

CSDS 260 COURSE SYLLABUS

Advanced Clinical Practice: Deaf Education

Semester: FALL 2021	Program/Department: California State University, Fresno Communicative Sciences & Deaf Studies
Course Name: Advanced Clinical Practice: Deaf Education	Instructor Name: Dr. Chantel M. Cox
Units: 1-6	Office Location: Online
Time: To Be Arranged 100 total hours in a DHH classroom setting must be completed to meet the requirements of this CSDS 260 course. Additionally, Between 4 - 6 virtual one-on-one meetings will be scheduled with 260 student and University Instructor	E-Mail: chantelc@mail.fresnostate.edu
Location: To Be Arranged School site placements vary (State Special School, School District, and/or County Superintendent of Schools)	Telephone: (559) 250-3947 text preferred
Website: http://www.fresnostate.edu/chhs/csds	Office Hours: By Appointment 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

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classroom 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 Student Disability Services working in conjunction with the student and faculty member.

Course description: Prerequisites: CSDS 138, CSDS 162, CSDS 163, CSDS 164. Supervised clinical participation and practice in teaching deaf and hard-of-hearing children and youth; parent counseling; on and off-campus clinical sites. CR/NC grading only. (Lab fee, \$10) (CSU liability insurance fee, \$8) Units: 1-6

Prerequisites for the course: Prerequisites: CSDS 138, CSDS 162, CSDS 163, CSDS 164.

Course Overview:

During the semester, candidates will work in DHH classrooms for a minimum total of 100 hours. Students will work with their master teacher to develop, implement and reflect about lesson plans with DHH students in one-on-one, small group, and whole class settings. Candidates will meet regularly with their master teacher and university supervisor to create a portfolio consisting of time logs, lesson plans, reflections, and evaluations.

REQUIRED COURSE MATERIALS

No Text Required

Equipment: Teaching candidates must have access to a computer which they are able to use during the instructional day for the school site where they will be completing their clinic hours for this course. Candidates must have capability to connect to the internet, utilize a communication platform such as Zoom, Google Classroom, Microsoft Teams, etc. determined by the school site they will be working at, and be able to video and/or audio record as needed.

COURSE SPECIFICS

Course Goals:

The Deaf and Hard of Hearing Credential Program requires over 400 hours of clinical practice in classrooms over the arc of the entire program. The primary goal of this course is to begin to practice important foundational concepts that are present within the Teacher Performance Expectations (TPEs), in a clinical practice setting. Clinical practice experiences are the cornerstone of effective teacher preparation and will include the support of a University Supervisor. Participation in clinical practice allows candidates to apply their learning from coursework and receive coaching in order to improve implementation. Additionally, the goal of this course is to provide the clinician with some opportunities to:

- plan and implement lessons for deaf/hard of hearing students
- write lesson plans and evaluate the progress of deaf/hard of hearing students
- work cooperatively with the classroom teacher and support staff
- communicate with the parents of deaf/hard of hearing students when appropriate
- use curricula that is commonly found in classrooms for deaf/hard of hearing students in support of the California Common Core Standards as set forth by the state of California
- become familiar with the care and use of hearing aids and other assistive devices as needed
- observe the IEP process, if/when possible
- reflect on effectiveness of teaching

Primary Learning Outcomes

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC) (Preliminary Education Specialist Teaching Credential Program Standards 1-6) and DHH Teaching Performance Expectations (DHH TPE 1-6).

1. Teacher Candidates will engage and support all students in learning. This includes the monitoring of student learning during instruction and making subject-specific content accessible to all students (DHH TPE 1).
2. Teacher Candidates will create and maintain an effective learning environment for student learning (DHH TPE 2).
3. Teacher Candidates will understand and organize their subject matter for student learning. This includes the demonstration of knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading, and viewing) language skills strategies and assessments based on the language of instruction (ASL/English) (DHH TPE 3).
4. Teacher Candidates will plan instruction and design learning experiences for all students. This includes the demonstration of the ability to design and implement effective individual, social, academic, cognitive, and language learning activities for diverse learners all ages (birth to 22) (DHH TPE 4).

5. Teacher Candidates will interpret and use assessments for planning instruction and to make an informed judgement about what a student knows and is able to do (DHH TPE 5).
6. Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement and develop as a professional educator (DHH TPE 6).

In this course, the following Teaching Performance Expectations (TPEs) may be introduced, practiced, and assessed (as shown below):

TPE 1: Engaging and Supporting All Students in Learning	
1. Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a heritage language), research-based bilingual education methodology, translanguaging practices and current effective learning.	Practiced & Assessed
2. Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.	Practiced & Assessed
3. Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.	Practiced & Assessed
4. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.	Introduced & Practiced
5. Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of Assistive Technology and Augmentative and Alternative Communicative Devices as appropriate).	Practiced & Assessed
6. Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.	Introduced & Practiced
7. Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles or learning, and perspectives into curricular activities.	Introduced & Practiced
8. Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.	Practiced & Assessed
TPE 2: Creating and Maintaining Effective Environments for Student Learning	
1. Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.	Practiced & Assessed
2. Design learning environments that maximize opportunities to progress from emerging to a formal language, and using translanguaging techniques appropriate to each student to further ASL and/or English competency.	Practiced & Assessed
3. Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.	Practiced & Assessed
4. Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students.	Practiced & Assessed
5. Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.	Practiced & Assessed

6. Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.	Practiced & Assessed
7. Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources.	Practiced & Assessed
8. Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.	Practiced & Assessed
9. Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.	Practiced & Assessed
TPE 3: Understanding and Organizing Subject Matter for Student Learning	
1. Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.	Practiced & Assessed
2. Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.	Practiced & Assessed
3. Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).	Practiced & Assessed
4. Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.	Introduced & Practiced
5. Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.	Practiced & Assessed
6. Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.	Practiced & Assessed
7. Use appropriate multimedia tools to provide language access and support conceptual knowledge.	Practiced & Assessed
8. Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.	Practiced & Assessed
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
1. Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.	Practiced & Assessed
2. Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.	Practiced & Assessed
3. Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.	Practiced & Assessed
4. Plan and design instruction that develops students' self-advocacy skills and learning needs from birth to 22.	Practiced & Assessed
5. Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	Practiced & Assessed
6. Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.	Practiced & Assessed
7. Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.	Practiced & Assessed
TPE 5: Assessing Student Learning	
1. Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring.	Practiced & Assessed

2. Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.	Practiced & Assessed
3. Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress.	Practiced & Assessed
4. Evaluate instructional practices, record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders.	Practiced & Assessed
5. Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on assessments of student growth to determine level of proficiency for each deaf student.	Practiced & Assessed
6. Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access and independence.	Practiced & Assessed
TPE 6: Developing as a Professional Educator	
1. Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.	Practiced & Assessed
2. Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models.	Practiced & Assessed
3. Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.	Practiced & Assessed
4. Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.	Practiced & Assessed
5. Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf student.	Practiced & Assessed
6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	Practiced & Assessed
7. Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as well as a team approach in collaboration with other service providers and community agencies to design assessment and instruction.	Practiced & Assessed
8. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.	Practiced & Assessed

Course requirements/assignments:

To earn credit for the course, the student is required to fulfill the following requirements:

- a. Together with the Master Teacher, arrange a **schedule of 100 hours** to spend in the classroom (due to current circumstances with COVID, hours should be done in accordance with school district plan for health and safety). A copy of the schedule must be given to the university supervisor within the first 2 weeks of the semester. Each time you work with the class, the date and start and end must be documented in a time log. (Ex: Tues & Thurs, 2nd period, 9:04am – 9:56am). Make sure you check the school site calendar for any days that are not instructional days.
- b. Record hours and activities in the classroom on **Clinic Log**.
- c. Behave in a professional manner. Behaving in a professional manner includes being respectful of the Master Teacher and all students. You are expected to maintain confidentiality.

- d. Observe approximately ten hours of lessons before beginning to teach lessons. Complete **Clinician Observation Forms** for each lesson observed. Keep forms in an **electronic portfolio**.
- e. Decide, with the Master Teacher, which lessons you will teach. These lessons can be with individual students, small group, or whole class.
- f. Provide the Master Teacher with a **lesson plan** for each lesson prior to teaching so they can provide you with feedback on the plan. Lesson plans must include standard, objective, materials, motivation/anticipatory set, direct instruction, guided practice, independent practice, evaluation procedures, and follow up activity ideas.
- g. Reflect and self-evaluate the success of each lesson and discuss feedback from Master Teacher with him/her/them.
- h. Communicate effectively with the students and Master Teacher.
- i. Keep all lesson plans and **written feedback from Master Teacher and university supervisor** in a well-organized portfolio.
- j. If unable to attend your clinical placement because of an emergency/personal situation, inform the Master Teacher as soon as possible and be sure to arrange for an alternate time. Email your university supervisor with information regarding the change in schedule.
- k. Inform the university supervisor and Master Teacher when you are at the half-way point (50 hours).
- l. **Send weekly email summaries to the university supervisor.** Be sure to include the following information: your name, your Master Teacher's name, number of hours completed to date, brief description of lessons taught in the week, any questions/comments/ concerns. It is important to maintain confidentiality regarding students so do not identify students by name in emails. Instead, you can use initials or create an alias for them. If for some reason weekly email summaries is not possible, please write a thorough final summary of the practicum (five page minimum) and submit it to the faculty supervisor.
- m. Elicit evaluations from Master teacher, University Supervisor and yourself (Self eval) – (completed **mid evaluation form** at the 50-hour point and the **final evaluation form** at the 100 hour point).
- n. With the faculty supervisor, arrange **6 sessions for observation**. Be sure to have a copy of the lesson plan available for the supervisor. Observations may be in person, or virtual.
- o. Request, from the Master Teacher, a time to observe an IEP meeting.
- p. Immediately contact university supervisor if any unresolved conflicts occur.
- r. Maintain up-to-date insurance and health requirements (TB Hep A & B, and MMR).

If the 100-hour classroom observation is not met during the semester, student will receive an incomplete.

GRADING CRITERIA: This course is a Credit/No Credit course. In order to complete the course, the following requirements must be met

Tasks	Percentage of Total Grade
Completion of 100 hours minimum	50%
Completion and Submission of Forms/Portfolio	25%
Satisfactory Evaluations and Conferencing with University Supervisor	25%

Grading scale	Grade
80% - 100%	Credit
0% - 79%	No Credit

Assignment and Evaluation Schedule

Due Date	Assignment
Week 1	Meet Master Teacher, Agree on and create a schedule to total 100 hours, Arrange to observe an IEP, Schedule formal observations with University Supervisor, Observe up to 10 hours, Document Week One Observation Notes, Create Portfolio, Log time in Time Log, Plan and Create lesson plans for following week, Submit weekly summary to University supervisor
Weeks 2 - 3	Implement Lesson plans, Document reflection and self-evaluation notes, elicit feedback from Master Teacher, Document feedback, Submit Lesson plans and weekly summary to University Supervisor, Document time in Time Log
Weeks 4 - 5	Implement Lesson plans, Document reflection and self-evaluation notes, elicit feedback from Master Teacher, Document feedback, Submit Lesson plans and weekly summary to University Supervisor, Document time in Time. Begin to schedule 50 hour self-evaluation, master teacher evaluation and university supervisor evaluation

Due Date	Assignment
Weeks 6 – 7	Implement Lesson plans, Document reflection and self-evaluation notes, elicit feedback from Master Teacher, Document feedback, Submit Lesson plans and weekly summary to University Supervisor, Document time in Time, Be sure to have completed 50 hour self-evaluation, master teacher evaluation and university supervisor evaluation
Weeks 8 - 9	Implement Lesson plans, Document reflection and self-evaluation notes, elicit feedback from Master Teacher, Document feedback, Submit Lesson plans and weekly summary to University Supervisor, Document time in Time Log
Weeks 10-11	Implement Lesson plans, Document reflection and self-evaluation notes, elicit feedback from Master Teacher, Document feedback, Submit Lesson plans and weekly summary to University Supervisor, Document time in Time Log
Weeks 12-13	Implement Lesson plans, Document reflection and self-evaluation notes, elicit feedback from Master Teacher, Document feedback, Submit Lesson plans and weekly summary to University Supervisor, Document time in Time Log
Weeks 14 - 15	Implement Lesson plans, Document reflection and self-evaluation notes, elicit feedback from Master Teacher, Document feedback, Submit Lesson plans and weekly summary to University Supervisor, Document time in Time. Begin to schedule 100 hour self-evaluation, master teacher evaluation and university supervisor evaluation
Week 15 - 16	Implement Lesson plans, Document reflection and self-evaluation notes, elicit feedback from Master Teacher, Document feedback, Submit Lesson plans and weekly summary to University Supervisor, Document time in Time, Be sure to have completed 100 hour self-evaluation, master teacher evaluation and university supervisor evaluation. SUBMIT FINAL PORTFOLIO TO UNIVERSITY SUPERVISOR on or before the last day of instruction during the semester.

Observation Protocol: The observation rubric is aligned to the California Teacher Performance Expectations (TPEs) and will be used as a formative assessment. During the semester, the university supervisor will use the observation rubric to provide a minimum of six formal observations and feedback necessary to improve practice. Students may also receive feedback from a master teacher and/or a school administrator, all of whom are invested in facilitating success.

CSDS 260 Course Grading: Students must complete 100-hour classroom observation, pass mid and final evaluations, and submit the final portfolio containing all required documentation as outlined on or before the due date. Earning “credit” in CSDS 260 indicates that all expectations outlined have been satisfactorily met as determined by the

university supervisor based on formal observations, mid and final evaluations, and evaluation of final portfolio submission.

If there are questions or concerns that you have about this course that we are not able to resolve, please feel free to contact Dr. Steven Skelton, Communicative Sciences and Deaf Studies Department Chair. Dr. Skelton can be reached by email: sskelton@mail.fresnostate.edu or by phone: (559) 278-2423.

UNIVERSITY POLICIES

Late work and make-up work policy:

Course policies on attendance and make-up work follow [APM232](http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/232.pdf) (<http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/232.pdf>). Reasonable accommodations will be made for authorized student absences/failure to complete online assignments by the due date. If the student has a short-term serious and compelling medical condition or when a death or serious illness in the immediate family (i.e., parent, spouse, sibling or child) prevents attending class or submitting an online assignment by the due date, the student is responsible for contacting the instructor as soon as possible and for providing documentation of the reason. Examples of authorized student absences due to University-sponsored activities include, but are not limited to, artistic performances sponsored by university performance ensembles or artistic groups; athletic events in which the student competes; field trips or competitions sponsored through an academic program, and attendance at regional or national conferences. Extensions of time may be given within reason. All work must be completed and submitted by midnight on the last day of instruction.

Students with Disabilities: 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 Madden Library, Room 1202 - (559) 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.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If so, this will be provided to students by the instructor on or before the last day of instruction.

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 includes 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).

Computers: 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 Rev. November 2020 workstation and the necessary communication links to the University's information resources.

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 and 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:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

DUE TO COVID-19 ALL UNIVERSITY ACTIVITIES WILL BE CONDUCTED VIRTUALLY.