

**Psychology 286: INSTRUCTIONAL CONSULTATION AND INTERVENTIONS**  
(4 units)

Dr. M. Wilson S2 354      Ph: 278-5129 [marilynw@csufresno.edu](mailto:marilynw@csufresno.edu)

Office Hours: Mon. 3-4; Wed.9-10; Thurs. 1-4 & by appt.

**Texts and Resources:**

*Report of the National Reading Panel: Teaching Children to Read: Report of the Subgroups (480 pages).* (required) Order online from [www.nichd.nih.gov/publications/pubs.cfm](http://www.nichd.nih.gov/publications/pubs.cfm) (choose reading research area)

Joseph, L. (2007). *Understanding, Assessing, and Intervening on Reading Problems*. Bethesda, MD: National Association of School Psychologists (recommended) <http://www.nasponline.org/>

Rosenfield, S., & Berninger, V. (2009). *Implementing evidence-based academic interventions in school settings*. New York: Oxford Press. (Recommended)

*Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). RTI in the classroom: Guidelines and recipes for success.* . New York: Guilford Press (Suggested resource)

*Brown-Chidsey, R., & Stegge, M. (2005). Response to Intervention: Principles and Strategies for Effective Practice.* New York: Guilford Press (Suggested resource)

Esquivel, G. B., Lopez, E. C., & Nahari, S. (2007). *Handbook of multicultural school psychology: An interdisciplinary perspective*. Mahwah, NJ: Lawrence Erlbaum (resource).

Paine, S., Radicchi, J., Rosellini, L., Deutchman, L., & Darch, C. (1983). *Structuring your classroom for academic success*. Champaign, IL: Research Press (resource only) [www.researchpress.com](http://www.researchpress.com)

Rathvon, N. (2008). *Effective school interventions: Evidence based strategies for improving student outcomes*. New York: Guilford Press (suggested resource)

Shapiro, E. S. (2004). *Academic skills problems: Direct assessment and intervention* (3<sup>rd</sup> ed.). New York: Guilford Press (suggested resource)

Shapiro, E.S. (2004). *Academic skills problems workbook*. New York: Guilford Press (suggested resource). [www.guilford.com](http://www.guilford.com)

Thomas, A., & Grimes, J. (2008). *Best practices in school psychology –V*. Bethesda, MD: National Association of School Psychologists (supplementary) <http://www.nasponline.org/>

**Course Prerequisites:** The course is primarily designed for students in the second year of the school psychology program. Recommended prerequisites are Psych 279 (Consultation) and Psych 285 (Academic Assessment). Other graduate students may be admitted with permission of instructor. Students should have a background in child development, human learning, and applied behavior analysis.

**Course Description:** Psychology 286, Instructional Consultation and Interventions, will provide students with the knowledge base needed to design, implement, and evaluate effective academic interventions and prevention programs. The course is designed to build on consultation and assessment skills to work with teachers to develop programs for students in general and special education. Issues pertaining to interventions with students from culturally diverse groups will be presented.

**COURSE GOALS AND OBJECTIVES:**

- Students will describe and identify different factors that affect student learning of academic skills.
- Students will describe and explain issues affecting effective instructional consultation practices.
- Students will understand and explain the alterable components on an educational environment that may be manipulated to improve student performance.
- Students will use assessment information to target appropriate areas for intervention as well as evaluate the effectiveness of an intervention.
- Students will research effective academic interventions in the current empirical literature.
- Students will design, implement, and evaluate an academic intervention.
- Students will utilize technology to obtain information and resources for class and practicum assignments (e.g., internet links). Students will utilize technology to present information in reports (e.g., Excel) and class (PowerPoint).

**COURSE GOALS LINKED TO NASP STANDARDS**

- 9. Data-based decision-making and accountability
- 10. Consultation and collaboration
- 11. Effective instruction and development of cognitive/academic skills
- 12. Socialization and development life skills
- Student diversity in development and learning
- School and systems organization, policy development and climate
- 11. Information technology

**COURSE ETHICS:** CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Thus, names or identities of children, parents, teachers, and other school and community persons will be kept strictly confidential. Students are expected to provide the best possible services to children of all races, ethnic origins, and creeds. Diversity of all types is to be respected, including, but not limited to, political, philosophical, social and/or ethnic.

It is expected that students on practicum experiences will conduct themselves in a professional manner, including appropriate dress, cooperation, tact, and punctuality. Supervision, consultation, and review will be provided by a university supervisor and field personnel. Failure to adhere to the policy of confidentiality or reviews indicating unprofessional conduct on practicum will result in a review with the school psychology faculty and a determination of whether the student should be allowed to continue in the School Psychology Program.

**Disruptive Classroom Behavior:** Cell phones should be turned off during class time except in cases of family emergencies. Food may not be consumed in class unless treats are provided for the entire class. Beverages are allowed.

### **COURSE REQUIREMENTS**

**Research Critiques:** Each student will research the current (2000 or later) empirical literature (e.g., *JABA*, *School Psych Review*, *School Psych Quarterly*, *Exceptional Children*) and turn in four (4) research summaries on assigned topics. Turn in a copy of the article and two copies of a 1 to 2 page (maximum) summary/critique of the study to the professor. Information to be included:

- participants
- target behavior
- procedures (including time/week intervention was implemented)
- materials utilized
- results/generalizability (could you replicate)
- limitations (what would you change)

Cohort coordination to avoid duplication of articles will be expected. Research articles will be reviewed and analyzed in class.

**Consultation/Intervention Project:** The term project will be a consultation and intervention case study in which the problem solving process is implemented. This will be conducted at your practicum site. Students will design one academic intervention project (e.g., cognitive self monitoring, peer tutoring, differential reinforcement, repeated reading, reading instruction or drill). The project must include at least weekly progress monitoring (e.g., CBM, DIBELS, academic accuracy) of an **academic skill** with 3 baseline data points (which may be gathered in one week preceding intervention implementation; archival data may be utilized IF this will be the data gathered during implementation) and a minimum of 6 **weekly** intervention data points. The intervention should be implemented at least 3 times per week for a minimum of 15 minutes. You do not have to directly implement the intervention, but may supervise a consultee. Regardless you need to collaboratively design the intervention and implementation integrity must be documented. Interim reports (e.g., a teacher interview and assessment of the educational environment, intervention plan) will be expected. The intervention must be based on the empirical literature; two articles directly related to the proposed intervention will be required. The goal must be to improve academic competence in a specific skill. The project will be documented as a manuscript (see grading criteria for components).

Please organize all materials (see intervention grading scale for content): manuscript, reference articles, TI and social validity forms, sample materials, interviews, class handout, and actual data into a binder.

The interventions will be developed into a 10 to 15 minute PowerPoint presentation for dissemination. The PowerPoint needs to include a mini literature review establishing the empirical basis for your intervention, methodology, results, discussion and recommendations, and references. Presentation style will be included in points awarded.

You will need to include a handout on how to set up your intervention and provide copies for the class. This should be detailed and include a citation for the empirical basis for your intervention.

**Curriculum Reviews:** Each student will conduct a literature search on a reading intervention curricula or materials; if possible, please investigate one being utilized at your practicum site. If none, you will be assigned a curriculum to review. Note strengths and weaknesses. How does this curriculum match the needs of the students at your school site (e.g., if there are a large number of

ESL students, is this curriculum well suited for them)? Please write a 2-3 page review of the curriculum with at least 3 objective references; at least one of these may be web-based but should go beyond the information provided by the publisher.

*Psych 286 Intervention Project Grading*

| <b>Report Write Up</b>                                                                                                                                                            |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <i>Planning</i>                                                                                                                                                                   |            |
| <i>Teacher Interview/PII</i>                                                                                                                                                      | <i>10</i>  |
| <i>Assessment of Environment (TIES/FAAB)</i>                                                                                                                                      | <i>10</i>  |
| <i>Baseline Data</i>                                                                                                                                                              | <i>10</i>  |
| <i>Intervention Plan</i>                                                                                                                                                          | <i>10</i>  |
| <i>2 Relevant reference articles</i>                                                                                                                                              | <i>10</i>  |
| <i>Intervention Manuscript</i>                                                                                                                                                    |            |
| <i>Abstract</i>                                                                                                                                                                   | <i>5</i>   |
| <i>Lit Review / rationale for intervention</i>                                                                                                                                    | <i>20</i>  |
| <i>Methodology: Participant - Student Background Info</i>                                                                                                                         | <i>5</i>   |
| <i>Previous interventions</i>                                                                                                                                                     | <i>5</i>   |
| <i>Setting: Classroom Observation(s)</i>                                                                                                                                          | <i>5</i>   |
| <i>Instructional Environment</i>                                                                                                                                                  | <i>5</i>   |
| <i>Target Behavior</i>                                                                                                                                                            | <i>5</i>   |
| <i>Procedures (include references). Must be specific enough that intervention could be replicated</i>                                                                             | <i>10</i>  |
| <i>Treatment Integrity Documentation. Must include %</i>                                                                                                                          | <i>10</i>  |
| <i>Social validity</i>                                                                                                                                                            | <i>5</i>   |
| <i>Required data points</i>                                                                                                                                                       | <i>20</i>  |
| <i>Intervention materials (in appendix – include all forms and EXAMPLES of actual work, DIBELS data protocols, etc., intervention integrity measure, social validity measure)</i> | <i>20</i>  |
| <i>Results</i>                                                                                                                                                                    | <i>10</i>  |
| <i>Graph(s)</i>                                                                                                                                                                   | <i>20</i>  |
| <i>Discussion: Maintenance /Generalization plan /recommendations</i>                                                                                                              | <i>5</i>   |
| <i>Limitations, future research</i>                                                                                                                                               | <i>5</i>   |
| <i>References</i>                                                                                                                                                                 | <i>10</i>  |
| <i>Writing</i>                                                                                                                                                                    |            |
| <i>Clarity of Writing</i>                                                                                                                                                         | <i>10</i>  |
| <i>-grammar errors</i>                                                                                                                                                            | <i>0</i>   |
| <b>TOTAL</b>                                                                                                                                                                      | <b>225</b> |

|                                                                |            |
|----------------------------------------------------------------|------------|
| <b>Course Grading:</b>                                         |            |
| Consultation/Academic Intervention Project                     | 225        |
| Research critiques (4 @ 15 pts)                                | 60         |
| Curriculum review                                              | 30         |
| Quizzes (3@20 points)                                          | 60         |
| Midterm exam                                                   | 100        |
| Final Exam                                                     | 100        |
| Case presentation (PowerPoint)                                 | 20         |
| Case study handout                                             | 20         |
| <b>93%+ = A; 83-92% = B; 70-82%=C; 60-69% = D; &lt;60% = F</b> | <b>615</b> |

**Subject to change:** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

### ***SCHEDULE of Topics and Readings***

- Session 1**      *Overview of class*  
Lopez & Truesdell (2007). Multicultural issues in instructional consultation for English language learning students. In Esquivel et al. 2007, *Multicultural School Psychology*, 71-98.  
Permission forms for academic interventions assignment distributed.
- Session 2**      *Review of consultation, teacher and student interviews*  
Rosenfield, S. (2008). Best practices in instructional consultation and instructional consultation teams. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 1645-1660). Bethesda, MD: National Association of School Psychologists.
- McKenna, S., Rosenfeld, S., & Gravois, T. (2009). Measuring the behavioral indicators of instructional consultation: A preliminary validity study. *School Psychology Review*, 38, 496-509.  
Assignment: Work in pairs to develop teacher interview for Feb. 3.
- Session 3**      *Instructional environment and Direct Assessment of Academic Skills*  
1      Presentation on Functional Assessment of Academic Behavior (FAAB).  
Ysseldyke & Christenson (2002)
- Gettinger, M., & Ball, C. (2008). Best practices in increasing academic engaged time. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 1043-1058). Bethesda, MD: NASP.
- Session 4**      *Interventions*  
Burns, M., VanDerHeyden, A., & Boice, C. (2008). Best practices in delivery of intensive academic interventions. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 1151-1162).

Bethesda, MD: NASP.

Volpe, R., DuPaul, G., Jitendra, A., & Tresno, K. (2009). Consultation-based academic interventions for children with Attention Deficit Hyperactivity disorder: Effects on reading and mathematics outcomes at 1-year follow-up. *School Psychology Review, 38*, 5-13.

Erchul, W., et al. (2009). A follow-up study of relational processes and consultation outcomes for students with Attention Deficit Hyperactivity Disorder. *School Psychology Review, 38*, 28-37.

Assignment: share Teacher Interviews.

### Session 5

#### *Direct Assessment of Academic Skills*

Hosp, J. (2008). Best practices in aligning academic assessment with instruction. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 363-376). Bethesda, MD: NASP.

Jones, K., Wickstrom, K., & Daly, E. (2008). Best practices in the brief assessment of reading concerns instruction. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 489-502). Bethesda, MD: NASP.

CBM, DIBELS, CBE review, Shapiro books

Joseph, L. (2007). *Understanding, Assessing, and Intervening on Reading Problems* (Chapter 3). Bethesda, MD: NASP.

<http://www.interventioncentral.org/htmldocs/interventions/cbmwarehouse.php>

### Session 6

#### *Progress Monitoring, Setting Goals*

Website: <http://reading.uoregon.edu/>; checkout Aimsweb.

Joseph, L. (2007). *Understanding, Assessing, and Intervening on Reading Problems*. (Chapter 7). Bethesda, MD: NASP.

#### Review *Best Practices in School Psychology V*

Chapter 8: Shapiro, E. Best practices in setting progress monitoring goals for academic skills improvement

Chapter 135: Best practices in the analysis of progress-monitoring data and decision making

Chapter 136: Best practices in progress monitoring reading and mathematics at the elementary grades

Chapter 138: Best practices in evaluating the effectiveness of interventions using case study data

#### Quiz 1

### Session 7

*President's Day – no class*

- Session 8**      *PreReading Skills: Print and Phonemic Awareness*  
National Reading Panel: Chapter 2 – Part I
- Joseph, L. (2007). *Understanding, Assessing, and Intervening on Reading Problems*. (Chapter 1). Bethesda, MD: NASP.
- RESEARCH CRITIQUE #1: Topics – phonemic awareness or reading decoding.**
- Session 9**      *Reading Decoding*  
National Reading Panel: Chapter 2 – Part II
- Joseph, L. (2007). *Understanding, Assessing, and Intervening on Reading Problems*. (Chapter 5). Bethesda, MD: NASP.
- Teacher Interview/PII and Assessment of Educational Environment Due**
- Session 10**      *Fluency*  
National Reading Panel: Chapter 3
- Joseph, L. (2007). *Understanding, Assessing, and Intervening on Reading Problems*. (Chapter 4). Bethesda, MD: NASP.  
<http://www.jimwrightonline.com/pdffdocs/brouge/rdngManual.PDF>
- Quiz 2**  
**RESEARCH CRITIQUE #2: Topic – reading fluency**
- Session 11-12**      *NASP conference – no class*. Collect handouts from conference sessions (poster, presentation, or workshop) on phonemic awareness and reading instruction/interventions.
- Session 13**      *Computer-based Reading Intervention Programs*  
Examples: <http://www.headsprout.com/>, Accelerated Reading  
Activity: Share NASP handouts
- Session 14**      *Reading Comprehension*  
National Reading Panel: Chapter 4.
- Joseph, L. (2007). *Understanding, Assessing, and Intervening on Reading Problems*. (Chapter 6). Bethesda, MD: NASP.
- RESEARCH CRITIQUE #3: Topic – reading comprehension**
- Session 15**      *Direct Instruction*. Please research on internet and bring information to class on what DI is and its effectiveness.  
**BASELINE DATA AND INTERVENTION PLAN, INCLUDING 2 REFERENCE ARTICLES and TREATMENT INTEGRITY MEASURE**

- Session 16**      *Reading Disabilities*  
Naglieri, J. (2008). Best practices in linking cognitive assessment of students with learning disabilities to interventions. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 679-720). Bethesda, MD: NASP.
- Joseph, L. (2008). Best practices in interventions for students with reading problems. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 1163-1180). Bethesda, MD: NASP.
- Session 17**      *Reading intervention programs.*  
**Review of intervention program due.**
- Session 18**      *Functional Reports*  
Brown-Chidsey, R. & Stegge, M. (2005). Solution-focused psychoeducational reports. In R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem-solving approach* (pp. 267-290). New York: Guilford Press.  
[http://www.jimwrightonline.com/php/rti/rti\\_wire.php](http://www.jimwrightonline.com/php/rti/rti_wire.php)  
*SPRING BREAK / CESAR CHAVEZ DAY*
- Session 19**      *MIDTERM – DUE April 7*
- Session 20**      *Writing Intervention*  
Malecki, C. (2008). Best practices in written language assessment and intervention. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 477-488). Bethesda, MD: NASP.
- Berninger, V., & Wagner, R. (2008). Best practices for school psychology assessment and intervention in reading and writing. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 1205-1220). Bethesda, MD: NASP.
- Session 21**      *Classwide Peer Tutoring*  
Sharp, S., & Skinner, C. (2004). Using interdependent group contingencies with randomly selected criteria and paired reading to enhance class-wide reading performance. In C. Skinner (ed.) *Single-subject designs for school psychologists* (pp 29-46). Binghamton, NY: Haworth Press.
- Session 22**      *Math Intervention*  
Kelley, B. (2008). Best practices in curriculum-based evaluation and math. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 419-438). Bethesda, MD: NASP.
- Clarke, B., Baker, S., & Chard, D. (2008). Best practices in mathematics assessment and intervention with elementary students. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 453-464). Bethesda, MD: NASP.
- Session 23**      McCallum, E., Skinner, C., & Hutchins, H. (2004). The taped-problems intervention: Increasing division fact fluency using a low-tech self-managed time-delay intervention. In C. Skinner (ed.) *Single-subject designs for school*

*psychologists* (pp 129-148). Binghamton, NY: Haworth Press.

**RESEARCH CRITIQUE #4: Topic – math intervention**

**Session 24** *Class will begin after SEIS training.*  
*Accommodations and Modifications*  
Activity: Develop feasible accommodations and modifications

**Session 25** *Intervention in Secondary Schools*  
Ketterlin-Geller, L., Baker, S., & Chard, D. (2008). Best practices in mathematics assessment in secondary settings. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 465-476). Bethesda, MD: NASP.

**Quiz 3**

**RESEARCH CRITIQUE #5: Topic – writing or spelling intervention**

**Session 26** *Reading interventions with ESL students.*  
Gravois, T.A., & Rosenfield, S.A. (2006). *Impact of Instructional Consultation Teams on the Disproportionate Referral and Placement of Minority Students in Special Education*. *Journal of Remedial and Special Education*, 27(1), 42-52.

Healy, K. Vanderwood, M., & Edelston, D. (2005). Early literacy interventions for English language learners: Support for an RTI model. *The California School Psychologist*, 10, 55-64.

Joseph, L. (2007). *Understanding, Assessing, and Intervening on Reading Problems*. (Chapter 2). Bethesda, MD: NASP.

**Social Validity Measure due**

**Session 27** VanDerHeydon, A., & Burns, M.K. (2005). Effective instruction for at-risk minority populations. In C. L. Frisby & c. R. Reynolds (eds.) *Copmrehensive handbook of multicultural school psychology*, pp. 483-513. Hoboken, NY: Wiley & Sons.  
**RESEARCH CRITIQUE #6 Topic – reading interventions with ESL students**

**Session 28** *Research into Practice*  
Powers, K. Hagens, K., & Busse, R. (2008). School psychologists as instructional consultants in a response-to-intervention model. *California School Psychologists*, 13, 41-53.

Rathforth, M. A., & Knickelbein, B. (2008). Best practices in preventing academic failure and promoting alternatives to retention. In A. Thomas and J. Grimes, *Best Practices in School Psychology V* (pp 1137-1150). Bethesda, MD: NASP.

**Session 29** Presentation of academic intervention with handouts for class.  
**PLAN EVALUATION, CASE REPORT DUE**

\*Data and evidence of implementation of intervention plan is necessary to get credit for this class. (Not implemented = NO Credit). If you are having difficulty obtaining a student to work with, it is

your responsibility to notify your field supervisor and me and ask for assistance.

## University Policies

**Cheating and Plagiarism:** "Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtained course credit. Typically, such acts occur in relation to examinations. 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 which are intended to gain an unearned academic advantage by fraudulent or deceptive means" (CSU, Fresno, Faculty Handbook, 1990-92, p. 97).

"Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work." (CSU, Fresno, Faculty Handbook, 1990-92, p. 97).

The Professor expects students to maintain honesty and integrity in their academic performance and professional conduct. Suspicions of cheating and plagiarism will be dealt with according to the Academic Policy Manual of the CSU, Fresno. If the student has questions regarding the actions that would or would not be acceptable behavior as relating to cheating and plagiarism, it is the responsibility of the student to clarify such activities with the Professor. Furthermore, if a student observes another student(s) cheating or plagiarizing, the student should confront the student(s) directly and notify the Professor. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies & Regulations).

**Discrimination:** In addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any suggestions or evidence of such will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

**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 the class and the program. Cell phones should be turned off during class time except in cases of family emergencies. Food may not be consumed in class unless treats are provided for the entire class. Beverages are allowed.

**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 University Center Room 5 (278-2811).

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

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**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 (<http://www.csufresno.edu/ITS/>) or the University Bookstore. 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." Laptop computers may be used in class only with approval of the instructor.

**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:

[www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf](http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf)

**New University Drop Policy:**

Please note new procedures for dropping courses this semester. Those dropping courses late (Feb. 18-April 21) for serious & compelling reasons must have a *documented* serious and compelling reason (e.g., doctor's note for illness). Reasons such as "I am failing the course" or "I have had a change in work schedule" will not be considered serious and compelling. Students who drop a course late without an accepted serious and compelling reason will receive a failing grade in the course.