

Social work

Social Work 153 (Child Welfare Services) # 32495

Spring 2015 Syllabus

Class meets in Alpine 153 on Thursdays 6:30-9:20 PM

Part 1: Course Information

Instructor Information

Instructor: Dr. Sylvester Bowie

Office: 4008 Mariposa

Office Hours: Tuesday 10-12 noon 1:00-2:00 PM and 5-6 PM Thursday 10-12

Noon & 2:00-3:00 PM drop in during these hours or by appointment.

Office Telephone: 916 278-7165

E-mail: bowies@csus.edu

Course Description

This course is designed to provide students with an overview of child welfare services from an historical, theoretical and practice perspective. Services to children and their families are divided into:

- **Support** services or those which enhance family life,
- **Supplemental** services that help the struggling family to maintain or regain balance and
- **Substitute** services or those that provide for the child when the family cannot on either a temporary or permanent basis.

Each service is considered from the point of view of:

- etiology,
- rationale of the services,

- the provision of the services,
- how the consumer views the service and
- The trend that may affect the future provision of the service.

Services are also discussed in the light of their provision to a variety of diverse populations.



*** and think before taking this class- Students fail this class because they failed to complete the work required of them. This is a hybrid course and it means that a significant portion of the class work will be done independently online (through the SacCT portal). Therefore student MUST be prepared to invest the time and effort to be successful in this class.**

Textbook & Course Materials

Required Text

1. Crosson-Tower, C. (2013). Exploring child welfare: A practice perspective (6th ed.). Boston, MA: Allyn& Bacon.
2. Jenson, J.M. & Fraser, M.W. (2012) Social policy for children and families: A risk and resilience perspective (2nd ed.) Los Angeles, CA Sage Publication Inc.
3. Mather, Jannah H. Lager, Patricia A. & Harris Norma J. (2010). Child welfare: Policies and best practice Belmont, CA: Thompson / Brooks Cole.

Recommended Texts & Other Readings

- Other readings will be made available in the SacCT
- Course Requirements
- Internet connection (DSL, LAN, or cable connection desirable)

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*Hybrid course: a course in which 20%-67% of course activities, including class meetings, are delivered electronically. Through the use of a variety of technologies, actual seat time is reduced and replaced with activities, discussions, and assignments completed at a distance.

- Access to SacCT

Written work for this class

- Clear and concise writing are key ingredients for your future in the field of social work or any profession you will enter.
- All writing assignments shall be **typed, double-spaced and have one-inch margins. Font (typeface) size shall be 12 points.**
- All papers submitted to the instructor should include a cover page with your name, name of assignment, instructor's name, course name and date.
- No late papers will be accepted unless there are extraordinary circumstances and/or prior approval has been given by the instructor. **Always keep a copy of each assignment** you submit to the instructor

Plagiarism-

Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.

Acknowledgement is not necessary when the material used is common knowledge. When the source is not noted, the following would constitute plagiarism:

1. Word-for-word copying.
2. The mosaic (to intersperse a few words of one's own here and there while, in essence, copying another's work).
3. The paraphrase (the rewriting of another's work, yet still using the fundamental idea or theory).
4. Fabrication (inventing or counterfeiting sources).
5. Ghost-written material (submitting another's effort as one's own).

It is also plagiarism to neglect quotation marks on material that is otherwise acknowledged. Plagiarism and acts associated with it are cause for disciplinary and/or legal action.

If it is determined that a student has plagiarized the work of another, it can result in the student being suspended or expelled from the University, depending on the circumstances. . (<http://www.csus.edu/admbus/umanual/UMPI4150.htm>) In this course a grade of {F} can be expected by students who plagiarize

Course Structure

This course will be delivered partially online through the course management system SacCT. You will use your Saclink account to login to the course from the [SacCT login page](http://online.csus.edu) (<http://online.csus.edu>).

In SacCT, you will access online lessons, course materials, and resources. At designated times throughout the semester; we will participate in a blend of self-paced and group-paced activities using SacCT and alternative Internet-based technologies. Activities will consist of chat, blogs, discussion forums, email, journaling, blogging, wikis, and web posting.

SacCT Access

This course will be delivered partially online through a course management system named SacCT.

To access this course on SacCT you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](#) from your SacCT course. Refer to the SacCT Browser Tune-up page for instructions.

(Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Code of Ethics

In the social work profession, it is expected that students will become familiar with and adhere to the NASW Code of Ethics. This code for professional behavior should guide your actions in class and in the field agency setting. Ethical violations (e.g. disrespect toward classmates and the instructor) may result in failure of this course, particularly if the instructor has previously advised a student of the violation(s).

Electronic device

Unless you are expecting important phone calls, please turn off all your electronic devices, including cellular phone, pagers, PDA, and laptop computer (or ensure that they are silenced- to ensure others are not disturbed when you receive messages)

It is the rule of this class that no laptop or PDA be used for any other reason than taking notes during the lecture class time. Students with disabilities that need to use special devices, including laptop/PDA, must make arrangements through the Office of Service to Students with Disabilities.

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Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.”

Read more about Sac State's [Academic Honesty Policy & Procedures](#).

Definitions (Source: Sacramento State University Library)

At Sac State, “**cheating** is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.”

“**Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.”

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student’s responsibility to check SacCT for corrections or updates to the syllabus. Any changes will be posted in SacCT.

Campus Resources

Sac State has many programs and resources available to assist you during your academic studies.

Academic Advising

The Academic Advising Center offers new student orientation, mandatory freshman advising, and advising on General Education and graduation requirements for all students.

IRT Service Desk (Helpdesk) 916-278-7337 (number to contact for student help)

The helpdesk provides assistance to students, faculty and staff in their use of campus technologies. Help is available via walk-in service, telephone service, email, or chat.

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Services to Students with Disabilities

Services to Students with Disabilities (SSWD) offers a wide range of support services and accommodations to students in order to ensure equal access and opportunity to pursue their educational goals.

Student Affairs

If you need help discerning who to see to get a question answered, advice on which classes to take, or information about how to obtain financial aid, Student Affairs may be able to assist you.

Student Health Center

Student Health Services promotes the health and wellness of Sac State students.

University Library

The Sac State University Library provides access to a wide array of workshops, research guides, subject specialists, databases, electronic journals, and other electronic resources for the campus community.

University Writing Center

The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check SacCT for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through SacCT email.

Child Welfare Services

Social Work

Spring 2015 Syllabus

Hybrid Courses: (http://www.csus.edu/atcs/elearning_update.htm)

According to the Sacramento State eLearning policy, a Hybrid Course: is “a course in which 20-67 percent of course activities, including class meetings, are delivered electronically. Through the use of a variety of technologies, actual seat time is reduced and replaced with activities, discussions, and assignments completed at a distance.” In this class we will meet face-to-face on the days scheduled in the syllabus and on the other days when class are scheduled but there is no planned face-to face meeting students are expected to engage in and complete assignments, readings and all related activities as quizzes and test and participation scores will be based on all the materials to be covered.

Part 2: Course Objectives

At the end of the course students should be able to:

- Discuss how services to children and families are provided along a continuum from the least intrusive (support services), to somewhat more comprehensive ("Supplemental services), to services that substitute, either temporarily or permanently~ for their natural family (substitute services)
- Discuss the history of the provision of services for children and their families in the United States
- Explain the role of the family in the lives of children, how these roles can break down and how they differ according to the influence of diversity
- Demonstrate an understanding of how such social issues as poverty, violence, drug abuse and homelessness impact children and their families and
- explain what each means to children and families
- Give a brief overview of such services as day care, services in schools, counseling, court services, protective services, services to teen parents, foster care, adoption and residential services

- Discuss the impact of children's services on those they serve
- Speculate knowledgeably on the trends in and future of services to children and families given the current societal attitudes and political climate
- Explain the role of the child welfare worker in various types of services for children and families.
- Services will also be discussed in the light of their provision to a variety of diverse populations.

You will meet the objectives listed above through a combination of the following activities in this course:

- The primary methods of instruction will be:
 - lecture, class discussion, exercises,
 - audio and visual aids and class presentations.
 - Guest speakers will enhance class material.
 - In addition, student comments are welcome and encouraged.
 - In class discussions as well as online/web based discussions and interactions. Failure to attend classes regularly and or participate in designated activities will affect your final grade

Students are expected to attend all in class meeting sessions as well as complete all non-face-to-face meetings assigned activities.

Class Assignments:

Test, Online Assignments & Quizzes: there will be four scheduled quizzes, a midterm, a number of activities on SacCt and a final test. All quizzes and test will be based on the reading, class discussion, guest speakers, video, and any other resource material presented. The primary texts are “Exploring Child Welfare” Social Policy for Children and Families and “Child welfare: Policies and best practice” at the end of each chapter there is a summary and some exploration questions. An effective way to study is to answer the questions upon completion of the chapter.

Web Based Activities:

There are a number of web sites and articles that you are asked to visit or read (the URLS. are available on SacCT as well as in the syllabus) during the course of the semester. You are asked to make comments and discuss the content by certain specified

dates. Completion of these activities is crucial for the participation portion of the course. Please ensure that these activities are attended to in a timely manner. There are also two videos and a few news articles that you will be asked to view and read and make comments/answer questions. One video (The Mandated Reporter) is to be viewed and the questions answered before class session 6 on March 6, 2014. The second video entitled "Place to Place" is to be viewed and the questions answered by May 8 @ 12 noon.

Short quizzes will be given on the following class sessions each worth 12.5 points:

Activity	Number	Date
Quiz	1 (week 4)	February 19, 2015
Quiz	2 (week 8)	March 19, 2015
Quiz	3 (week 13)	April 25, 2015
Quiz	4 (week 15)	May 7, 2015

Since quizzes are completed before the start of class @ 6:30 PM. All quizzes must be done prior to that time, even when we are not meeting face to face

ASSIGNMENTS & SCHEDULE OF ACTIVITIES SOCIAL WORK

Course Name SWRK 153 Spring 2015 Syllabus

Part 3: Topic Outline/Schedule

Important Note: Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

<i>Wk</i>	<i>Date</i>	<i>Topic</i>	<i>Reading</i>	<i>Miscellaneous</i>
1	1/29	Introduction and course overview- the way we view children then and now What is the family, and what roles does it play in the lives of children?	<p>Exploring C/Welfare pg. 1-52 (chapters 1 & 2)</p> <p>C/Welfare policy 1-31</p> <p>Social policy for children-1-24 (ch.1)</p> <p>Important web links to visit post comments on SacCT by 2/5 @ 6:30 PM</p> <p>www.aecf.org/kidscount http://datacenter.kidscount.org/ (visit California and look at its data) http://www.cwla.org (check out the practice areas and comment accordingly) http://www.attachmentdisorder.net/ (visit the "School Issues" and comment based on your examination of that area. What tools did you find surprising?)</p> <p>Discussion items:</p> <ol style="list-style-type: none"> 1. How could these sites be helpful in understanding the class material as related to child (ICWA & ASFA) welfare services? 2. How could a " helper" (social worker, police officer, teacher, probation officer among others) benefit from being aware of the help, support and availability of services and sites such as these? 3. What are the major initiatives identified in the Casey Foundation publication and how do they affect the policy discussion in the texts? <p>Postings and discussions should be made by 6:30 PM on 2/5</p>	<p>For next class please come with a working definition of "family" and be prepared to discuss it. You should also watch part 1 of a posted video entitled Aging out of the foster care system Part I. to locate the video go to "content" on the menu screen and then locate the folder entitled "videos used in the class and then locate the Aging out of Child Welfare Part I Video.</p> <p>You will also complete the comment section for the urls posted and due by 2/5 @ 6:30 PM</p>
2	2/5	Poverty & the child welfare services.	<p>Exploring C/Welfare pg. 55-76 (ch. 3)</p> <p>C/Welfare policy pg. 32-50 (ch. 2)</p> <p>Social policy for Children 25-56 (ch. 2)</p>	
*3	2/12	Social issues impacting children today	<p>C/Welfare Exploring 79-117 (Ch. 4 & 5)</p> <p>C/Welfare policy 51-68-</p> <p>Social policy for Children p. 57-112 (ch. 3)</p> <ol style="list-style-type: none"> 1. You will connect with the links below and provide a summary regarding the type of site as well as the relatedness and connection to the 	<p><i>There will be no face to face meeting in class</i></p>

			<p><i>scheduled reading for the week. You will also discuss what you found useful about each of the sites.</i></p> <p><i>The summary should be such that a reader has a fair understanding of:</i></p> <ul style="list-style-type: none"> i. <i>the content of the links and</i> ii. <i>ii. The way they are related to the reading and class discussions.</i> iii. <i>Discuss any new information found and ways that you will incorporate the information in your learning.</i> iv. <i>What was the most revealing information discovered at the sites and which will you use in your future research?</i> <ul style="list-style-type: none"> a) http://www.prrac.org (discuss 2-3 of the articles read at this site) b) http://www.futureofchildren.org c) http://www.nlm.nih.gov/medlineplus/ d) http://www.spotlightonpoverty.org/ExclusiveCommentary.aspx?id=2b4f4e3a-7f6a-4ecb-84de-528e29d3d84b <p>Post comments by 6:30 PM 2/12</p>	
4	2/19	What services are needed for the developing child? A look at day care and school-based services.	<p>Exploring C/Welfare pg. 119-140 (ch.6)</p> <p>C/Welfare policy 110-138</p> <p>Social policy for Children 113-145 (ch. 4)</p> <p>Provide a one page summary of the Katie A Class action settlement in California. Completed by 6:30 PM 2/27 and posted on SacCT</p>	Quiz # 1 complete by 6:30 PM
*5	2/26	Counseling: do families and children benefit? Katie A	<p>Exploring C/Welfare pg.145-171 (ch. 7)</p> <p>Social policy for Children 146-194 (ch. 5)</p>	
6	3/5	What is meant by family preservation? If family preservation or child placement in the child's best interest?	<p>Exploring C/Welfare pg. 211-228 (ch.9)</p> <p>Mather, Lager & Harris 9-68</p> <p>Social policy for Children pg. 353-370 (ch. 10).</p> <p>Note you have two assignments to be completed before next class session</p> <p><i>Please review the Video on SacCt entitled: The Mandated Reporter and answer the accompanying questions before the start of class</i></p>	<p>There will be no face to face meeting in class</p> <p>Note the two videos to view before class next week</p> <p>https://www.youtube.com/watch?v=tyVpPUCiSIY and mandated reporter video</p>

			<p><i>Review this case before the start of class next week:</i></p> <p>http://articles.washingtonpost.com/2013-01-04/politics/36209359_1_adoptive-parents-melanie-capobianco-dusten-brown</p> <p>Questions to be answered: based on your knowledge of ICWA, what do you think should be the “proper” outcome of the court’s decision? Discuss. Below is the court’s decision, what are your thoughts on the ruling? Explain your position</p> <p>http://indiancountrytodaymedianetwork.com/2013/06/25/supreme-court-thwarts-icwa-intent-baby-veronica-case-150103 (PDF on SacCt also) <i>Complete on SacCt by 3/12 @ 6:30 PM and come to class prepared to discuss.</i></p>	
7	3/12	Who protects children when families cannot?	<p><i>Exploring C/Welfare pg.175-207 (ch. 8)</i></p> <p><i>Mather, Lager & Harris 89-169</i></p>	

8	3/19	Teen parents&what help can we give them?	<i>Exploring C/Welfare pg. 251-277 (ch. 11)</i> <i>Mather, Lager & Harris 221-246</i>	Quiz #2
9	3/26	Spring	break	Spring break
10	4/2	What is family foster care and how does it work?	<i>Exploring C/Welfare pg. 281-306 (ch.12)</i> <i>C/Welfare A Unifying 58-64 & 247-264</i>	
11	4/9	What role do courts play in the lives of children?	<i>Exploring C/Welfare pg. 231-248 (ch. 10)</i> <i>Social policy for Children p. 306-352 (Ch. 9)</i>	<i>There will be no face to face meeting in class</i>
12	4/16	Adoptions how does it benefit children?	<i>Exploring C/Welfare p. 311-344 (ch. 13)</i> <i>C/Welfare policy 63-68 (part ch. 3), & 247-264 (Ch. 11)</i> <i>You will connect with the links below and provide information regarding the type of site as well as the relatedness and connection to the scheduled reading for the week. You should also visit the "adoption news" site at www.familyhelper.net and explore the page as part of your discussion</i> The discussion and postings should be completed by 6:30 PM 4/16 <ul style="list-style-type: none"> • Identify 4-5 things you have discovered that you did not know about adoptions. • Discuss how this new knowledge could inform a helper working with an adopted child (helpers could be social worker, police officer, probation officer, teacher, or counselor/therapist) <p>a) http://www.childwelfare.gov/adoption/laws/</p> <p>b) http://adoption.state.gov/adoption_process.php</p> <p>c) http://www.sfdph.org/dph/files/vitalRecordsDocs/AdoptionProc01012008.pdf</p> <p>d) http://www.sightkite.com/Lilliput-2008-Annual-Report.pdf</p> <p>e) http://www.courts.ca.gov/adopt050.pdf</p> <p>f) http://www.childwelfare.com/california_child_welfare.htm</p>	<i>Midterm Completed before the start of class based on based on weeks' 6-11</i>
13	4/23	When do children need residential services?	<i>Exploring C/Welfare pg.383-422</i> <i>C/Welfare policy 265-284 (ch. 12)</i>	<i>Quiz # 3 There will be no face to face meeting in class</i>

			<p><i>You will locate the articles based on the information provided. You will provide summary regarding the type of article as well as the relatedness and connection to the scheduled reading for the week of submission (the due date. For example this is due for submission on 5/1 the reading then is substance abuse and delinquency)</i></p> <p><i>You will also discuss ways that social workers could use the sites and or articles to benefit families in need.</i></p> <ol style="list-style-type: none"> <i>You will provide a summary of the content covered in the article/or pages</i> <i>You will also discuss ways that social workers could use the sites to benefit families in need. (for item #1 please read only the Executive summary pages 1-8)</i> <i>You will share your opinion about the conclusion reached by the writer in article #4- Was Dan Quayle Right? discuss</i> <ol style="list-style-type: none"> 1. Locate this article in the “Articles that are required reading folder #1” (SacCt) 2. Locate article#2 in same folder as #1 above (SacCt) 3. Locate article #3 in same folder s #1 4. Locate article # 4 in same location as #1 <p><i>Post comments by 4/30 @ 6:30 PM</i></p>	
14	4/30	Substance abuse & Behavior and delinquency issues	<p><i>Social policy for Children pg. 195-305 chapters 8</i></p> <p><i>C/Welfare policy Ch. 8</i></p>	
15	5/7	health & disability policy	<p><i>Social policy for Children Chapter 6 & 7</i></p> <p><i>Watch this video Place to Place” video and the questions answered by today’s date 5/8 @ class time 6:30 PM</i></p> <p>Review the information and complete before class session</p>	<p><i>There will be no face to face meeting in class</i></p> <p><i>Quiz # 4</i></p>

			<p>#15. Be mindful that there will be question on the finals based on the information at these links.</p> <p>http://www.nclد.org/parents-child-disabilities/ld-rights/what-is-fape-what-can-it-mean-my-child</p> <p>http://www.nclد.org/parents-child-disabilities/ld-rights/knownق-your-childs-rights</p> <p>http://www.nclد.org/parents-child-disabilities/ld-rights/advocating-for-your-school-aged-child</p> <p>due for class session # 15 (5/7) discussion and finals</p>	
16	5/14	<i>The future & Leadership</i>	<p><i>Exploring C/Welfare pg 383-391 (ch. 15)</i></p> <p><i>Mather, Lager & Harris 285-303</i></p>	
17	5/21	<i>Final</i>		Final 6:00 – 8:30 PM online SacCT

Part 4: Grading Policy Graded Course Activities

Visit the **Assignments** link in SacCT for details about each assignment listed below. Click on **Assessments** to access quizzes and exams. (See Part 4 for more information about accessing tools and activities).

Class Requirements and Grading:

- a. Assignments are to be completed in a timely manner, barring serious unforeseen circumstances. If such circumstances do arise, please notify the instructor as soon as reasonably possible
- b. All written work should be typed. Papers will be double spaced and properly referenced. The Publication Manual of the American Psychological Association (APA) is the accepted format to use for referencing. Failure to properly reference can be considered plagiarism.
- c. Plagiarism can result in automatic dismissal from the course.
- d. Midterm and final assignments are each weighed at 20 & 40 % respectively. For both the midterm and the final students will be required to do some writing requiring critical examination of the materials covered over the designated period. Attendance & Participation, mid-term and final account for 80% of the class grade. The final 20% of class grade will come from scheduled quizzes (all quizzes will be based on previous weeks' reading).
- e. Attendance in class as well as participation in web based activities are expected and will be considered for scoring from the section marked attendance and participation.

Late Work Policy

Be sure to pay close attention to deadlines—there will be no makeup assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in SacCT

Points you receive for graded activities will be posted to the SacCT Grade Book. Click on the My Grades link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been completed—typically **within 3** days following the completion of an activity. You will see a visual indication of new grades posted on your SacCT home page under the link to this course.

Letter Grade Assignment- Final grade assigned for this course will be based on the percentage of total points earned and is assigned as follows:

Item	Points	Percentage
Attendance & participation including online work	30 Points: (Participation (online) = 15 points Attendance and in class participation 15 points) Weeks 1-16 January 29, through May 14. Participation in all activities in class as well as the web based activities is important to get these points, so too is class attendance on the days we meet in the classroom. Anyone missing more than 4 sessions will get zero point for attendance. Each missed class session is a loss of 3 points. Each of the online activities/assignment not completed by student will result in the loss of 3 points (missing more than five activities including video review and comments/discussion will result in zero points for online participation). Please bear in mind that we will have no face to face meeting on weeks 3, 6, 11, 13 & 15. Additionally, we will not meet March 26 as it is Spring Break.	15
Mid-term	50 Points-completed Week # 12 on 4/16	25
Final	70 Points: May 21 on or before 8:00 PM	35
Scheduled quizzes	50 (4 times @ 12.5 points each) Q#1 week 4 on 2/19, Q#2 Week 8 on 3/19, Q#3 week 13 on 4/23, Q#4 Week 15 5/7	25
Total	200 Points	100

Score	Percentage	Letter Grade
200-196	100-98	A+
194-186	93-97	A
184-180	92-90	A-
178-174	89-87	B+
172-166	86-83	B
164-160	82-80	B-
158-154	79-77	C+
152-146	76-73	C
144-140	72-70	C-
138-134	69-67	D+
132-128	66-64	D
126	Below 64	F

Completing assignments and home work when there is no face to face meeting.

30 Points: (Participation= 15 Attendance 15) Since this is a hybrid class there are sessions when the class will not meet face-to- face, but work will be assigned on SacCT for completion. Therefore, attendance and participation during in class sessions will be critical. Weeks 1-16 January 29, through May 14. Participation in all activities in class as well as the web based activities is important to get these points so, too is class attendance when we meet. Anyone missing more than 3 sessions will get zero point for attendance. Each online activity not completed by student will result in the loss of 3 points. Please bear in mind that we will have no face to face meeting on weeks 3, 6, 11, 13 & 15. Additionally, we will not meet March 26 as it is Spring Break.	
I. There are 4 scheduled quizzes each valued 12.5 points:	Q#1 week 4 on 2/19, Q#2 Week 8 on 3/19, Q#3 week 13 on 4/23, Q#4 Week 15 5/7
II. Assignment # 3 (Midterm value 50 points) Mid-term session 12 (April 16, 2015)	
III. Assignment # 4 final (value 70 points) will be done on the scheduled finals date on May 21, 2015 ends at 8:00 PM. multiple choice & true false, short answer questions)	
IV. SacCt assignment completion dates:	
	<ol style="list-style-type: none">1. 2/5-2. 2/123. 2/264. Mandated reporter video before class on 3/55. 4/236. 4/307. Place to place video 5/8 and answer questions and post by the scheduled time.

Important note: For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.

Part 5: Course Policies

Attendance & Participation

Students are expected to participate in all online activities as listed on the course calendar. *15 percent (30 points) of the points for this course is from attendance and participation. Since this is a Hybrid course and some sessions will in-class while there are non-face-to-face sessions scheduled. So, the points will be based both on attendance and on participation in and out of class.*

Online activities will be tracked, using the SacCT tracking tool, discussions, chat sessions, and group work, to monitor students' participation in the course.

Complete Assignments

All assignments for this course will be submitted electronically through SacCT unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Office of Services to Students with Disabilities](#) (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation *before* classes start.

SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Commit to Integrity: As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.”

Read more about Sac State's [Academic Honesty Policy & Procedures](#)

Definitions

At Sac State, “**cheating** is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” “**Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.”

Source: Sacramento State University Library

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student’s responsibility to check SacCT for corrections or updates to the syllabus. Any changes will be posted in SacCT.