



SW 361-60 Child Welfare  
Spring 2022

**Course Title:** SW 361-60 Child Welfare  
**Location:** Online Learning  
**Professor:** Ramon Royce, LMSW  
**Office:** Expedition Hall 13  
**Office Hours:** Tuesdays 09:30 am – 11:00 am, and Wednesdays 09:30 am – 11:00 am  
Also available by appointment

**\*\*\*\*Please note that it is best to email a day before to ensure that I will be in the office. Due to my IV-E duties, I often have to be in the field for meetings and this sometimes conflicts with posted office hours or I have scheduled meetings in the office. Please email me ahead of time (and wait for a confirmation from me) if you would like to meet during office hours to ensure I will be there!**

**E-mail:** [rbroyce@lcsc.edu](mailto:rbroyce@lcsc.edu)

(Please know email is the BEST way to reach me and initiate contact. I am often in the field and I miss phone messages.)

**Phone:** 208-792-2478

**Mission Statement**

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing from an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the support of non-traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects in the community in which they live by conducting program evaluations and needs assessments through

our research sequence, which culminates in a public symposium. (Revised January 7, 2020)

## **Course Description :**

This course is designed as an introduction to the field of family, children and youth services in the United States. The focus of this course will be on the consumers of services: children and their parents. The goal is to familiarize students with the scope and practice of services that are available to help children and families. This course will explore critical issues facing families in our society including ethnic and cultural issues. Evidence-based practices in child welfare will be presented as a way to intervene with children and families involved in the child welfare system

## **Course Objectives:**

Upon completion of this course students will develop knowledge of:

1. Understand and describe children and family services from an historical perspective. (2.1.3, 2.1.7) *Achieved through: exams, childhood paper, discussion posts and Knowing Who You Are activity.*
2. Discuss and describe the impact of diversity as it applies to family function and system response in child welfare services. (2.1.4, 2.1.5, 2.1.7) *Achieved through: exams, classroom exercises and Knowing Who You Are journals.*
3. Build a knowledge-base and summarize information about the child welfare system and other systems with which it interacts. (2.1.6, 2.1.7, 2.1.9) *Achieved through: exams, discussion posts, Child Welfare in the News, Knowing Who You Are activity.*
4. Describe the continuum of child welfare services to children and families. (2.1.6) *Achieved through: exams, discussion posts and Knowing Who You Are activity.*

The last day to add class/es or to drop on-line is Friday, August 24, 2018; last day to drop class without “W” grade on transcript is Friday, August 24th, 2018. Last day to withdraw from class/es or college for the semester is Thursday, November 8, 2018.

## **Required Text:**

There are no required texts for this course.

**All writing in this class is expected to follow APA guidelines; therefore, you will be graded based on the following text:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6<sup>th</sup> ed.). Washington, D.C.: Author.

## **Special Guidelines**

Due to the sensitive topics presented in this course, students should pay extra attention to their emotional reactions, look for ways to increase self-care, be mindful of cultural differences, and seek professional help when and where necessary.

Due to the sensitive nature of the course content, I ask that students respect and follow the following guidelines for class conduct and discussion:

1. **PRIVACY**—no one in this course is obligated to share personal experiences with the class. In some cases, this may be uncomfortable or have emotional consequences. Please use discretion and share only that which you feel comfortable having the entire class know.
2. **CONFIDENTIALITY**—any revelation that individuals disclose in class will be considered confidential and should not be repeated outside of class.
3. **REMINDER THIS IS A CLASS**—therapeutic issues cannot and should not be addressed within this course. Please use care when posting personal trauma accounts and remember that reporting guidelines still are in place no matter how much time has passed since events have occurred. Please seek the appropriate support for any reactions to the material.
4. **RESPECT**—it is extremely important that we honor and respect the opinions and experiences of others. This is a value that must be used regularly within the practice when we encounter clients who have trauma histories.

### **Social Work Program Attendance Policy**

Students are expected to participate in all scheduled weeks. Those students unable to participate are responsible for all work and class material. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade. This policy applies to all classes taught as part of the social work curriculum. Rare exceptions to this policy may be made at the discretion of the instructor.

### **Policy Regarding GPA**

Students may apply for admission to the Social Work program when:

1. Students have completed 30 credits of the General Ed core including Math 123 and English 101.
2. Students have completed SW140/240 (Intro to Social Work) and SW241 (Generalist Practice) with a B- or better in each course.
3. Students have achieved a minimum overall cumulative college GPA of 2.5.
4. Students must maintain a cumulative Social Work GPA of 2.7 (It is expected that students earn a B- or better in the Social Work practice courses: SW341 (Micro), SW342 (Mezzo), and SW443 (Macro) to apply to and remain in the program.)

### **Methods of Evaluation**

#### **Discussion Board (20%):**

Participation will be essential in helping us develop an understanding of the perspectives of others as well as develop critical thinking skills necessary for working with this topic.

Due: By 11:59 p.m. PST (Pacific Standard Time) on the dates indicated in the weekly learning modules (Modules and discussion posts will open on Sunday evening at midnight and close

Saturday evening at 11:59pm each week.) All work for the week **MUST** be posted by Saturday evening at 11:59pm.

Points: 10 points each per initial post and 10 points for responses.

All students are expected to participate in class by posting responses to weekly discussion topics. Discussions must be completed in the week that they are assigned. Each week's discussion will open on Sunday, the first day of the learning module, and it will close on Saturday at 11:59 p.m. Pacific Standard Time (PST), the last day of that particular learning module. Remember, it is each student's responsibility to submit assignments correctly and on time.

In order to ensure adequate opportunity to express your point of view, and to allow for a richer discussion, your original post responding to the topic **MUST** be posted by Thursday evening at 11:59pm PST. This will allow your colleagues time to respond to your thoughts, as well as give you time to thoughtfully respond to other postings. Please note, if you wait until Saturday evening to post and respond to your colleagues, you have not actively participated in the discussion in any meaningful way and therefore will not receive full credit for the week. You are expected to respond to a **minimum of TWO** of your fellow student's posts throughout the week. Some of our greatest learning moments come from rich discussions with others as we are exposed to different perspectives and life experiences. Please note, participation in discussions at the minimum requirements, will not earn the maximum points.

I will be looking at both the quantity and quality of the postings. These postings must add substantively to the discussion by building upon classmates' ideas or posing critical questions to further the discussion. For example, a posting of "I agree with what people are saying" is not sufficient.

Please refer to Grading Rubric to assist in an understanding of grading requirements. This rubric will be strictly enforced.

**Child Welfare in the News (20%):**

**Due:** Modules 6, 7, 10 and 15. Initial posts will be due by Thursday at 11:59pm and the response posts will be due by 11:59pm on Saturday.

**Points:** 30 points each per initial post and 20 points for responses for each of 4 Modules throughout the semester (Modules 6,7,10 and 15). **Total Points: 50x4 = 200**

**Preparation for this assignment:**

**During the first day or two of class, you will need to go to the Child Welfare Information Gateway and sign up for Child Welfare in the News. Please do not wait to do this as there is sometimes a delay before emails begin!**

The link is below:

<https://www.childwelfare.gov/subscribe/>

Scroll down to the “Subscribe to Child Welfare in the News” (the third option) and click on the box next to the listing. Scroll down further and enter the email address to which you would like your information sent. **Please note you will need to monitor your email as you will receive a confirmation email shortly for Child Welfare in the News. You will need to reply to the confirmation email to complete the subscription process.** Each business day or once a week, you will receive an email with links to many stories in the news regarding child welfare. These stories are national and international news. They will assist in bridging what is being learned through the readings and applying that to real world situations.

*You can also look at the stories by RSS feed. If you look at the tabs towards the top of the link above, you will see a tab called, “Subscribe to RSS Feed.” The third choice down is Child Welfare in the News.*

**You are responsible for ensuring that you have access to these stories. Please make sure you are able to find the stories right away so you will be able to participate in this assignment. There will be no late assignments permitted because you were unable to find the stories. If you have issues, please connect with me very early so you are ready to go.**

By Thursday of each applicable module, (Modules 6,7,10 and 15) each student will post a reaction to one of the stories posted in the previous two weeks.

Discussions for Child Welfare in the News must be completed in the week that they are assigned. Because the discussions are part of the attendance and part of the learning of the week, **THERE WILL BE NO MAKE-UPS FOR CHILD WELFARE IN THE NEWS DISCUSSION BOARDS!** It is not possible to go back to a module and have a discussion with students who are not monitoring the discussions because they have moved on to another module. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY.**

Please note that the story **MUST** have been from Child Welfare in the News from the past two weeks. **These discussions will need to be linked to either something in the current module or something that has been studied in a previous module.** Also, as you are graded on thoroughness of your initial post, it might be wise to find an article that has enough information **OR** you are able to do enough research to follow through on a shorter story to prepare a thoughtful and thorough post. Please do not expect full points on a post that states something like, “It was a really short story. I wonder.....” If you are thinking that, it probably is not a sufficient story or you need to do a little more work to find out the information you are wondering about.

Discussions must be completed in the week that they are assigned. Each week’s discussion will open on Sunday, the first day of the learning module, and it will close on Saturday at 11:59 p.m. Pacific Standard Time (PST), the last day of that particular learning module. Remember, it is each student’s responsibility to submit assignments correctly and on time.

In order to ensure adequate opportunity to express your point of view, and to allow for a richer discussion, **your original post responding to the topic MUST be posted by Thursday by 11:59pm for full credit.** This will allow your colleagues time to respond to your thoughts, as well as give you time to thoughtfully respond to other postings. Please note, if you wait until Saturday to post and respond to your colleagues, you have not actively participated in the discussion in any meaningful way and therefore will not receive credit for your initial post for the week. You are expected to respond *to a minimum of TWO* of your fellow student's posts throughout the week. If you are looking for full credit, THREE response posts are mostly required. Some of our greatest learning moments come from rich discussions with others as we are exposed to different perspectives and life experiences. Please note, participation in discussions at the minimum requirements, will not earn the maximum points.

I will be looking at both the quantity and quality of the postings. These postings must add substantively to the discussion by building upon classmates' ideas or posing critical questions to further the discussion. For example, a posting of "I agree with what people are saying" is not sufficient.

Please refer to Grading Rubric to assist in an understanding of grading requirements. This rubric will be strictly enforced.

### **Childhood Paper (20%):**

Due by end of Module 6 – at 11:59 p.m. Pacific Standard Time

Think about your childhood from birth to eighteen. What child welfare needs did you or your immediate family have even if you did not receive them? For example, did you or any of your siblings have a disability? Were your parents divorced? Did you or a sibling have difficulty in school? Was there any point in your or your sibling(s) development that caused problems for your family? All of these issues may have necessitated family adjustment and/or services. So, examine the spoken and unspoken rules, roles in your family and how you were raised. This is a process to help you to get to know yourself, really think about your childhood, and how you may react to different situations regarding children, based on your own background. Or, you may feel that you had an ideal childhood with no issues at all. Even developmental milestones create family imbalance and may have necessitated brief counseling. Or, did your family deny problems as a form of maintaining balance? How do you believe your experiences may influence your work as a social worker in the child welfare field?

Maybe your family didn't require social services or have any major issues. That is wonderful! **The point of the paper is for you to explore your past and how your family may influence your work as a social worker in the child welfare field.**

Outline these issues and consider:

- What were these issues within your family?
- Did you receive services for them?
- If so, what type of services?
- If not, why not? Did your family choose not to do so? Were there no services? Did the family feel they could handle their own issues? Did your family qualify? Etc.

- What was the outcome of receiving or not receiving services?
- Were there any cultural biases involved?
- How do you believe your experiences might influence your experiences as a social worker in child welfare situations?

In completing this paper, feel free to talk with parents, siblings, or other relatives for their perspectives. The purpose of the exercise is to help you to recognize that most families do need some help at some time and we, as professionals, must learn to recognize this and remove the barriers that might prevent them from getting the help they need.

This paper can range from 4-8 pages (not including title and reference pages), must be double-spaced, and typed. Please refer to the section on APA formatting expected in all written communication. This assignment should be turned in on Blackboard on the date specified. Please do not go over the 8 page maximum or it will be returned without a grade.

**Note:** This may be a difficult paper to complete if your family issues are still painful. However, if you choose to pursue a career in child welfare services, your own childhood issues will surface as you help others. Therefore, it is important to consider them in your training for the field. The content of this paper will be kept confidential between you and the instructor and the paper will be returned directly to you.

Also, please remember that I am a mandated reporter and any information shared that could potentially lead to a safety issue of yourself or any other person – whether the incident is present or past, must be reported. This paper should not be used as a trauma narrative. This paper is to explore childhood and the use of necessity of child welfare services.

**2 Exams (15%):**

1<sup>st</sup> exam 75 points & 2<sup>nd</sup> Exam 100 points

**Total Points: 175 points**



There will be **two** exams in this class which will incorporate all lectures, assignments, discussion, exercises, and readings. The exams will include multiple choice, true/false, and short answer essay questions. Exams can be found on blackboard on the date specified in the course outline. Exams will be posted in Modules 8 & 16. You must complete these by the close of the Module – Saturday night at 11:59 p.m. Pacific Standard Time. More information regarding exams will be posted in the module prior to the exam (Module 7 & 15) including study guides and instructions for the exams.

### **Summary**

Discussion Board (10)	200 Points
Child Welfare in the News	200 Points
Childhood Paper	200 Points
Exams	175 Points
Participation	100 Points

**Total Points Possible** **1000 points**

### **Grading**

A	1000-950 points
A-	949-910 points
B+	909-880 points
B	879-850 points
B-	849-820 points
C+	819-790 points
C	789-760 points
C-	759-730 points
D	729-601 points
F	600 points and below

### **Teaching Methods/Class Climate**

There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Assigned readings and topics for the week are outlined in the Schedule and the modules and students are expected to be prepared to meet the requirements of the assignments.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. **It is not acceptable for students to collaborate while they are taking quizzes as this is equivalent to cheating which is grounds for failing the course and possible dismissal from the Program. Unprofessional class conduct is likely to result in a lowered grade.** Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

### **Late Policy**

All Assignments must be submitted to the instructor via Blackboard by 11:59pm on the last day of the module in which they are due (which will be Saturday every week). Faxing class assignments is NOT permitted. Late assignments will not be accepted. I CANNOT STRESS THIS ENOUGH. Please do not send me emails after the assignment due date telling me you were late a few days but you turned it in. I appreciate the effort but those assignments WILL NOT be graded.

On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor and you must receive permission from the instructor before handing in late work. Permission is not guaranteed. Please see above. The grade on the assignment will automatically be reduced by half a grade per day that assignment is late. Because of the nature of the Discussion Board Posts, **NO** late Discussion Board Posts will be accepted – No exceptions.

2. Only work submitted by the beginning of the last module of the course will be accepted for inclusion in the grade for that semester.
3. Extra-Credit: This credit, if available and earned, will only count towards your final grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.

### **Writing Policy**

All printed work submitted to this instructor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (6th ed.). (Recommended for SW140 and SW241, required of all others.) Therefore,

allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

It is expected that students enrolled in a university will exhibit a proficiency in writing (spelling, grammar, sentence mechanics, and syntax). Therefore to ensure that high standards and expectations are met, points will be deducted for each misspelled word, improper work image, sentence mechanics, and improper syntax. You will also be graded on your ability to follow the instruction sheets to the letter. For many assignments, you must support your writing with the works of others and cite them properly. Remember, **all** writing must be written in APA style. Papers citing newspapers, internet sites such as “Wikipedia” and non-peer reviewed reference material will not be accepted for assignments and will be returned to the student without a grade.

All reference material used in professional papers **MUST** come from peer-reviewed articles.

The reason for these expectations is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the Writing Center may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

#### Library Use

Students, faculty, and staff patrons are expected to use the LCSC library buildings and materials in a responsible manner. Acts such as defacing, concealing, removing sections of, or stealing library books, periodicals, or reserve materials, or interfering with the work of other users indicate a lack of respect for the education process and for the rights of others within a university setting.

#### Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/student-consumer-information/>

#### Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

#### Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://www.lcsc.edu/catalog/>) and the LCSC Student Handbook

(<http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf>) for more information.

#### Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

#### Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).
- Completing Exams with other students: Students are required to do all work solo unless there are specific instructions that indicate a group portion to an assignment.

\*In addition to action by the professor, all incidents will be reported to Student Affairs.

#### Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs' web page (<http://www.lcsc.edu/student-affairs/student-code-of-conduct/>).

#### Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

#### Disclosures

During this course, if you elect to discuss information with me which you consider to be

sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

#### Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student's control. It is the responsibility of the student to request an Incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the next term, excluding summer session; otherwise, the student will be assigned a grade of "F."

## Additional References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.
- Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. London: Routledge.
- Cohen, N. A., Tran, T. V., & Rhee, S. Y. (2007). *Multicultural approaches in caring for children, youth, and their families*. Boston, MA: Pearson.
- Mather, J., Lager, P., & Harris, N. (2007). *Child welfare: Policies and best practices*. Belmont, CA: Brooks/Cole.
- Miller-Perrin, C., & Perrin, R. (2007). *Child maltreatment*. Thousand Oaks, CA: Sage.
- Myers, J., Berliner, L., Briere, J., Hendrix, C. T., Jenny, C., & Reid, T. (2002). *The APSAC handbook on child maltreatment (2 Ed.)*. Thousand Oaks, CA: Sage.
- Sheafor, B. W., & Horejsi, C. R. (2008). *Techniques and guidelines for social work practice*. Boston, MA: Pearson.
- Shonkoff, J. P., & Phillips, D. A. (2003). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- Winton, M., & Mara, B. (2001). *Child abuse and neglect*. Needham Heights, MA: Allyn and Bacon

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In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page. [Access the consumer information page](http://www.lcsc.edu/consumer-information/) (www.lcsc.edu/consumer-information/)

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Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

## Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should [review the LCSC General Catalog](http://catalog.lcsc.edu/) (http://catalog.lcsc.edu/) and [the LCSC Student Handbook](http://www.lcsc.edu/media/4355870/Student-Handbook.pdf) (www.lcsc.edu/media/4355870/Student-Handbook.pdf). More information can be found on [the Student Affairs webpage](http://www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) (www.lcsc.edu/student-affairs/student-rights-and-responsibilities/).

## Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

## Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

## Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

## Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on [the Vice President for Student Affairs' web page](http://www.lcsc.edu/student-affairs/student-code-of-conduct/) (www.lcsc.edu/student-affairs/student-code-of-conduct/) or [the LCSC Consumer Information web page](http://www.lcsc.edu/consumer-information/) (www.lcsc.edu/consumer-information/).

### Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

### Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

### Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

### Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

*Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs  
October 10, 2016*