

CALIFORNIA STATE UNIVERSITY, FRESNO
COURSE SYLLABUS



INTRODUCTION TO COURSE AND INSTRUCTOR

SYLLABUS FOR SEMINAR IN CAREER DEVELOPMENT THEORY (COUN 220)	
Semester: Fall 2020	Department of Counseling Education & Rehabilitation, California State University, Fresno 5005 N. Maple Ave. M/S ED3 Fresno, CA 93740-8025 Office: Education Building, Rm 350 Phone: 559.278.0340 Email: acardiel@csufresno.edu
Course Name: Seminar in Career Development Theory	Instructor Name: Sergio Pereyra, Ph D., LMFT (UT), AMFT (CA)
Units: 3	Office Location: ED 451
Time: Tues 4:00 – 6:50 pm/ Online	E-Mail: spereyra@csufresno.edu
Location: Zoom	Telephone: 278-3341
Website: https://www.youtube.com/channel/UCwhaVvj3FifcrTHDDVNIkxw	Office Hours: Zoom, by apt only

Health Screening:

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor’s order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: www.fresnostate.edu/coronavirus

Course description: Prerequisite: COUN 174. Examination of career development theories and research for their implications in understanding career development generally and career counseling specifically. (2 seminar, 2 lab hours) (Course fee for assessment materials, \$10) (taken straight from the University Course Catalog).

REQUIRED COURSE MATERIALS

Swanson, L. S. & Fouad, N. A. (2015). Career theory & practice. Learning Through Case Studies (3rd ed.). Thousand Oaks, California: Sage.*

* *Immediate Access Enrollment book. Automatically charged in 10 days. Students can opt out*

Recommended, but not required:

American Psychological Association. (2010). APA publication manual (6th ed). Washington D.C.: American Psychological Association.

I. COURSE SPECIFICS

Summary/outline of the course: This is a three-unit seminar course involving readings, practice assignments, peer reviews, & exams. This will be an online/ hybrid course, meaning that you will do a majority of your work online and we will only physically meet during the first day of instruction for material that is not covered in the textbook.

II. Commission on Teacher Credentialing (CTC) Standards for Pupil Personnel Services: (CTC 4, 7 20 Introduction):

Standard 4 Assessment

The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.

Standard 7 Family-School Collaboration

The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.

Standard 20 Career Development

The program provides candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.

CACRE P 2016 Standard	Common Core Curricular Category	Standard	Learning Activities & Experiences	Evaluation Method
2.F.4.a	Career Development	Models of career development, counseling and decision-making models	Class Discussion, Reading Reports, Practice Assignments, Peer Reviews, Group Presentations	Group Presentations,
2.F.4.b	Career Development	Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	Class Discussion, Reading Reports, Practice Assignments, Peer Reviews, Group Presentations	Midterm (essay question 1)
2.F.4.c	Career Development	Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Class Discussion, Reading Reports, Practice Assignments, Peer Reviews, Group Presentations	Midterm (essay question 2)
2.F.4.d	Career Development	Approaches for assessing the conditions of the work environment on clients' life experiences	Class Discussion, Reading Reports, Practice Assignments, Peer Reviews, Group Presentations	Midterm (essay question 3)
2.F.4.e	Career Development	Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Class Discussion, Reading Reports, Practice Assignments, Peer Reviews, Group Presentations	Midterm (essay question 4)
2.F.4.f	Career Development	Strategies for career development program planning, organization, implementation, administration, and evaluation	Class Discussion, Reading Reports, Practice Assignments, Peer Reviews, Group Presentations	Final exam (essay question 1)
2.F.4.g	Career Development	Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Class Discussion, Reading Reports, Practice Assignments, Peer Reviews, Group Presentations	Final exam (essay question 2)
2.F.4.h	Career Development	Strategies for facilitating client skill development for career, educational, and life-work planning and management	Class Discussion, Reading Reports, Practice Assignments, Peer Reviews, Group Presentations	Final exam (essay question 3)
2.F.4.i	Career Development	Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Class Discussion, Reading Reports, Practice Assignments, Peer Reviews, Group Presentations	Final exam (essay question 4)
2.F.4.j	Career Development	Ethical and culturally relevant strategies for addressing career development	Class Discussion, Reading Reports, Practice Assignments, Peer Reviews, Group Presentations	Final exam (essay question 5)

III. METHODOLOGY:

Teaching Methods: online work, group discussion, role play activities, student presentations & other experiential learning.

IV. REQUIREMENTS/ ASSIGNMENTS

CTC Required Assignments:

1. Candidates will identify the variety of computer-based and non-computer based career resources. Specifically, candidates will identify 5 computer-based and 5 non-computer based career resources and write a 1 to 2 page paper explaining how you would use each resource with a student. CTC 4
2. Candidates will learn effective techniques for providing educational counseling to pupils and families about academic and career decisions. Candidates will choose a career counseling model and submit a 1 page education plan for a fictitious pupil (and their family) and highlight the techniques they use for this educational plan. CTC7
1. Candidates are to write a career portfolio- create your own pupil scenario and create a career portfolio using examples from the textbook. Submit a 1 to 2 page portfolio. CTC 20
3. Candidates are to role-play and video record a 15 minute assessment meeting with a peer to review the Self Directed Search results using computer assisted career guidance system. Send in the video recording as proof of the assignment. CTC 20
2. Candidates are to review the validity, reliability and usefulness of various tests in the field of career counseling. Choose 3 tests to report on and submit a 2 to 3 page paper of the review. CTC 20
3. Candidates are to visit 3 career sites to collect information on the variety of career resources available and write a 2 to 3 page paper outlining their strengths and weaknesses. CTC 20
4. Candidates are assigned to a small group with the task of creating a career guidance program for a specific client population. This task develops the candidate's ability to assess a pupil's needs, develop intervention strategies and deliver these services in a group setting. CTC 20
4. Candidates are required to conduct a 35-45 minutes assessment meeting with a peer in class (create your own scenario) and video record the meeting. Submit the video recording as proof of the assignment. CTC 4
5. Candidates will development a career development program for a specific student population of your choosing and submit a 3 page report on its core principles, an assessment of the pupil's needs, the intervention strategies, how to deliver these services and how it will help address the needs of this specific student population. CTC 20

Other Course Assignments:

- A. **Reading Reports-** Students will write a reading report (no longer than 1 page) giving a very brief summary of the chapter read, including one thing you liked about the reading and one critique (or thing you did not like about the material presented). These reports will be completion grades and will be worth **3 points each**. Late submissions will be worth **1 point** only.
- B. **Practice Assignments-** Students will complete 3 practice assignments from the *Questions For Discussion* found at the end of the chapters in the text book (chapters of their choice- starting from chapter 4) and submit them on CANVAS. Some chapters contain more than one set of *Questions for Discussion*, but **each set counts as one-** you do NOT need to complete all of the sets from a given chapter. Each assignment will be worth 5 points and **will be graded by your peers** (via “Peer Review” assignment). Students will need to turn in this assignment in CANVAS **AND email the assignment to the peer that is going to evaluate them**. Students will sign up to grade each other on a google docs sheet and emails will be available for students to get a copy of this assignment to the peer that will evaluate them. Late submissions will be subject to course policy.
- C. **Peer Reviews-** Students will review each other’s practice assignments, provide a brief paragraph of feedback offering 3 strengths of their assignment, any (at least one) suggestions for improvement and **assign a grade (1 to 5 points)**. The grade that is assigned to their peer’s work will be recorded in CANVAS as their official grade (unless the professor disagrees with the assigned grade). The peer reviews are to be submitted via CANVAS. Students will need to sign up to evaluate practice assignments **from 3 different students before the first set of practice assignments are due**. This will be done through the same google docs sheet as mentioned above. Late submissions subject to course policy.
- D. **Midterm/Final-** Students will take one midterm exam and one final exam through CANVAS on the designated dates. Each exam will consist of 20 multiple choice questions and some essay questions on the material from the textbook. **These will be closed book, closed note tests**. They will not be timed but must be completed in one sitting and will only be available during the date they are posted on the syllabus; however students can take the tests any time during that day.
- E. **Extra Credit.** All CTC required assignments not specified in A-D or addressed in the textbook are considered extra credit assignments, however, it is mandatory for all students enrolled in the PPS credential program to complete these extra credit assignments (found in CANVAS under “Extra Credit Assignments”) as these are all CTC requirements. Although greater emphasis will be given to students in the School Counseling, Student Academic College Counseling (SACC) and Clinical Rehab programs to complete the extra credit assignments (as these programs are more relevant to career counseling), MFCC students wishing to complete the extra credit assignments will be free to do so.

Grading policy: Final grades will be based on the traditional grade scale ($90\% \leq A$, $80 - 89\% = B$, $70 - 79\% = C$, $69\% \geq F$ / failing). Any curve in the grading scale would be in your favor. All assignments are due at the end of class on the day assigned.

Late work policy: Please note there will be a penalty for late work. **For every class day late**, 33% of the total possible points will be deducted until no points are left.

Grading Summary:

A. Reading Reports (14 chapters):	42 points (~ 38%)
B. Practice Assignments:	15 points (~ 13%)
C. Peer Reviews:	15 points (~ 13%)
D. Midterm:	20 points (~ 18%)
Final:	20 points (~ 18%)
Total	112 points

* F. Extra Credit: **5 points (each!!!)** (4.5%)

Assignment & Tentative Course Schedule/ Outline
COURSE OUTLINE
(may be amended at the discretion of the instructor)

Date	Instructional Details	Due
Week #1 8/25/2020	Course Introduction and Overview & More - Beyond theory- general techniques - Effects of mental health on Work and School <i>Readings: Syllabus</i>	
Week #2 9/1/2020	Online work <i>Readings: Textbook ch. 1 Career Counseling Overview</i>	- Reading Reports
Week #3 9/8/2020	Online work <i>Readings: Textbook ch. 3 Testing & Assessment</i>	- Reading Reports
Week #4 9/15/2020	Online work <i>Readings: Textbook ch. 5 Culturally Responsive Career Counseling</i>	- Reading Reports - Practice Assignment 1
Week #5 9/22/2020	Online work <i>Readings: Textbook ch. 2 Cultural Context</i>	- Reading Reports - Peer Review 1
Week #6 9/29/2020	Online work <i>Readings: Textbook ch. 4 The Case of Leslie</i>	- Reading Reports
Week #7 10/6/2020	Online work <i>Readings: Textbook ch. 7 Theory of Work Adjustment</i>	- Reading Reports
Week #8 10/13/2020	Online work <i>Readings: Textbook ch. 8 Super's Developmental Theory</i>	- Reading Reports - Practice Assignment 2
Week #9 10/20/2020	Online work <i>Readings: Textbook ch. 6 Holland's Theory of Vocational Personalities & Work Environments</i>	- Reading Reports - Peer Review 2
Week #10 10/27/2020	MIDTERM EXAMS- chapters 1 – 8 Test administered through CANVAS online	
Week #11 11/3/2020	Online work <i>Readings: Textbook ch. 9 Gottfredson's Theory</i>	- Reading Reports
Week #12 11/10/2020	Online work <i>Readings: Textbook ch. 10 Social Cognitive Theory</i>	- Reading Reports
Week #13 11/17/2019	Online work <i>Readings: Textbook ch. 11 Emerging Theoretical Approaches</i>	- Reading Reports - Practice Assignment 3
Week #14 11/24/2019	NO CLASS- Thanksgiving break	
Week #15	Online work	- Reading Reports

12/1/2019	<i>Readings: Textbook ch. 14 Intersection of Career and Noncareer issues</i>	- Peer Review 3
Week #16 12/8/2020	Online work <i>Readings: Textbook ch. 12 Ethics and Professional Issues; Textbook ch. 13 Information About the World of Work</i>	- Reading Reports (2 are due- One for EACH chapter)
Week #17 12/15/2020 (Scheduled Final Day)	FINAL EXAM- chapters 9 – 14	

Immediate Access Syllabus Information

There are two primary types of access – Ebook only and Ebook with adaptive materials. Each will have their own access instructions.

EBOOK WITH ADAPTIVE MATERIALS – These are courses that have the EBOOK AND ADAPTIVE supplemental materials for homework, tests, quizzes or other adaptive components that may be assigned by the Professor. The following is a list of adaptive tools:

Connect, Mastering, MyLabs (MAL, MyFinLab, MyMathLab, MyAcctLab, MyStatLab), Smartworks (SW5), ALEKS, Mindtap, Inquizitive, REVEL, WileyPlus

Access to these materials is usually a link made available by the publisher inside Canvas –If a code is needed to access these materials, it is located in the “Welcome” email sent to enrolled students.

EBOOK ONLY COURSES – These are courses where no adaptive materials are used. To access these materials, students click on the “IA Bookshelf” tab inside the Professor’s Canvas page. The material should be active with the words “Read Now”. Students will need to set-up a VitalSource Bookshelf account if they do not already have one. Once an account is created, the material will be available through Canvas or by going directly to the VitalSource website and signing in.

Some main points:

- Enrolling into an Immediate Access (IA) course means that all or some of the materials are delivered to students digitally through the professor’s Canvas system.
- All IA communication will be delivered to the student’s Fresno State email account...It is the STUDENT’S RESPONSIBILITY to read all communication coming from the Bookstore. They should look for email headers such as “IMPORTANT INFORMATION” or “REMINDERS” and check the SPAM folder!
- ALL IA materials are free for the first 10 days of the start of the semester to all students enrolled. After the 10th day of the semester, students who did not OPT OUT of the materials will be charged on their student account the cost of the materials. This information can be found in their welcome letter email from the Bookstore. If they did not receive an email, please contact ecarmona@mail.fresnostate.edu
- OPTING OUT means that students DO NOT want the materials delivered digitally and that THEY are responsible to get the materials on your own – usually at a higher cost. If they OPT

OUT, their digital access will be revoked. **IMPORTANT!** If students OPT OUT of the program, they will also OPT OUT of the required ADAPTIVE materials including their homework, quizzes, tests, etc... This access will be turned off after the 10th day of the semester.

- We ask students to NOT purchase digital materials directly from the Publisher website or make any other purchase that would require them to enter a credit card for that purchase. This will result in a DOUBLE charge! If they are OPTED IN, the campus will bill their student account.
- **THE LAST DAY TO OPT OUT for FALL 2020 is September 1st, 2020.** – It is THEIR responsibility to OPT OUT. Once they click on the OPT OUT link in their Professor’s Canvas page, they will receive a confirmation email. If they do not receive this email, have them try opting out again or contact the Bookstore.
- DO NOT pay for your materials through Canvas!!! If the link provided requires an “ACCESS CODE” it will be delivered to them in their Fresno State email account from the Bookstore. ALL CHARGES will be billed to their student account.
- Student accounts will be charged around **September 10th, 2020**...They will have one week to pay on their student account either online or at Joyal Administration. If they are on financial aid, scholarship or other benefit programs they are still obligated to pay on their account...They should put this money aside.
- If students enroll after the 10th day of class, they will have 24 hours to review the materials and OPT OUT of the program if they choose to purchase elsewhere.
- Any questions about the IA program can be directed to ecarmona@mail.fresnostate.edu

If students have issues with accessing the materials, we ask students to contact their Professor first to confirm professors have made the content available to students in their Canvas page. We ask students to use a web browser like Chrome or Firefox (DO NOT use Safari), and to make sure their pop-up blockers are off. If they still have issues, please direct them to the Bookstore or contact ecarmona@mail.fresnostate.edu for further assistance.

COURSE POLICIES & SAFETY ISSUES

Prohibitions: I will not write down a specific list of things that I want to prohibit in the classroom, but I am prohibiting anything that would distract the class such as talking in class when it is not appropriate to do so, distracting ringtones from cell phones, etc. Will have times to work collaboratively during class and even on an assignment but those specific instances will be announced. The use of audio/video recording of course lectures and class sessions is prohibited. (Note: *federal and state laws on student disability supersede the class policy on access to lecture/material*).

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through CANVAS, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL NOT be available for your viewing.**

UNIVERSITY POLICIES AND SERVICES

Intellectual Property provision

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

Contact information for chair or dean

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Jenelle Pitt
Counselor Education and Rehabilitation Department
jepitt@mail.fresnostate.edu
Office Phone: (559) 278-0304

"For information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)." You may also refer to the online [required syllabus policy statement page](http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc) (http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc)

Students with Disabilities: If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs. *Documentation of recommendations for accommodations from the Student Services Office should be submitted by the end of the second week of class to allow the instructor reasonable time to make accommodations.* Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: "Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another

student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Additionally, students should refer to the Ethics Codes of the ACA, CAMFT, and AAMFT for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism, students can refer to the *APA Publication Manual*. **In summary, use quotation marks and appropriate referencing in citing works / words / concepts other than your own.**

Program Policy on the Use of Electronic Devices in the Classroom (Adopted by the Counselor Education Program, 12-11-07):

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the program has adopted guidelines for the appropriate use of electronic devices within the classroom.

Cell phones: Student must put their cell phones on "silent mode" (**not** vibrate mode – though in Dr. Weir's classes vibrate mode is acceptable if a student is "on call" or has other emergency needs) upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities.

Computers: While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note-taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (Myspace, Facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited.

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

MP3 players, iPods, etc.: The use of such devices, with the accompanying earphones is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <https://library.fresnostate.edu/info/copyright-policy>

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

SUBJECT TO CHANGE STATEMENT

This syllabus and schedule are subject to change in the event of extenuating circumstances.