

CPSE 420 - Kellems- Assess/Eval Stdnts w/Excp Nds

Fall 2017

Section 002: 160 MCKB on M W from 12:30 pm - 1:50 pm

Instructor/TA Info

Instructor Information

Name: Ryan Kellems
Office Location: 340-B MCKB
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TA Information

Name: Mikaela Jensen
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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

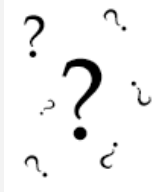
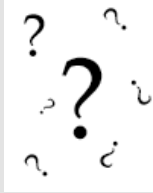
Admission to the teacher licensure or undergraduate programs in special education or permission of the instructor.

Materials

Item	Price (new)	Price (used)
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Choose 1 of the following options:

Option 1: 1 Item

	ASSESS STUDENTS W/ SPEC NEEDS 5E W/ACCESS PKG <i>Required</i> by VENN, J	103.00
OR Option 2: 1 Item		
	EBOOK ASSESS STUDENTS W/SPEC NEEDS 5E <i>Required</i> by VENN, J	77.00

Grading Scale

Grades	Percent
A	96%
A-	91%
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.

Data-based goals and objectives

Use assessment information to derive appropriate statements for Present Levels of Academic Achievement and Functional Performance (PLAFFP) and measureable annual goals.

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

Quiz 1: Chapter 1

Due: Monday, Sep 11 at 12:30 pm

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF. You may not use the internet, a friend or your textbook.

Quiz 2: Chapter 4

Due: Wednesday, Sep 13 at 11:59 am

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF. You may not use the internet, a friend or your textbook.

Quiz 3: Chapter 2

Due: Monday, Sep 18 at 12:30 pm

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF. You may not use the internet, a friend or your textbook.

Brigance

Due: Wednesday, Sep 20 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

Turn in a hard copy of everything in class.

Quiz 4: Chapter 5

Due: Wednesday, Sep 20 at 12:30 pm

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF. You may not use the internet, a friend or your textbook.

Quiz 5: Chapter 3

Due: Monday, Sep 25 at 12:30 pm

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF. You may not use the internet, a friend or your textbook.

VMI

Due: Monday, Sep 25 at 2:00 pm

Complete the In class review of the VMI- Make sure to turn in your completed review form

WISC

Due: Monday, Oct 02 at 12:30 pm

Assessment Review in-class assignment
Quiz 6: Chapter 6 (102-127)

Due: Monday, Oct 02 at 12:30 pm

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF.
You may not use the internet, a friend or your textbook.

Practicum-Assessment Observation

Due: Wednesday, Oct 04 at 12:30 pm

During week 1 of the Fall Practicum

Schedule a time to meet with your mentor teacher to talk about assessment

1. Find out what kind of assessments happen in the classroom
 - a. Discuss formal assessments (ex. Woodcock Johnson, KTEA, UNIT)
 - b. Discuss informal assessment (DIBELS, other curriculum based measurement, teacher made assessments)
2. Discuss a type of academic assessment that will occur in the next three weeks that you would be able to observe (Assessment may be formal or informal)
3. Decide on the academic assessment and schedule a time to observe

During weeks 1-3 of the Fall Practicum

Observe an assessment

1. What type of assessment are you observing?
 1. Describe what happens during the assessment
 2. What information was gained about the student from the assessment?
 3. What questions do you have after watching the assessment?

Write a 1-page single spaced reflection about that includes your teacher interview and your assessment observation.

Rubric

Criteria	Exceeds Expectations 3	Meets Expectation 2	Below Expectations 1	Does not address 0	Score
Shows evidence of meeting with teacher	Describes when and where the meeting took place. Meeting	Describes when the meeting took place. Meeting took place	Mention of communication with teacher.	No evidence of meeting with teacher	

	took place in person.	in person or by email.			
Discussion includes description of a variety of assessments	Discusses three or more academic assessments with description. At least one formal and one informal.	Discusses at least two academic assessments with description. At least one if formal and one is informal.	Discusses at least one assessment with description or two or more without description.	No discussion of assessment types	
Describes an appropriate assessment to observe	Selects an academic assessment with a detailed description.	Selects and academic assessment with a description.	Selects an academic assessment with no description.	No assessment or a non-academic assessment	
Describes what happens during the assessment	A detailed description of what happens sequentially during the assessment	A detailed description with an overview of the assessment	A description of giving the assessment with minimal detail.	No description of what happens during the assessment.	
Provides information on what was learned from the assessment	A detailed description of 3 or more things that were learned from the assessment	A detailed description of 2 things that were learned during the assessment	A detailed description of 1 thing that was learned during the assessment.	No description or very little detail.	
Includes a discussion of further questions they have about assessment	TC shows evidence of thinking deeply about assessment and providing three or more questions they have.	TC shows evidence of some thinking about assessment and provides at least two questions they have.	TC shows evidence of minimal thinking about assessment and provides at least one question they have	No discussion about further questions	
Writing style	Paper is written in	Paper is written in	Paper is written in	Paper is not written	

	paragraph style with excellent attention to grammar, spelling and mechanics. At least 2 pages.	paragraph style with good attention to grammar, spelling and mechanics. At least 2 pages.	paragraph style with some attention to grammar, spelling and mechanics. One page, but less than two.	in paragraph style with little attention to grammar, spelling and mechanics. Less than one page.	
Total					

Quiz 7: Chapter 6 (127-132)

Due: Monday, Oct 16 at 12:30 pm

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF. You may not use the internet, a friend or your textbook.

Vineland

Due: Monday, Oct 16 at 12:30 pm

In CLASS review

Assessment Plan

Due: Monday, Oct 23 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. Your Group must administer the WCJIV- Cog, WCJ IV Achievement and a 3rd test you decide upon based on the needs of the individual you are testing. If your group has 4 people you must administer 4 assessments or 1 assessment per group member.

SIB-R video

Due: Monday, Oct 23 at 12:30 pm

With a partner from class, 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

Video Worksheets Rubric		
Criteria	Points Earned	Points Possible
Complete video learning		0.5

<i>activity with a partner from class</i>		
<i>Have a copy of the protocol in front of you as you watch video</i>		0.5
<i>Pause the video after each sub-test and practice giving the sub-test to your partner</i>		0.5
<i>List two questions you have about the assessment</i>		0.5
<i>Fill out and answer questions</i>		3

SIB-R video worksheet.docx Download

Quiz 8: Chapter 11

Due: Wednesday, Oct 25 at 12:30 pm

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF. You may not use the internet, a friend or your textbook.

WJIV Cognitive

Due: Wednesday, Nov 01 at 12:30 pm

Woodcock Johnson IV Cognitive Rubric	Score	Possible
Examiner's name & date in ink		1
Administer subtests: 1-7		4
Complete Protocol correctly		8
Compuscore Cognitive (submit compuscore generated report with standard scores, age equiv, and grade level equiv)		2
Write 1 page summary of the test scores- See assignment example		4
Write 2 PLAAFPS with 2 Measurable Goals based on your testing- PLAAFP and MAG are not counted as part of the one page summary.		4
Write a 1 page reflection		2
TOTAL		25

WJ IV Write up Example.docx Download - Please note this is only the write up and you will need to submit the score reports as well as a reflection.

Please submit a copy of the computer generated score report in addition to the one page summary.

Submit hard copies of everything including the test protocol in class

Midterm

Due: Monday, Nov 06 at 11:59 pm

SIB-R

Due: Wednesday, Nov 08 at 12:30 pm

Example Compu-score.pdf Download **Points Earned** **Points Possible**

SIB-R Objectives

Demographic info filled out in ink	1
Appropriate chronological age found	2
Administer all subtests: A-N appropriately	4
Correct basal and ceiling for each subtest	4
Problem behavior section appropriately filled in	3
Individual Plan Recommendation filled out	3
Compuscore correctly	3
Write 2 PLAAFPS with 2 Measurable Goals based on your testing	5
TOTAL	25

BASC- Video

Due: Monday, Nov 13 at 12:30 pm

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

Quiz 9: Chapter 9

Due: Monday, Nov 13 at 12:30 pm

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF. You may not use the internet, a friend or your textbook.

BOS

Due: Wednesday, Nov 15 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

Sample BOS Write Up.docx Download

BOS_Rating_Scale.pdf Download

BOS video

Due: Wednesday, Nov 15 at 12:30 pm

Have a BOS administration book. There is no protocol but you need to copy the three page current performance form from the manual. with you as you watch

the video online: <https://vimeo.com/album/2999242> password: cpse420 and complete BOS worksheet with a partner

Video Worksheets Rubric		
Criteria	Points Earned	Points Possible
<i>Complete video learning activity with a partner from class</i>		0.5
<i>Have a copy of the protocol in front of you as you watch video</i>		0.5
<i>Pause the video after each sub-test and practice giving the sub-test to your partner</i>		0.5
<i>List two questions you have about the assessment</i>		0.5
<i>Fill out and answer questions</i>		3

BOS video.docx Download

WJIV Achievement

Due: Wednesday, Nov 22 at 12:30 pm

Woodcock Johnson IV Achievement Rubric Fall 2007	Score	Possible
Examiner's name & date in ink		1
Administer subtests 1-11		4
Complete Protocol correctly		8
Compuscore Achievement (submit compuscore generated report with standard scores and grade level equiv)		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

CARS- Submit to Dr. Kellems Office

Due: Wednesday, Nov 29 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" written on front page in correct box and box checked for Severity Group		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
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You should submit your CARS to Dr. Kellems office. Please leave it with the secretary in 340 MCKB and ask her to put it in my box.

Practicum- Informal Assessment

Due: Wednesday, Nov 29 at 12:30 pm

Informal Assessment Assignment.2017.docx Download

PPVT

Due: Monday, Dec 04 at 12:30 pm

UNIT

Due: Monday, Dec 04 at 12:30 pm

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

Quiz 10: Chapter 8

Due: Wednesday, Dec 06 at 12:30 pm

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF. You may not use the internet, a friend or your textbook.

Educational Assessment- Video

Due: Wednesday, Dec 13 at 12:30 pm

Part I: Administration Proficiency (20 pts.)

Item	Score
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The Evaluator:	Pts. Earned	Pts. Possible	NA
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	
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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

Due: Wednesday, Dec 13 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	1	
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	1	
Explain recommendations with their connections to the assessments performed	1	
Visual (overhead, handout, posters, etc.) Quality and effectiveness	1	
Professionalism: dress, mannerisms, equal participation	1	
Stay within allotted time (15 mins.)	1	
TOTAL	10	

Case Report Write-up

Due: Wednesday, Dec 13 at 12:30 pm

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

[EXAMPLEcasestudy.docx](#) Download

[TEMPLATEcasestudy.docx](#) Download

Final Exam

Due: Monday, Dec 18 at 11:59 pm

Schedule

Date	In Class	Readings Due	Assignments Due
W Sep 06 Wednesday	Introduce syllabus and course expectations. Form teams based on practicum groups.		Quiz 1 Chapter 1 Opens Quiz 2 Chapter 2 Opens
M Sep 11 Monday	Key Assessment Terms	Defining and Describing the Assessment of Students with Special Needs Chapter 1- Those of you without the book yet can download a copy of the chapter. Venn5e_Ch01.pdf Download. Study Guide- Quiz 1: Chapter 1.docx Download	Quiz 3 Chapter 3 Opens Quiz 1 Chapter 4 Closes
W Sep 13 Wednesday	Class starts at 12:00- We will get out by 1	Chapter 4 Test Scores and What They Mean Study Guide 2 (Ch.4).docx Download	Quiz 2 Chapter 4 Closes Quiz 4 Chapter 5 Opens
M Sep 18 Monday	Steps in the assessment process- Pre-referral/referral process. Eligibility through Assessment	Chapter 2 Steps in the Assessment Process Study Guide 3 (Ch.2).docx Download	Quiz 3 Chapter 5 Closes Quiz 5 Chapter 6 Opens
	Review IEP Process/Write Present Level of Academic and Functional Performance/IEP Goals. IEP (Pre-referral) process.		
W Sep 20	Criterion Referenced	Chapter 5	Quiz 4

Wednesday	Assessment and Curriculum-Based Assessment.	Selecting and Using Assessment Instruments Study Guide 4 (Ch.5).docx Download	Chapter 5 Closes Brigan
M Sep 25 Monday	Rubric & Portfolio Assessments In-Class Assessment Review: VMI	Chapter 3 Practical Measurement Concepts Study Guide 5 (Ch.3).docx Download	Quiz 5 Chapter 5 Closes Quiz 6 Chapter 6 (102-127) Opens VMI
W Sep 27 Wednesday	Ecological Inventories. Inclusive Assessment		
M Oct 02 Monday	Cognitive Testing WISC In class review	Chapter 6 Pg. 102 - 127 Assessing Intelligence Study Guide 6 (Ch 6 pg 102-127).docx Download	Quiz 6 Chapter 6 (102-127) Closes WISC
W Oct 04 Wednesday	SLD eligibility and RTI.		Practic Asses Observ
M Oct 09 Monday	Woodcock-Johnson IV Cognitive Battery. Measurement Concepts. Check out WJ IV Cognitive kit —1 per team. Meet with Mild/Moderate class 250 MSRB	Cognitive testing	Quiz 7 Chapter 7 (127-132) Opens
W Oct 11 Wednesday	Dr. Kellems Gone Woodcock-Johnson IV Cognitive Battery. Measurement Concepts. Meet with Mild/Moderate class 250 MSRB	Cognitive Testing	
M Oct 16 Monday	Adaptive Behavior Review Vineland	Chapter 6 Pg. 127-132 Adaptive Behavior Study Guide 7 (Ch.6 pg 127-132).docx Download	Vineland Quiz 7 Chapter 7 (127-132) Closes
W Oct 18 Wednesday	Class will Start at Noon Learn how to Compuscore WCJ IV- Watch tutorial videos		Quiz 8 Chapter 8 Opens

	on the WCJ IV scoring website- located under resources tab at top of page prior to class.		
M Oct 23 Monday	Administer, score, and interpret the SIB-R (video). Compuscore Bring a copy of SIB-R to class		SIB-R Asses Plan
W Oct 25 Wednesday	Academic Achievement- Content from Chapter 11 will be on the Midterm	Chapter 11 Assessing Academic Achievement Study Guide 8 (Ch. 11).docx Download	Quiz 8 Chapte Closes
M Oct 30 Monday	WJ IV Achievement Battery. Learn the WJ IV Achievement. Administer, score, and interpret. Check out WJ IV Achievement kit —1 per team Meet with Mild/Moderate class 250 MSRB		
W Nov 01 Wednesday	Woodcock Johnson IV Achievement Meet with Mild/Moderate class 250 MSRB		WJIV Cognit
Th Nov 02 Thursday			Midter Opens
M Nov 06 Monday	MIDTERM- Taken on LS- No class this day		Quiz 9 Chapte Opens Midter Closes
W Nov 08 Wednesday	Autism: Eligibility for Autism. Autism: Administer, score, and interpret the CARS. Dr. Gabrielsen will present Meet in 250 MSRB		SIB-R
M Nov 13 Monday	Behavioral Assessment. Eligibility for ED. Interpret the BASC (video).	Chapter 9 Assessing Behavior Study Guide 9 (Ch.9).docx Download	BASC- Quiz 9 Chapte

			Closes
W Nov 15 Wednesday	Dynamic Learning Maps Learn how to Administer the BOS		BOS BOS v
M Nov 20 Monday	Submit CARS to Dr. Kellems office. Ask the secretary to put it in his box HAPPY THANKSGIVING- No Class No class		Quiz 1 Chapte Opens
T Nov 21 Tuesday	Friday Instruction		
W Nov 22 Wednesday	No Classes		WJIV Achiev
M Nov 27 Monday	Visual/Auditory Processing Problems/Learning Styles/Motor Proficiency Task Analysis		
W Nov 29 Wednesday	PPVT- In class review		CARS- Submi Dr. Kel Office Practic Inform Asses
M Dec 04 Monday	Eligibility for CD Exposure to UNIT (video)		UNIT PPVT
W Dec 06 Wednesday	Language and Bilingual Assessment Disproportionate representation. Language Interviews.	Chapter 8 Language and Bilingual Assessment Study Guide 10 (Ch.8).docx Download	Quiz 1 Chapte Closes
M Dec 11 Monday	Case Study Reports		
W Dec 13 Wednesday	Case-study Reports Due. Case-study Oral Presentations. Review for final		Oral Preser Case F Write-t Educa Asses Video

Th Dec 14 Thursday	Review for Final	
F Dec 15 Friday	Fall Exam Preparation (12/15/2017 - 12/15/2017)	
Sa Dec 16 Saturday	First Day of Fall Final Exams (12/16/2017 - 12/21/2017)	Final E Opens
M Dec 18 Monday	FINAL EXAM on Learning Suite- Must be completed NOT STARTED by Midnight on the 18th.	Final E Closes
W Dec 20 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 Misconduct

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

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

BYU offers confidential resources for those affected by Sexual Misconduct,

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

Student Disability

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

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