Correct basal and ceiling for each subtest		3.5
Problem behavior section appropriately filled in		2
Individual Plan Recommendation filled out		2
Compuscore correctly		3
Summary report (follow standard model)		4
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4
TOTAL		25

WJIII Achievement

**Nov
03**

Due: Monday, Nov 03 at 12:30 pm

Woodcock Johnson III Achievement Rubric Fall 2007	Score	Possible
Examiner's name & date in ink		1
Administer subtests 1, 5, 6, 10, & 13		4
Complete WJ-III Protocol correctly		8
Compuscore Achievement		2
Write a 1 page summary (follow format handed out)		6

Write 2 PLAAFPS with 2 Measurable Goals based on your testing	4
TOTAL	25

BOS video

Nov
03

Due: Monday, Nov 03 at 11:59 pm

Have a BOS Protocol with you as you watch the video online: <https://vimeo.com/album/2999242> password: cpse420 and complete BOS worksheet with a partner
 BOS video.docx [Download \(plugins/Upload/fileDownload.php?fileId=46acbb8d-Acaq-LKdk-JQkF-kr6a3cf28352&pubhash=vwSWxavq60uuL.G-ewEDMgBfHtDmAme2bJbT3a-CdpG-5YpiVpMRk_ovyyDvPds8C6BHExDpNa-_1fz2JE7FCQ==\)](#)

BOS

Nov
10

Due: Monday, Nov 10 at 12:30 pm

Behavioral Objective Sequence	Score	Possible
Examiner's name and date in ink		1
Demographic information complete		1
All 6 subscales items completed		3
Student performance levels determined		2
Written report of social/behavioral		4
Your recommendations for behavioral improvement		5
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4
TOTAL		20

Study Guide 10: Ch. 9, Assessing Behavior

Nov
12

Due: Wednesday, Nov 12 at 12:30 pm

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Answers are written in complete sentences		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5

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BASC

Nov
12

Due: Wednesday, Nov 12 at 12:30 pm

Watch video online: <https://vimeo.com/album/2999242> password: cpse420 and complete Assessment Review

Reading: Ch. 7, Developmental Assessment

Nov
17

Due: Monday, Nov 17 at 12:30 pm

VMI

Nov
19

Due: Wednesday, Nov 19 at 12:30 pm

Assessment Review

CARS

Nov
19

Due: Wednesday, Nov 19 at 12:30 pm

CARS	Points	Possible
Demographic info. complete on cover with C.A.		2
Numbers from 15 categories transferred to front page w/ total score		2
"Total Score" shaded-in on front page		1
All 15 categories scored (1-4)		1
Observations filled-in on each category		5
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4
TOTAL		15

PPVT

Nov
19

Due: Wednesday, Nov 19 at 12:30 pm

Assessment Review

IRIS Module

Nov
24

Due: Monday, Nov 24 at 12:30 pm

Complete IROS Module and submit answers for the assessment and wrap-up sections

UNIT

Dec
01

Due: Monday, Dec 01 at 12:30 pm

Assessment Review

Case Report Write-up

Dec
08

Due: Monday, Dec 08 at 12:30 pm

You will complete a case formal report evaluating the student in your case study with information from each assessment given. Use format given for writing reports.

Educational Assessment

Dec
08

Due: Monday, Dec 08 at 12:30 pm

Part I: Administration Proficiency (20 pts.)

Item	Score		
	Pts. Earned	Pts. Possible	NA
The Evaluator:			
1. Reviewed prior assessment results and student needs prior to testing.		2	
2. Prepared a suitable location with necessary materials and equipment.		1	
3. Established a rapport prior to assessment.		2	
4. Explained the purpose of assessment in an appropriate manner.		1	
5. Maintained student attention during the assessment.		2	
6. Used appropriate prompting procedures.		2	
7. Repeated or demonstrated items as appropriate.		2	
8. Administered items in correct order and gave all items.		2	
9. Provided appropriate feedback to student responses to the items.		2	
10. Properly managed inappropriate behavior.		2	
11. Ended the assessment positively with appropriate praise.		2	

Part II: Scoring Proficiency (20 pts.)

Item	Score		
	Pts. Earned	Pts. Possible	NA
The Evaluator:			
1. Completed the cover sheet correctly (including chronological age).		2	
2. Established accurate basal levels.		3	
3. Established accurate ceiling levels.		3	
4. Included appropriate notes about student responses to particular items.		3	
5. Calculated accurate raw scores.		3	
6. Calculated and recorded accurate transformed scores.		3	

7. Correctly completed the scoring.

3

Oral Presentation

Dec
08

Due: Monday, Dec 08 at 12:30 pm

In-depth Oral Presentation-Case Study Assessment

Task	Possible	Points Earned
Explain the Reason for Referral, and pertinent background info on student with confidentiality	2	
Explain test results for Cog, Achieve, Adaptive and Behavior with Standard Scores	2	
Explain PLAAFPS with their connections to the assessments performed	2	
Explain MAGS with their connections to the assessments performed	2	
Explain recommendations with their connections to the assessments performed	2	
Visual (overhead, handout, posters, etc.) Quality and effectiveness	2	
Professionalism: dress, mannerisms, equal participation	1.5	
Stay within allotted time (8 mins.)	1.5	
TOTAL	15	

Final

Dec
11

Due: Thursday, Dec 11 at 12:30 pm

Final

Schedule

Date	Topics	Assignmnets
Week 1		
W Sep 03 Wednesday	Introduce syllabus and course expectations. Ice-breaker activity. Form teams.	
Week 2		
M Sep 08 Monday	Categories of special education. Why We Assess. Pillars of Assessment.	Study Guide 1: Ch. 1, Defining and Describing the Assessment of Students with Special Needs
W Sep 10 Wednesday	Assessment Terminology. Pre-referral/referral process. Eligibility through Assessment Eligibility for OHI	Study Guide 2: Ch. 2, Steps in the Assessment Process
Week 3		

M Sep 15 Monday	<u>Review IEP Process/Write Present Level of Academic and Functional Performance/IEP Goals.</u> IEP (Pre-referral) process.	Study Guide 3: Ch. 4, Test Scores and What They Mean
W Sep 17 Wednesday	Parts of an instructional objective. Mock IEP.	IEP Video
Week 4		
M Sep 22 Monday	<u>Criterion Referenced Assessment and Curriculum-Based Assessment.</u> Eligibility for ID.	Study Guide 4: Ch. 5, Selecting and Using Assessment Instruments
W Sep 24 Wednesday	Learn Brigance. Rubric & Portfolio Assessments	
Week 5		
M Sep 29 Monday	Ecological Inventories. Inclusive Assessment	Brigance
W Oct 01 Wednesday	UAA Teacher made tests. Alternative grading. Task Analysis. Go over clinic testing procedures. Inclusive Assessment	
Week 6		
M Oct 06 Monday	<u>Woodcock-Johnson III Cognitive Battery.</u> Measurement Concepts. Check out WJ III Cognitive kit —1 per team. Meet in 185 MCKB	Study Guide 5: Ch. 3, Practical Measurement Concepts Woodcock Johnson Cog Video
W Oct 08 Wednesday	<u>Woodcock-Johnson III Cognitive Battery.</u> Measurement Concepts. Eligibility for TBI. Interpreting the Leiter	Ecological Inventory
Week 7		
M Oct 13 Monday	Cognitive and Achievement Testing	Study Guide 6: Ch. 11, Assessing Academic Achievement: General Strategies Study Guide 7: Ch. 6 (p. 102-127), Assessing Intelligence WISC Professionalism
W Oct 15 Wednesday	<u>Adaptive Behavior Assessment.</u> Interpret the Vineland (video). Eligibility for ID.	Study Guide 8: Ch. 6 (p. 127-132), Adaptive Behavior Vineland WJIII Cognitive
Week 8		
M Oct 20 Monday	Administer, score, and interpret the SIB-R (video). Compuscore	SIB-R video
W Oct 22 Wednesday	<u>WJ III Achievement Battery.</u> Learn the WJ III Achievement. Administer, score, and interpret. Check out WJ III Achievement kit —1 per team	Woodcock Johnson Achieve Video
Week 9		
M Oct 27 Monday	MIDTERM	Midterm
W Oct 29 Wednesday	<u>Language and Bilingual Assessment.</u> Disproportionate representation. Language Interviews. SLD eligibility and RTI (Kellems)	Study Guide 9: Ch. 8, Language and Bilingual Assessment SIB-R Assessment Plan
Week 10		
M Nov 03 Monday	Learn the BOS (video).	WJIII Achievement

		BOS video
W Nov 05 Wednesday	Autism: Administer, score, and interpret the CARS. meet in room 185 MCKB	
Week 11		
M Nov 10 Monday	Autism: Eligibility for Autism. Meet in 185 MCKB	BOS
W Nov 12 Wednesday	Behavioral Assessment. Eligibility for ED. Interpret the BASC (video) & Connors. SIB-R Compuscore	Study Guide 10: Ch. 9, Assessing Behavior BASC
Week 12		
M Nov 17 Monday	Visual/Auditory Processing Problems/Learning Styles/Motor Proficiency	Reading: Ch. 7, Developmental Assessment
W Nov 19 Wednesday	Interpret the VMI Interpret PPVT Eligibility for LD/3 tier approach/Response to Intervention (Kellems)	PPVT CARS VMI
Week 13		
M Nov 24 Monday	Out of class assignment: IRIS Module http://iris.peabody.vanderbilt.edu/clde/challenge.htm	IRIS Module
T Nov 25 Tuesday	Friday Instruction	
W Nov 26 Wednesday	No Classes	
Week 14		
M Dec 01 Monday	Eligibility for CD Exposure to UNIT (video)	UNIT
W Dec 03 Wednesday	Case study group work time	
Week 15		
M Dec 08 Monday	Case-study Reports Due. Case-study Oral Presentations.	Oral Presentation Case Report Write-up Educational Assessment
W Dec 10 Wednesday	Case-study Reports Due. Case-study Oral Presentations. Review for final	
Th Dec 11 Thursday	Final Exam: 277 MCKB 2:30pm - 5:30pm	Final
Week 16		
M Dec 15 Monday		
W Dec 17 Wednesday		

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 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 and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability

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

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