FYC 3115 HUMAN SERVICES (19240)
COURSE SYLLABUS FALL 2018 FIRST EDITION

Information about the Course

Prerequisites

Junior or Senior Standing and PSY 2012 or SYG 2000.

Course Description

The UF catalog states that the course is an “In-depth look at human services that assist children and families, with focus on income support, child protection, adoption and family support programs offered through human services agencies. Emphasizes professional development of helping skills for working directly with children and families.” Other areas we cover include mental health and aging services, crisis intervention, and prevention models.

Course Goals

The general goal of this course is to help students better understand the field of human services and develop skills for working in human services.

The course will provide:

- An overview of human services as a profession
- Examples of professional roles and responsibilities to help you consider options for a career in human services
- Information that will increase your knowledge of human service organizations and programs directed at meeting human needs in key areas of human services
- Opportunities to improve professional skills, capabilities, and understanding of the field

This course will help you think through human services as a career choice, areas that are most interesting to you, and skills you need to be effective. Whether you are interested in social work, counseling, psychology, health professions, or education, you will be learning about the problems that

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1 Corrections and clarifications may be made to the syllabus early in the semester. Throughout the semester, the instructor reserves the right to adjust the syllabus and calendar as needed (e.g., to correct unseen errors and adjust to speaker schedules).
clients, patients, and families face and resources available to them. You will also be working on interpersonal communication skills, gaining community service-learning experience, and developing knowledge of social problems and community resources.

**Course Objectives**

By the end of this course, you will be able to:

1. Describe the field of human services, including the central importance of meeting human needs with respect and understanding.
2. Apply basic human services professional skills appropriately. We will emphasize core helping skills, rapport-building, cultural competency, following ethical guidelines, cooperative and multidisciplinary work, basic crisis intervention/prevention, stress management and self-care.
3. Analyze situations from a human services perspective and demonstrate an open and respectful approach.
4. Discuss the history of human services, focusing on key developments, turning points, and directions.
5. Discuss how government, policies, and political perspectives affect all aspects of human services.
6. Describe the major areas of human services delivery (including service delivery methods and challenges associated with each). Our focus will be on child welfare services, income support, mental health, and aging.
7. Explain the how social, economic, and environmental barriers to well-being and functioning can be overcome with targeted strategies.
8. Develop awareness of career options in human services.
9. Apply knowledge of different careers and educational paths for entering the human services field to your own career decisions, as appropriate.
10. Synthesize course material and apply key principles of human services to case examples and service learning.

**Course Communication**

1. **Check the Canvas announcements page and your email** *every day for notices about class.*
2. When emailing, please use the Canvas website. Note that I will not respond to emails from a non-ufl provider. I will do my best to reply within 24 hours. If you have not received a reply, please email again or see me after class or during office hours!
3. Please feel free to come see me during office hours to relax, chat, or address business.
4. Note that I use email (not a scheduling app) for scheduling appointments.
Getting Help with your Academic Work

The instructor and TA are available during regularly scheduled office hours to assist students (see front page of syllabus). If you cannot meet during office hours, please set up an appointment for another time by emailing a request or talking to us after class. We are energized about working with you! Note: It is important to get help as soon as you have questions or as problems come up. Do not wait until the end of the semester, especially if you are not doing well in class. Late in the semester is usually too late to resolve problems.

Required Course Materials

Books and Readings

Two books are required and may be purchased at the University Bookstore (text) and other outlets. Other supplemental readings are also required. All students are expected to purchase the text and bring it to class when requested.

- Woodside, M. R. & McClam, T. (2019). An Introduction to the Human Services, 9th Edition (TEXT BOOK) (The book or ebook is required, but you do not have to purchase a course pack unless you want to.) This text is required.

* This book contains content that may be difficult for students who have experienced abuse, neglect, parent mental illness or addictions. Students are advised to have supports in place and to reach out to helping services on campus if needed. Please speak to the instructor about any concerns you may have.

The other assigned readings are listed on the course calendar and available through e-reserves, at the reserve desk in the Marston library, or through the Internet. Also, additional material may be assigned as relevant and time sensitive news and research comes up that will help us understand the current state of human needs, social problems, and human services. Please read the assigned material BEFORE coming to class. These readings are required and necessary for understanding the material and doing well on quizzes and tests. This course requires a lot of reading. Make sure you keep up so that you can do well on exams and quizzes.

Other resources

- List and links to the array of human services occupations
  http://www.humanservicesedu.org/occupation-career-outlook.html
- Information about the US Department of HHS and careers: http://www.hhs.gov/about/careers/
- Charity Navigator with ratings and links to HS organizations:
  http://www.charitynavigator.org/index.cfm?bay=search.categories&categoryid=6
- Nonprofit organization jobs in FL on Career Builder
  http://www.careerbuilder.com/jobs/fl/keyword/nonprofit-social-services
Thinking about a career in human services? According to the College Board, if you are studying and working in human services, “It helps to be…A caring, patient person with great communication skills,…open to helping people from various backgrounds who face challenges ranging from teen pregnancy to life-threatening illness. You’ll thrive if you can work both on your own and with others”.

https://bigfuture.collegeboard.org/majors/public-administration-social-services-human-services

Speakers and Videos

Speakers who are working in human services agencies and organizations will be invited to class and provide an exceptional opportunity for students to learn about the field. Take advantage of learning from them—come to class, take notes, ask questions, and speak to them after class. A word of advice: Speakers may or may not use PowerPoint slides, so it will be important for you (and your responsibility) to take notes and read any additional material they provide because this important class content will be on tests.

We also will be viewing several videos with viewing guides to help you identify main concepts and analyze key parts of the video. Missed video assignments that are not available online can be made up during office hours only when the student has an excused absence. However, students are encouraged to go ahead and view videos that are publicly available to cover the material and be prepared for test questions about this material.

Requirements

Grades are based on the following assignments. Students must successfully complete all requirements to pass this course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (2 @ 100 points)</td>
<td>200</td>
</tr>
<tr>
<td>Service Learning Project (20 hours at approved site, written report, and small group discussion and peer evaluation in class)</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes, Attendance, and Participation (in class and community projects)</td>
<td>50-100</td>
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<tr>
<td>Book analysis paper, discussion, and peer evaluation</td>
<td>100</td>
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<tr>
<td>Skill-building and self-knowledge assignments: Perspective-Taking and Empathy; and Self-Care Plan</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>600-650 points</strong></td>
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Assignments

Exams: 2 exams @ 100 points = 200 points

Target dates appear on the course calendar but may be changed if the instructor determines more time is needed prior to the exam. The test format includes multiple choice, definitions, true/false, short answer, and essays. Be on time and ready to begin!

- **What happens if you miss an exam?** See policy on make-up exams under Course Policies below.
- **Will there be a study guide for exams?** Students will be responsible for creating a study guide of their own. A study guide will not be provided by the instructor.

### EXAM POLICIES

- ✔ Do not wear a hat or cap—this applies to men and women.
- ✔ Bring a #2 pencil for the scantron form.
- ✔ Essays will be written in pencil.
- ✔ Bring your UF ID.
- ✔ Be on time (or a little early) and ready to begin.
- ✔ Sit every other seat as much as possible.
- ✔ SILENCE YOUR CELL PHONE. (Do not leave it on vibrate)
- ✔ Leave all coffee/tea and sports drinks and snacks at home. You may have a water bottle.
- ✔ Put all bags, cell phones, and any other materials under your desk with zippers and pouches closed.
- ✔ Use the restroom prior to the test because you will not be able to go during the test.
- ✔ Sign the back of the bubble sheet when you take the test.
- ✔ Do your own work without assistance from others and affirm that you have followed this honesty policy on the test with your signature.
- ✔ Come prepared to write—rested and with an extra pencil.

Although exams will not be handed back, you are encouraged to meet with the instructor or TA during office hours to review your first exam to improve learning and performance on the next exam. However, we ask that you review your exam within 2 weeks after your grade is posted. We cannot promise that we will be available the week of the next exam for you to see a previous test. When reviewing, students may not have a cell phone on, take photos, or make notes about their exam.
Service Learning (SL) project: 200 points

Why Service Learning?
SL helps students make connections between academic learning and real human services work in an actual community setting. The service learning (SL) project is a big part of this course for the following reasons!

- Helps you build your professional skills for working with people
- Sets the stage for you to apply many aspects of what you learn in the course to the “real world” of human services
- Takes you into the community (out of the classroom) to learn and engage with people, needs, problems, services, and policies so you get a better sense of what human services is and whether you want to go into this field.
- Provides more professional experience for applications for jobs or graduate school
- Helps you consider a career in human services through actual experience with professional staff of various backgrounds.

Project Parts
There are five parts to this project. Detailed instructions are posted on Canvas and covered extensively in class.

1) 20 hours of experience over the semester in a pre-approved (by set date) community-based agency or organization (including two forms)
2) A final paper
3) A final evaluation by your supervisor in a sealed, signed envelope attached to your paper with a staple or clip.
4) Participation in the two class discussions and reports about your experiences. You must be present to get credit.
5) Peer evaluations of presentations

Common questions
- Can you do your service learning where you are doing your practicum? It depends on whether your practicum is human services. Speak to Dr. Smith about this.
- When can you start? As soon as your SL is approved by your SL supervisor and Dr. Smith AND you complete any required background check. This often takes weeks to clear, so make sure you start this process early.
- How many hours must you work a week? The best experiences are those where you are working a few hours a week over the course of the semester. However, you may do your project in an intensive long weekend at Boggy Creek Camp. If you are going to volunteer at St. Francis House, please spread this out over time.
• **Are there any restrictions on SL sites?** You must be with a human services agency or organization, rather than your place of worship or your job. Use this opportunity to build new experiences and develop your professional skills for working with different clientele groups in different settings.

• **What if I turn in my forms late?** Your experience must be preapproved by Dr. Smith and the agency **on time**. Points will be deducted DAILY for late submissions unless you are working with me to finalize a location.

**Quizzes, Attendance, and Participation: 50 points**

Expect a mix of in-class quizzes, participation activities, and attendance throughout the semester periodically on unannounced and announced days. Quizzes may be at the beginning or end of class and take the form of any of the following: one-minute reflection papers, open-ended questions asking you to summarize readings or key concepts, and multiple choice or fill in the blank for definitions. The goal is to help you focus on important content, apply course concepts, develop awareness, make connections between course material and your professional development, and prepare for exams and your final project! You MUST keep up with readings and pay attention in class to do well on quizzes.

In-class participation and attendance assignments are worksheets, small-group discussions and reports, written and verbal questions for speakers, or other activities designed to understand and apply key concepts or issues and prepare for exam questions. **To be a top performer:**

• Keep up with the course readings and comment on these in class.
• Participate actively in class activities and discussions.
• Be curious! Stay engaged! Ask questions of speakers and the instructor.
• Knowledgeably answer questions if called upon.

Collaboration is a key skill in today’s workforce, so be sure to use discussions as an opportunity to practice leading, putting your ideas together, speaking, and interacting in a positive manner. Quizzes and in-class assignments can only be made up if the student has professional documentation for their absence, as per UF policy. Make up work must first be approved by the instructor and completed within the work-week the student returns to class.

**NOTE:** This course covers topics that may be difficult because of your personal background and experiences. Please take advantage of the services at UF for counseling to support you on your personal journey and in your career decisions. Feel free to speak to the instructor about any concerns. If you elect not to attend class on a day that you feel will be especially difficult for you (honor system), follow the two guidelines for being excused and keeping up with work: (1) Inform the instructor or TA **before** you miss class.
class. (2) Make up in-class work within the week. If you want to get credit for quizzes or in-class assignments, you will need to make up the missed work during the instructor’s office hours within the week. Note that you are still responsible for knowing the material for exams and quizzes.

Book Analysis Paper, In-Class Report, and In-Class Peer Evaluation: 100 points

*Etched in Sand* is a memoir by Regina Calcaterra that brings many human services issues and concepts to life. Detailed instructions and questions for the review are posted on Canvas. The assignment includes:

1. Your written book analysis following the guidelines that you submit to e-Learning on time for turn-it in plagiarism check.
2. Your written short report (based on your long analysis) answering specific questions that you present and discuss in a small group in class. You must be present and obviously engaged and participating to earn any points for this part of the assignment.
3. Your peer evaluation of others’ work in your group and their evaluation of your work. You must be present and participating to earn any points for this part of the assignment.
4. Questions regarding the book will also appear on Test 2.

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<thead>
<tr>
<th>The following are DUE</th>
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<tbody>
<tr>
<td>1. BOOK ANALYSIS submitted on time to Canvas that passes the plagiarism check. (100 points)</td>
</tr>
<tr>
<td>2. IN-CLASS REPORT (25 points). This is a short report that you verbally present to a small group in class. You must be present to get credit. Students arriving late will have points deducted. You must bring a hard copy of your report.</td>
</tr>
<tr>
<td>3. IN CLASS PEER EVALUATION (25 points): Peer evaluations of your contribution to the group discussion; your evaluations of each of your group members’ contributions (forms provided in class); and on-time attendance. You must be present to get credit!</td>
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Self-Care Plan: 50 points

It is essential for human services professionals to care for themselves as they also support others! The purpose of this assignment is to help you become more aware of your patterns of self-care and of the healthy things you can do to support your whole health and wellbeing, even under stress. The assignment is based on materials for social work practitioners and the following resources:

https://socialwork.buffalo.edu/resources/self-care-starter-kit/developing-your-self-care-plan.html. The five parts to this assignment are each worth 10 points. All are due on Canvas by NOON of the assigned day.

1. Lifestyle factors and stress 9/5
   https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/lifestyle-behaviors.pdf
3. Maintenance of self-care plan 10/31
   https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/Maintenance%20Self-Care%20Worksheet%20NEW%202.6.15.pdf
4. Reflection on the assignment (see Canvas for instructions) 11/21
5. Attendance and participation in classes on stress, stress management, and mindfulness dates TBD.

Extra Credit up to 5 points

Getting to know you

Please come meet with me in my office for a 15-minute visit. Bring your student information paper (a template posted on e-learning) to the meeting. Sign up in class for appointments during the first few weeks of class. If you find that you cannot make any of the available times, we will try to find a time that fits your schedule. If you sign up to attend a session and do not come to the session or arrive late, you might not be allowed to reschedule, so make sure to show up! Please email me to cancel the appointment if you are unable to attend. Note that this is the only scheduled opportunity for extra credit this semester.
Human Services Course Syllabus

Grading Scale

Letter Grades by Percentage and Points

<table>
<thead>
<tr>
<th>Percentage of points earned in class</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
</tr>
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<tbody>
<tr>
<td>94% - 100%</td>
<td>90% - 93.9%</td>
<td>87% - 89.9%</td>
<td>84% - 86.9%</td>
<td>80% - 83.9%</td>
<td>77% - 79.9%</td>
<td>74% - 76.9%</td>
<td>70% - 73.9%</td>
<td>67% - 69.9%</td>
<td>64% - 66.9%</td>
<td>60% - 63.9%</td>
<td>Below 60%</td>
<td></td>
</tr>
<tr>
<td>564</td>
<td>540</td>
<td>522</td>
<td>504</td>
<td>480</td>
<td>462</td>
<td>444</td>
<td>420</td>
<td>402</td>
<td>384</td>
<td>360</td>
<td>354</td>
<td></td>
</tr>
</tbody>
</table>

Other information on grading

When determining each student’s final grade, I ask, “Did this student demonstrate they clearly understand the issues, concepts and facts? Were they able to correctly apply knowledge and skills?” I also ask, “Did this student consistently attend class and contribute in positive, productive ways to the classroom environment and other students’ learning?” Note that positive, productive class participation can raise borderline grades.

Policies

Attendance Policies

General

The UF’s attendance policy is followed for this course, as found at [https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/). “Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in

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official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

Students cannot participate in classes unless they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and he or she has not contacted the department to indicate his or her intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences (emphasis added). For this class, attendance is expected and will be taken often; participation points are also earned from attending class and completing in-class assignments or quizzes. It’s simple: when you come to class you earn points toward your grade.

**Excused absences**
The excused absence policy is consistent with university policies that can be found at [https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/). Excused absences include religious holidays, medically excused absences for illness, and approved university activities for up to 12 days. It is very important for you to understand that you are required to provide written, professional documentation (only for reasons approved by the University as found at [https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absences](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absences)). You must provide this before your absence (for religious holidays and approved activities) or immediately upon return to class (illness). Be sure to review this policy for illness policy, religious holidays, the 12-day rule, and other policies.

**Policy on Make-up Work**
- Students will have one week to complete any makeup assignment. Students are responsible for getting notes from a peer, asking the instructor about missed work, setting a deadline, and working with the TA or instructor to turn in the work.
- Students must arrange with the instructor to make up any assigned material including tests and written work. This must be approved by the instructor of the course in writing.
Students who know of their absences in advance (e.g., athletes, conference presenters) must work with the instructor in advance of absences to arrange the time and instructions for make-up work.Athletes should provide their schedule for the semester within the first two weeks of class. Others should provide a written request from the organization on letterhead at least two weeks in advance.

Students must provide written, professional, verifiable proof of their need to miss the assignment that is consistent with UF attendance policies.

Late Assignments Policy

The instructor will not accept late assignments unless there is an approved excused absence per UF policy discussed above. You must submit your assignments to Canvas on time and bring a hard copy to class if requested.

Services for Students with Disabilities

UF policy states that students with disabilities requesting accommodations are required to speak to the instructor in person! Please see the instructor about accommodations ASAP so we can make arrangements. Students with disabilities should follow the procedure required by the DRC (below) as early as possible in the semester. The UF Catalog states,

“The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

• 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Academic Honesty

UF Policy on Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."
It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/scrr/process/student-conduct-honor-code.

Academic dishonesty includes plagiarism, defined in the University Honor Code. “A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to: (1) Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution; (2) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.” (http://www.dso.ufl.edu/scrr/honorcodes/honorcode.php.)

Words of advice about this course
I will vigorously uphold the UF academic policies at all times. Students are expected to do their own work, use their own words in papers, and reference outside sources properly, specifically following APA guidelines (APA Publication Manual, 6th Ed.). Students who do not follow APA guidelines for quoting others’ material and who violate the University’s plagiarism policy will receive a zero for the assignment and will be referred the Dean of Students Office and the student judicial court.

● Complete all written work yourself, independently, without input about your work and words from others in any form (text, email, social media post or message, etc.).
● Turn in all your written work to Canvas through the Turn-It-In Anti-Plagiarism software. If you do not submit your written work to Canvas/Turn-It-In by the deadline posted on Canvas, your assignment will not be accepted, and you will lose the points for that assignment.

Campus Helping Resources
Students experiencing concerns, crises, or problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are
available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/
- The University Police Department: 392-1111 or 9-1-1 for emergencies. http://www.police.ufl.edu/

Note from your instructor: Sometimes the volume of requests for on-campus counseling makes it difficult to get in. The Alachua County Crisis Center provides emergency assistance and on-going counseling: 352-264-6789 and see http://www.alachuacounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. https://lss.at.ufl.edu/help.shtml.
- Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/

Student Complaint Process

Students wishing to file a complaint about the course should seek help from the appropriate resource located through the following link: Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two
or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Materials and Supplies Fees

There are no additional fees for this course.

The instructor reserves the right to adjust the syllabus as needed (e.g., to correct unseen errors and adjust to speaker schedules).