

MFP 598
Capstone Course in Financial Planning
Term 4 2020

COURSE TYPE:

This is an **online course** that is delivered in an 8-week format. It compresses the workload of a full 11-week course into only 8 weeks. You should therefore expect a higher than usual workload during the weeks of the course. Also, it is important that you actively participate throughout the course, starting with the first day of the term. This includes that you ensure access to the necessary technology prior to the start of the course, that you have studied all relevant material prior to attending the mandatory, weekly live-chat, and that you deliver all assignments by the deadlines indicated. If you have technical questions, please contact the CLU Help Desk by telephone at 805-493-3698, by email to helpdesk@callutheran.edu.

INSTRUCTOR INFORMATION:



Name: Chia-Li Chien, PhD, CFP®, PMP®

Phone Number(s): 704-268-9378

Office Location: Virtual office

Office Hours: By appointment, please schedule at <https://goo.gl/4lg3TZ>

Email: chialichien@callutheran.edu

Instructor Profile:

<https://www.callutheran.edu/faculty/profile.html?id=chialichien>

TIME / PLACE:

- **Term Dates:** Monday, March 9 – May 2, 2020
- **Weekly Class Meeting:** Monday, 5:30-7pm Pacific Time
- **Classroom:** Online (Blackboard)
- **Drop Date** (without financial penalty): March 15, 2020

REQUIRED TEXTBOOKS/READINGS:

The required textbooks for this course are:

Grable, J. E., Kruger, M., & Ford, M. The Fundamentals of Writing a Financial Plan (2019, 1st edition). National Underwriter. ISBN: 978-1-949506-36-5. <https://www.nationalunderwriter.com/the-process-of-financial-planning-1.html>
Wiley Efficient Learning. (2020). CFP Certification Gold Course - 2019-2020. Wiley. Retrieved From: <https://www.efficientlearning.com/ucfp>

Student Purchase/Registration of Wiley Materials Information:

1. Student Registration Information
2. Go to <https://www.efficientlearning.com/ucfp>
3. Select 'Add to cart'
4. Enter the discount code: Discount code: **CLUxxxx**
5. Completing the check out and account creation
6. Review Welcome Email
7. Once set up, you will continue to access the course by logging into: <https://www.efficientlearning.com/login/>
8. If asked to "merge accounts" choose "NO"

Note: You may purchase these books, with a discount, directly from NUCO at <http://www.nucollege.com>
Recommended Calculator: the BA II Plus™ or BA II Plus™ Professional calculators

Other Required Resources:

You will need:

1. access to Microsoft Office software (i.e., PowerPoint, Excel and Word) or similar programs
2. financial calculator capable of performing: basic time value of functions, NPV, IRR and statistical calculations or competency in performing those calculations within an electronic spreadsheet (e.g., Excel)
3. Webcam for live chats are required and must turn on while attending live virtual class.
4. Working microphone to participate classroom activities including presentation final plan.

COURSE DESCRIPTION:

The Financial Plan Development Course focuses on the activities that a financial planning professional will need to accomplish in order to create viable comprehensive plans for their clients. In the process of creating a written financial plan student will engage in six of the eight job-task domains.

Domain 1 – Establishing and defining the client-planner relationship

Domain 2 – Gathering information necessary to fulfill the engagement

Domain 3 – Analyzing and evaluating the client's current financial status

Domain 4 – Developing recommendations

Domain 5 – Communicating the recommendations

Domain 8 – Practicing within professional and regulatory standards

Domain 6 (Implementing the recommendations) and Domain 7 (Monitoring the Recommendations) are discussed during the course; however, they are not part of the written financial plan development activity.

This financial plan development course integrates the material that students learned in their prior financial planning course (general principles of financial planning, insurance, investment, tax, retirement, employee benefit and estate planning issues) and reflect the complexities of real-life clients.

<http://catalog.callutheran.edu/grad/schoolofmanagement/>

PREREQUISITES:

Students will take this course only after they have successfully finished all the other financial planning courses in the program or have achieved a professional certification that qualifies for CFP® Exam challenger status.

TECHNOLOGY REQUIREMENTS:

Cal Lutheran utilizes Blackboard to enhance course learning and achieve the designated student learning outcomes. Technology requirements for the Blackboard Learn and Collaborate are as follow:

- Check your OS and Java version [here](#), and enter into the Configuration Room to make sure you can get into [Blackboard Collaborate](#) or enter the following in your browser:
<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336>
- Minimum computer requirements:
 - o Memory: 4 GB RAM or higher
 - o Hard Drive: 20 MB free space on your hard drive
 - o Working speaker and microphone, check within the Configuration Room above
- Broadband connection highly recommended – DSL or above
- Programs that can open Microsoft Office documents and PDFs (e.g. .doc, docx, .ppt, .pptx, .pdf, xlsx, etc.)
- All students will need a working microphone.

OUTLINE OF STUDENT LEARNING OUTCOMES:

1. **FUNDAMENTALS:** *Graduates of the School of Management are equipped with knowledge of the essential concepts and tools in their professional field, as well as the ability to relate and apply theoretical concepts into practical situations both within their discipline and across disciplines.*
2. **PLANNING AND ORGANIZATION:** *Graduates of the School of Management program have the ability to plan, organize, direct and control effectively in contemporary organizations.*
3. **INDIVIDUAL COMPETENCIES:** *Graduates of the School of Management have individual competencies related to critical and creative thinking, integrity and ethical judgment, and the ability to function in a complex and demanding professional environment.*
4. **INTERPERSONAL COMPETENCIES:** *Graduates of the School of Management have interpersonal competencies related to effective and appropriate communication and collaboration that support and enhance their individual and organizational effectiveness.*
5. **GLOBAL ENVIRONMENT:** *Graduates of the School of Management have a sound understanding of the global environment and its importance to organizational effectiveness, as well as the ability to successfully operate in an international context.*
6. **LEADERSHIP AND CHANGE:** *Graduates of the School of Management are able to demonstrate an understanding of the practice of effective and principled leadership including how to influence organizational change in complex and dynamic environments.*
7. **FINANCIAL PLANNING FIELD KNOWLEDGE:** *Graduates of the Financial Planning Program are able to appropriately demonstrate personal-financial-planning competencies, as defined by the CFP Board of Standards, in working with individual clients.*
8. **DEVELOPMENT OF INTEGRATED PLANNING SOLUTIONS:** *Graduates of the Financial Planning Program are able to synthesize an integrative comprehensive financial plan for an individual client by applying the systematic six-step planning process and utilizing technical planning competencies.*
9. **CLIENT COMMUNICATION AND COUNSELING SKILLS:** *Graduates of the Financial Planning Program have interpersonal competencies related to effective and appropriate communication and counseling that promote the client-planner relationship and enhance the ability to engage the client in meaningful discussions and communicate financial planning recommendations.*

OUTLINE OF CFP BOARD STUDENT LEARNING OBJECTIVES FOR THE FINANCIAL PLAN DEVELOPMENT COURSE:

1. **COMPREHENSIVE UNDERSTANDING OF CFP BOARD CURRICULUM:** *Demonstrate a comprehensive understanding of the content found within the Financial Planning curriculum and effectively apply and integrate this information in the formation of a comprehensive plan.*
2. **COMMUNICATE PLAN:** *Effectively communicate the financial plan, both orally and in writing, including information based on research, peer, colleague or simulated client interaction and/or results emanating from synthesis of material.*
3. **COLLECT DATA:** *Collect all necessary and relevant qualitative and quantitative information required to develop a financial plan.*
4. **ANALYZE CLIENT DATA:** *Analyze personal financial situations, evaluating clients' objectives, needs, and values to develop an appropriate strategy within the financial plan.*
5. **ASSESS ALTERNATIVES:** *Demonstrate logic and reasoning to identify the strengths and weaknesses of various approaches to a specific problem.*
6. **IDENTIFY PLANNING ASSUMPTIONS:** *Evaluate the impact of economic, political and regulatory issues with regard to the financial plan.*
7. **APPLY THE STRATEGIC PLANNING PROCESS:** *Apply the CFP Board Financial Planning Practice Standards to the financial planning process.*

Specifically, upon completion of this course students should be able to:

- Demonstrate a comprehensive understanding of the content found within the Financial Planning curriculum and effectively apply and integrate this information in the formulation of a financial plan.
- Effectively communicate the financial plan, both orally and in writing, including information based on research, peer, colleague or simulated client interaction and/or results emanating from synthesis of material.
- Collect all necessary and relevant qualitative and quantitative information required to develop a financial plan.
- Analyze personal financial situations, evaluating clients' objectives, needs, and values to develop an appropriate strategy within the financial plan.

- Demonstrate logic and reasoning to identify the strengths and weaknesses of various approaches to a specific problem.
- Evaluate the impact of economic, political, and regulatory issues with regard to the financial plan.
- Apply the CFP Board Financial Planning Practice Standards to the financial planning process

DIDACTIC APPROACH:

This course rests on several components – self-study, lectures, interaction, as well as practice and application:

- Self-Study
 - Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.
- Lecture
 - Presentation of topics in class by instructor using narrated PowerPoint slides.
- Student-Instructor Interaction
 - Discussion of selected questions, finding of examples, answering of questions etc. in the weekly live-chat.
 - Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards.
 - Direct interaction between student and instructor.
- Practice and Application
 - Preparation of short assignments by students before class.
 - Participation in discussion boards.
 - Deepening of concepts in discussion.
 - Case study
 - Role plays
 - Quizzes and examinations
 - Comprehensive financial planning project (written plan)
 - Presentation of comprehensive written plan (oral presentation)

ASSESSMENT AND GRADING:

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment requires a different set of knowledge, skills and abilities:

Attendance:

All students are expected to abide by the class attendance policy set forth by the instructor in each class in accordance with the policies set forth by the School of Management. Attendance during the first online week of class meeting is mandatory, unless properly excused by the class instructor. Students who do not engage in the Week 1 activities and content may be dropped from the course by the academic program that offers the course. This policy applies to all levels/types of courses (i.e., foundation, core, electives, etc.) and to all study centers. It remains the student's responsibility to verify course drops dates to avoid academic and financial penalties.

Attendance of synchronous activities (i.e. weekly live chat session in a virtual classroom) is required for all students in all online Financial Planning Program courses; however, you may be excused by the instructor for valid reason. Students who are unable to attend and excused by the instructor are expected to listen to the archived chat session and complete an assignment at the instructor's discretion in order to make up the participation points. Attendance or engagement in the chat archive with completion of the instructor assignment is part of the course participation grade.

Attendance of less than 87.5% will be considered as insufficient. Failure to meet the individual course attendance requirements may result in a grade of F. When possible, students also must provide advance notice of absences, as

well as relevant documentation regarding absences, to the instructor as soon as possible following the illness or event that led to the absence. Any arrangement to make up work because of class absence is the responsibility of the student. The evaluation (grading) statement are posted on Blackboard and determines the effect of absences upon grades.

Participation

Class participation and attendance in the group case study, and live chats is weighted heavily in this course because discussion and exchange of diverse ideas is what enriches our learning experience. Students will be graded on their ability to provide clear explanations, ask pertinent questions, contribute to overall class learning, participate and contribute to group learning activities, complete team evaluations, and critically discuss and analyze issues. Participation is expected, and student engagement in this process will be monitored. Please notify the instructor in advance, if you will be absent for any module. **Attending live session while driving is prohibited. Students are required to lead demonstration as assigned in live virtual classroom.**

Assignments

The weekly learning assignments may include: textbook readings, practitioner readings, pre-recorded chat sessions, live online chats, quizzes, individual and group case studies and end-of-chapter problems. The objective of these multiple activities – both theoretical and practical – is to promote the student's overall learning experience. In week 8, students will make a live client presentation and turn in a written comprehensive financial plan.

This course examines professional issues in financial planning. Students are expected to utilize skills obtained in other courses and work experiences in the completion of a comprehensive personal finance case study (as well as several mini-case studies). **Students will independently solve a comprehensive financial case scenario using only Microsoft Word and Excel (or similar applications). The use of professional financial planning software is prohibited. If the final written case is solved and/or written using professional software the student will receive a score of zero (0) on the assignment.** Students must show their work by submitting both written materials and Microsoft Excel spreadsheets as support material.

Assignments, class participation, presentations, and written materials will be judged using, at a minimum, the following criteria:

- Accuracy of calculated client data
- Student's overall effectiveness in presenting ideas and concepts
- Success in making clear the goals and objectives of the assignment
- Following instructions
- Providing reasonable, actionable, and effective comprehensive client recommendations in an integrated manner
- Providing multiple alternatives to problems
- Showing integrated implementation procedures and strategies

Oral Presentation to Client

Students are expected to demonstrate the ability to deliver an effective and comprehensive executive summary of the written plan to the client. *After completing this activity, students will have improved competency in the following CFP Board learning outcome: (1) demonstrate a comprehensive understanding of the content found within the Financial Planning curriculum and effectively apply and integrate this information in the formulation of a financial plan and (2) effectively communicate the financial plan orally.*

Written Comprehensive Financial Plan for the Client

Students will demonstrate the ability to analyze client data and synthesize a comprehensive financial plan for their case study client. *After completing activities associated with this part of the financial plan development course students will have improved competencies in the following CFP Board learning outcomes:*

1) demonstrate a comprehensive understanding of the content found within the Financial Planning curriculum and effectively apply and integrate this information in the formulation of a financial plan, 2) effectively communicate the financial plan in writing, 4) analyze personal financial situations, evaluating clients' objectives, needs, and values to develop an appropriate

strategy within the financial plan, 5) demonstrate logic and reasoning to identify the strengths and weaknesses of various approaches to a specific problem, 6) evaluate the impact of economic, political, and regulatory issues with regard to the financial process, and 7) apply the CFP Board Financial Planning Practice Standards to the financial planning process.

ASSESSMENTS AND LEARNING OUTCOMES:

The following table provides information on how various forms of assessment contribute to the nine School of Management and Program-Specific Student Learning Outcomes: 1) fundamentals (quantitative literacy), 2) planning and organization (information literacy), 3) individual competencies (creative and critical thinking), 4) interpersonal competencies (communications and interpersonal & teamwork skills), 5) global environment (cross-cultural competency), 6) leadership and change (identity & values, principled leadership), 7) financial planning field knowledge and experience, 8) development of integrative planning solutions, and 9) client communication and counseling.

CFP Learning Objectives	Cal Lutheran and Program Student Learning Outcomes								
	1	2	3	4	5	6	7	8	9
Comprehensive understanding of CFP board curriculum	X	X	X	X	X	X	X	X	X
Communicate plan		X							X
Collect data	X	X	X	X	X	X	X		X
Analyze client data	X	X	X	X			X		
Assess alternatives							X	X	
Identify planning assumptions	X		X		X				X
Apply the strategic planning process	X					X	X	X	X

OVERVIEW AND SCHEDULE OF TOPICS AND ACTIVITIES:

Weeks	Topic	Readings (GKF)	Readings (Wiley)
Week 1, 3/9 The Planning Process and Ethics Review CFP Module: A&B	<ul style="list-style-type: none"> ❖ Meet Your Clients ❖ Review CFP Board's <i>Financial Planning Practice Standards</i> and the financial planning process ❖ Examine CFP Board's <i>Code of Ethics and Professional Responsibility</i> ❖ Regulatory issues and licensing requirements 	Chapter 1-5	A. Professional Conduct and Regulation (7%)
Week 2, 3/16 Communication & Math Review CFP Module: B	<ul style="list-style-type: none"> ❖ Cash Flow & Net Worth 	Chapter 6	C. Education Planning (6%)
Week 3, 3/23 Case Study Methods CFP Module: F	<ul style="list-style-type: none"> ❖ Tax 	Chapter 7	F. Tax Planning (12%)
Week 4, 3/30 Plan Writing I CFP Module: D	<ul style="list-style-type: none"> ❖ Insurance 	Chapter 8-12	D. Risk Management and Insurance Planning (12%)

Weeks	Topic	Readings (GKF)	Readings (Wiley)
Week 5, 4/6 Plan Writing II CFP Module: E	❖ Investment Planning	Chapter 13	E. Investment Planning (17%)
Week 6, 4/13 Plan Writing III CFP Module: C&G	❖ Retirement	Chapter 14-15	G. Retirement Savings and Income Planning (17%)
Week 7, 4/20 Plan Writing IV CFP Module: H	❖ Estate and Special Situation	Chapter 16	H. Estate Planning (12%)
Week 8, 4/27 Case Presentation	❖ Written Financial Plan & Presentation		
<i>Cases can be found in Chapter 14 of the case book. GKF = Grable, Kruger, & Ford Plan Writing Book Wiley = Wiley Efficient Learnings</i>			

CFP 8 Principal Knowledge Topic Categories

- A. Professional Conduct and Regulation (7%)
- B. General Financial Planning Principles (17%)
- C. Education Planning (6%)
- D. Risk Management and Insurance Planning (12%)
- E. Investment Planning (17%)
- F. Tax Planning (12%)
- G. Retirement Savings and Income Planning (17%)
- H. Estate Planning (12%)

Additional Readings:

During this course your instructor will assign certain readings, and you will be expected to discuss them in the forum. While the majority of these readings will not be assigned, you might consider adding those articles or topics you find interesting to your personal library. See weekly assignment page for articles in Blackboard.

GRADING:

Grading in this class will be based on the following elements and the grading scale provided below:

Percentage	Grade	Percentage	Grade
>94%	A	74% to 76.9%	C
90% to 93.9%	A-	70% to 73.9%	C-
87% to 89.9%	B+	67% to 69.9%	D+
84% to 86.9%	B	64% to 66.9%	D
80% to 83.9%	B-	60% to 63.9%	D-
77% to 79.9%	C+	<60%	F

The grading rubric is posted on Blackboard.

Activity	Weighting
Quiz (WEL Modules)	26%
Case Study quiz (WEL)	29%
Individual Case Study	26%
Presentation & Final Plan	22%
Mock Exam (WEL)	7%
Total	100%

STUDENT WORKLOAD FOR THIS COURSE:

A detailed breakdown of time (1 Carnegie hour = 50 clock minutes) and activities can be found from the following table:

Activity	Instructor-Led		Independent		Remarks
	Weekly	Course	Weekly	Course	
Required readings			3	24	Textbook and outside readings
Pre-recorded lectures	1.5	12			
Live weekly chats	1.5	12			
Quiz & Case study quiz	2	16			7 quizzes and 7 case study quizzes
Individual Case Study	.125	1	1	8	Each student assigned with one case
Group Case Study	.125	1	1.5	12	Live Pro Bono client case
Written plan & Presentation	.375	3	6	48	Both Individual and group cases
Total	5.625	45	11.5	92	

COURSE POLICIES:

- Students are responsible for case and assignment preparations.
- Exams and quizzes are to be taken by the designated date shown on the course calendar.
- All assignments must be typed using Microsoft Word or Excel (or similar applications), as appropriate.
- Client presentations are required, should use PowerPoint or similar presentation software.
- Exam material will potentially cover all material (a) assigned in class, (b) assigned as readings, (c) pre-recording, and (d) presented in lectures. Exam material will also be based on the running class case.
- The course outline is tentative. The instructor reserves the right to amend reading assignments or dates as necessary. Any changes made to the course outline will be announced either on the course calendar, on the message board, via email, or on the message of day bulletin board.
- If you have any condition such as a physical or learning disability, which will make it difficult for you to carry out work as outlined, or will require academic accommodations, please notify the instructor immediately.

COURSE EVALUATIONS:

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

ACADEMIC INTEGRITY:

The educational programs at California Lutheran University's School of Management are designed and dedicated to achieve academic excellence, honesty and integrity at every level of academic life.

This Policy and the Procedure for Reporting and Handling Violations of Academic Integrity in the School of Management are built upon the university's framework, but are specific to the School of Management only. As stated in the Procedure for Reporting and Handling Violations of Academic Integrity in the School of Management, students

and faculty share the responsibility for maintaining high levels of scholarship and academic integrity. In the same manner, faculty and students share an obligation to report violations of academic integrity to their Program Director.

The School's definition of academic dishonesty is "any behavior or act that implies intent to make someone believe what is not true, as giving a false appearance." Since academic honesty is central to the academic enterprise,

students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical use of technology, and facilitation of academic dishonesty are examples of such behaviors.

Any behavior or act that falls within the definition of academic dishonesty will meet with appropriate disciplinary remedies. Due to the serious nature of such offenses and resulting questions regarding student ethics, graduate programs within the School of Management may assign remedies including academic probation, suspension or dismissal from the university after a first offense with the approval of the Program Director, the Dean, and if necessary, the Vice President for Academic Affairs. Remedies will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

For complete descriptions of violations of academic integrity please refer to the Academic Integrity Policy and to the Procedure for Reporting and Handling Violations of Academic Integrity for Graduate Programs at the School of Management at California Lutheran University.

UNIVERSITY HARRASSMENT POLICY:

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:** [Student Life Handbook](#)

SEXUAL MISCONDUCT:

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found by visiting the [Title IX website](#). If you have further questions or would like to report an incident, you may call the Title IX Office at 805-493-3630 or send an email to titleix@callutheran.edu

PEARSON LIBRARY:

The Pearson Library holds over 318,500 volumes including 185,300 full-text e-books; 300 print and electronic journal subscriptions; 161 online databases with over 70,000 full text journals and full-text articles from scholarly journals. Specialized business and management databases include [Business Source Premier](#), [Business Full Text](#), [Data-Planet Statistical Datasets](#), [Emerald eJournals](#), [First Research](#), [LEXIS](#), [Mergent Online](#), [Morningstar](#), [ProQuest](#), [Research Monitor](#), [Westlaw](#), among others. To begin using these materials, visit the Pearson Library's business research guide at <http://libguides.callutheran.edu/BusinessAdmin>. For assistance, you can also contact the library's School of Management liaison, Henri Mondschein MLS, Ed.D., Email mondsche@callutheran.edu, phone: (805) 493-3012. For general assistance, you can chat live on the Library's homepage at <http://www.callutheran.edu/library/> or you can contact the library via email at clulibrary@callutheran.edu or via phone at (805) 493-3255.

CLU WRITING CENTER:

The Writing Center provides writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with a @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call (805) 493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library

VETERANS RESOURCES:

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or (805) 493-3648 for more

DISABILITY STATEMENT:

California Lutheran University is committed to providing reasonable aids and services to students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and ADA of 1990 with its Amendments. Students can request needed accommodations for this course, or other settings on campus, by registering with Disability Support Services (DSS). Accommodations are not retro-active, and students are encouraged to contact DSS and their instructors about their disability-related needs at the beginning of the semester/ term or as quickly as possible. DSS is located in the Academic Services building, and can be contacted at (805) 493-3464 or dss@callutheran.edu .

HELP DESK:

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call (805) 493-3698.

DISCLAIMER:

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.

END