



Spring 2025

COURSE AND INSTRUCTOR INFORMATION

Class Modality:	Online (asynchronous) in Canvas, January 21 – May 12
Instructor:	Dr. Chong Choe-Smith, PhD, JD
Office Hours:	T/Th 1:30-2:30 (via Zoom) and by appt.
Contact:	choe-smith@csus.edu

CATALOGUE DESCRIPTION

This course prepares students who are planning careers in either professional practice or public service to identify, understand, and resolve ethical problems. Includes examinations of (i) ethical theory, including rights and duties, virtue ethics, utilitarian ethics, social contract theory, and role morality; (ii) the philosophical underpinnings of professional codes of conduct, regulations, and norms of various professional and public service practices; (iii) moral reasoning and argumentation; (iv) the relation between ethical judgment and action; (v) the relation between professional practice, public service, and democratic principles. 3 units, no prerequisites.

This course is an approved elective for Criminal Justice and Health Sciences, and satisfies 3 units of the Philosophy major applied ethics requirement.

GE AREA C2 REQUIREMENTS:

This course satisfies General Education Upper Division Requirements and [GE Area C2](#): Humanities. The Area C2 Learning Outcomes require students to:

- A. Demonstrate knowledge of the conventions and methods of the study of the humanities.
- B. Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.
- C. Compare and analyze various conceptions of humankind.
- D. Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

This course specifically (i) exposes students to a variety of ethical theories, their applications, and their connections to different religious, cultural, and political values, and (ii) offers students an opportunity to discuss ethical issues as they arise in their chosen professions. As a course in practical ethics, this course examines and reflects on diverse human practices and activities in order to discern the underlying ethical

norms, principles, and justifications. The course materials also examine the ethical implications of social and economic diversity, diversity of religious belief, and diversity of cultural and community practices. This course emphasizes the important connection between professional training and commitment to clients, community, and public values, by reflecting on the ethical lessons that can be gleaned from analyses of real professional codes, policies, and employment/workplace cases.

COURSE CONTENT

Professional and Public Service Ethics is intended as an introduction to philosophical and practical ethics for students who plan to pursue careers in the professions and/or in public service. The starting point for the course is the assumption that all professionals, as professionals engaged in particular practices in public and private sector employment, face similar ethical issues. This assumption is reaffirmed in the near universal requirement that professional training, regardless of the field or discipline, include some ethics training. This course contributes to that training.

During the semester, students will learn about:

- Professional and Public Service Practices – the norms and standards of good practice implicit in professional and public service practices.
- The Philosophical Roots of Professional Ethics – students examine the basic ethical theories with a focus on those features of the theories most pertinent to practical ethics.
- Common Ethical Issues – throughout the course, students will consider ethical issues that commonly arise in professional and public service practices and the ways to address these issues.
- The Moral Community – professionals and public servants interact with a culturally complex moral community that places trust in them to carry out their duties consistently with all applicable ethical and legal standards, which includes treating different members of the community fairly and justly, and acting with professional integrity to live up to this public trust.
- Moral Reasoning and Applications – students will learn different methods of moral reasoning and how to present moral arguments to support their ethical judgments and evaluate moral arguments. Students will be challenged with practical exercises that raise ethical issues that arise in the workplace. Students will apply their knowledge and their moral reasoning skills to work through these ethical issues.

LEARNING OBJECTIVES

OBJECTIVE	PRACTICAL SKILLS	ASSESSMENTS
A. Identify, distinguish, describe core ethical concepts, principles, and modes of practice as these are relevant to professional and public service practice.	1. Accurately describe and distinguish between a variety of ethical concepts and conceptions, principles, and positions; 2. Formulate and express own ethical judgment regarding	1. Regular quizzes; 2. Regular Sharing Practical Knowledge Reports; 3. Regular peer evaluation and reflection on (2) above.

	<p>professional and public service practices;</p> <p>3. Engage in cogent and respectful deliberation and exchange of ideas on difficult and controversial ethical issues.</p>	
<p>B. Develop and demonstrate critical thinking and effective writing skills in moral reasoning, argumentation, and evaluation of laws and public policies, ethical judgments, and professional practices. Develop and demonstrate written communication skills, especially those associated with argumentative writing and critical peer assessment.</p>	<p>1. Writing competently in concise, precise, and logical style;</p> <p>2. Expression of a point of view through the formulation of a coherent and consistent argument in response to a practical ethical problem or case;</p> <p>3. Presentation of an ethical argument in a coherent manner to an audience of peers.</p>	<p>1. Structured writing assignments, including the Breakout Session Assignments and Sharing Practical Knowledge Reports.</p> <p>2. Presenting reasons in support of one’s position on different judgments, laws, policies, and practices in the Sharing Practical Knowledge Report.</p> <p>3. Responding to others’ Sharing Practical Knowledge Reports.</p>
<p>C. Apply ethical concepts and principles to problems in professional and public service contexts, familiarize students with public service and professional codes, and apply ethical concepts and principles toward improved professional practice.</p>	<p>1. Develop practical skills to apply relevant ethical concepts and principles to situations encountered in public service and in professions, especially interactions with clients, the community, regulatory and governing structures.</p> <p>2. Apply concepts and principles to critically assess professional codes and regulations which govern professions and public services;</p> <p>3. Develop skills to resolve conflicts and problems that arise in the community, including those arising from diverse points of view, limited community resources, emergencies, and changes in access to professional and public services.</p>	<p>Evaluation of these practical skills through:</p> <ul style="list-style-type: none"> a. Regular quizzes b. Regular Sharing Practical Knowledge Reports c. Ethical Practice Plan
<p>D. Develop an appreciation of the diversity of the human condition, as reflected in public and professional practices, in diverse social and professional contexts, and by a diversity of individuals.</p>	<p>1. Accurately describe different reasonable positions on an ethical problem or cases and the reasons in support of those positions.</p> <p>2. Effectively present reasons in support of one’s own considered position in a way that demonstrates intellectual humility and respect for others.</p>	<p>Evaluation of applications of principles to problems and cases in professional practice and public service, in students’</p> <ul style="list-style-type: none"> a. Regular Sharing Practical Knowledge Reports b. Peer evaluation of others’ reports.

TEXT

Richard Rowson, *Working Ethics: How to Be Fair in a Culturally Complex World* (Jessica Kingsley Publishers: 2006). The book is available to read online through the library, here: <https://ebookcentral.proquest.com/lib/csus/detail.action?docID=290896>. If you prefer a hard copy of the textbook you can rent or buy the book at the bookstore: <https://www.bkstr.com/csusacramentostore/home>.

Other required and recommended reading assignments will be available as PDFs in Canvas.

ASSIGNMENTS AND REQUIREMENTS

Evaluation of your progress toward the satisfaction of the course learning objectives, will be conducted by several means. The following assignments comprise the whole of the requirements for this course. This course is based on a total of 100 available points. Standard rounding methods apply.

GRADING SCALE

Proficient (A)	Competent (B)	Satisfactory (C)	Poor (D)	Unacceptable (F)
A (95-100)	B+ (87-89)	C+ (77-79)	D+ (67-69)	F (59-0)
A- (90-94)	B (84-86)	C (74-76)	D (64-66)	
	B- (80-83)	C- (70-73)	D- (60-63)	

ASSESSMENT PLAN

Assignment	Point Value
Graded Quizzes (best 26 out of 28 @ 1 pt each)	26
Sharing Practical Knowledge Reports (best 6 of 7 @ 6pts)	36
Breakout Session Assignments (4 @ 3 pts)	12
Ethical Practice Plan Final Paper	25
“Getting to Know You” Post	1
Extra Credit	(3)
Total	100

TECHNOLOGY COMPONENT

Please note this course is offered entirely online administered through Canvas. It is your responsibility to ensure you have regular and reliable access to computing facilities sufficient to the needs of this course.

Technical problems must be reported to me at your earliest encounter of the problem. If the problem is more complex than instructor skills allow, you must address your problem to the Information Resources and Technology service desk: servicedesk@csus.edu or (916) 278-7337.

Consistent with Sacramento State's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, this course will use a tool called Turnitin to compare a student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. All submissions to this course will be checked for originality using this tool.

"GETTING TO KNOW YOU" POST (1PT)

This is intended as a fun assignment to get you acquainted with the course, your peers, and participating on a discussion board. You can introduce yourself and tell us a bit about yourself—for example, you can tell us why you're taking this course, what your plans and hopes are, and what you do for fun or relaxation—anything really to give us a sense of who you are and where you're coming from. We will be doing some collaborative work in this course, and it will be so much more enjoyable if we knew a bit about everyone. ***The "Getting to Know You" post is due by 11:59pm on Friday, September 1st.***

QUIZZES (28 QUIZZES, 1 PT EACH, BEST 26 OF 28, FOR A TOTAL OF 26 PTS OF YOUR FINAL GRADE)

Each learning module of the course has a set of required readings and lecture videos. Each learning module will assess student comprehension of the content of the required readings and lecture videos through a series of short quizzes. Each short quiz covers one or two required components, as specified, and consists of between 4-6 multiple choice or true/false questions. ***Quizzes are due by 11:59pm on Wednesdays and will be available two days prior to the due date, unless otherwise specified in the schedule. You have 20 minutes for each quiz and are allowed only one attempt.***

SHARING PRACTICAL KNOWLEDGE REPORTS (6 REPORTS, 6PTS EACH, BEST 6 OF 7, FOR A TOTAL OF 36 PTS OF YOUR FINAL GRADE)

For each learning module, you will be required to complete and post a written report in response to the given prompt for each week. These reports will be submitted to a public discussion forum and other members of the class will participate by responding to or evaluating your report. ***Discussion forums for the Sharing Practical Knowledge Reports will be available at the beginning of the two-week period (Monday 8:00 am) and close at the end of the two-week period (Friday 11:59pm), unless otherwise specified in the schedule.*** Your Sharing Practical Knowledge Report post and comment must be turned in both in the discussion forum and through Turnitin. Complete instructions can be found in Canvas under General Assignment Instructions.

BREAKOUT SESSION ASSIGNMENTS (4 ASSIGNMENTS, 3 PTS EACH, FOR A TOTAL OF 12 PTS OF YOUR FINAL GRADE)

During the course of the semester, you will have opportunities to focus on one of the following areas of professional and public service ethics: criminal justice, nursing and healthcare ethics, business ethics, counseling and social work, and professional responsibility in the law. The breakout sessions may include reading an additional article or listening to a Podcast or video. The assignment involves formulating and responding to questions or writing a short summary (250 words). These breakout sessions are included in four of the learning modules and the breakout session assignments are due by the last day of the module period. A copy of your Breakout Session Assignments must be submitted through Turnitin. Complete instructions can be found in Canvas under the Modules and under General Assignment Instructions.

ETHICAL PRACTICE PLAN (25 PTS OF YOUR FINAL GRADE)

To afford students the opportunity to apply what they have been learning in this course to their current or anticipated careers in public or professional service, students will prepare a plan for fostering their own ethical practice. ***Your 2000-word Ethical Practice Plan is due by 11:59 pm on Monday, May 12, via Turnitin in Canvas.*** This final paper assignment will require you to develop a plan in which you (i) identify one or two problems which commonly arises in your profession; (ii) identify one or two relevant ethical principles and apply them to the problems (this is the most important part) and (iii) explain a practical strategy or solution for addressing the problems consistently with your application of the relevant legal and ethical principles. Complete instructions for this final paper assignment are available in Canvas under General Assignment Instructions.

EXTRA CREDIT (UP TO 3 PTS ADDED TO YOUR FINAL GRADE)

Students may choose to complete one of the extra credit assignments offered during the course of the semester. The extra credit assignment must be related to this course and may include the following: closely reading one of the recommended reading assignments; attending a philosophy or ethics conference; or participating in a community service opportunity. For each option, students must write a short one-page, double-spaced summary or reflection. For example, students may attend an academic talk on ethics or philosophy such as a session of the Nammour Symposium and write a short one-page, double-spaced summary worth one percentage point (1%) (see the Center for Practical and Professional Ethics website for additional opportunities: <https://www.csus.edu/center/practical-professional-ethics/>). Students also may participate in a community service opportunity offered by the Community Engagement Center (Library 4028) or other local community organization (with prior approval) and write a one-page, double-spaced reflection worth one percentage point (1%) (see the Community Engagement Center website for more information: <https://www.csus.edu/experience/anchor-university/community-engagement-center/>). The instructor may announce extra credit opportunities as they become available and students also may email the instructor to propose and seek approval for their own extra credit opportunity. All extra credit reflections must be turned in through Canvas under Assignments and completed by the last day of instruction.

OTHER COURSE AND UNIVERSITY POLICIES

TECH REQUIREMENTS

Canvas requires access to a computer and internet connection. Most versions of Internet Explorer, Firefox, Chrome, and Safari, support the use of Canvas. To view specific Operating System and Browser compatibility with Canvas, please refer to: <https://community.canvaslms.com/docs/DOC-10720>.

If you experience difficulties with your computer or connecting to the campus networks please contact the Information Resource Technology (IRT) Service Desk by e-mail: servicedesk@csus.edu or phone (916) 278-7337. For information about their complete service, visit: <https://www.csus.edu/information-resources-technology/>.

TECH SUPPORT

If you need technical assistance, including with devices or WiFi access, here are some helpful links for the Information Resources and Technology office: <https://www.csus.edu/information-resources-technology/remote-learning/>.

ACADEMIC HONESTY

Students should conduct themselves with respect for others and perform their work with intellectual integrity and honesty, which includes completing their own work and giving proper attribution to sources. Types of academic dishonesty include plagiarism, cheating on a quiz, passing off another's work as one's own, an unauthorized use of technology, etc. The use of ChatGPT, Quizlet, or similar websites is strictly prohibited. Each instance of academic dishonesty will result in a grade of 0 (not just a failing grade) for that assignment and referral to the Office of Student Conduct for disciplinary procedures consistent with the Academic Honesty Policy articulated in the University Policy Manual (<https://www.csus.edu/umannual/student/stu-100.htm>).

UNIVERSAL ACCESSABILITY

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. You can contact Services for Students With Disabilities (SSWD) by calling 916-278-6955 (Phone) 916-278-7239 (TDD) or by email: sswd@csus.edu. For a complete listing of their services visit the SSWD website at: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>. Please inform the professor of any necessary accommodations.

STUDENT HEALTH & COUNSELING SERVICES

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost. For helpful information and access to their services visit their website at:

<https://www.csus.edu/student-life/health-counseling/>.

BASIC NEEDS SUPPORT

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

OTHER UNIVERSITY SUPPORT AND SERVICES

Academic Advising: <https://www.csus.edu/student-life/academic-advising/>

Dreamer Resource Center: <https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/>

Martin Luther King Center: <https://www.csus.edu/student-affairs/centers-programs/mlk-scholars/>

Multicultural Center: <https://www.csus.edu/student-affairs/centers-programs/diversity-inclusion/multicultural-center.html>

Peer and Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

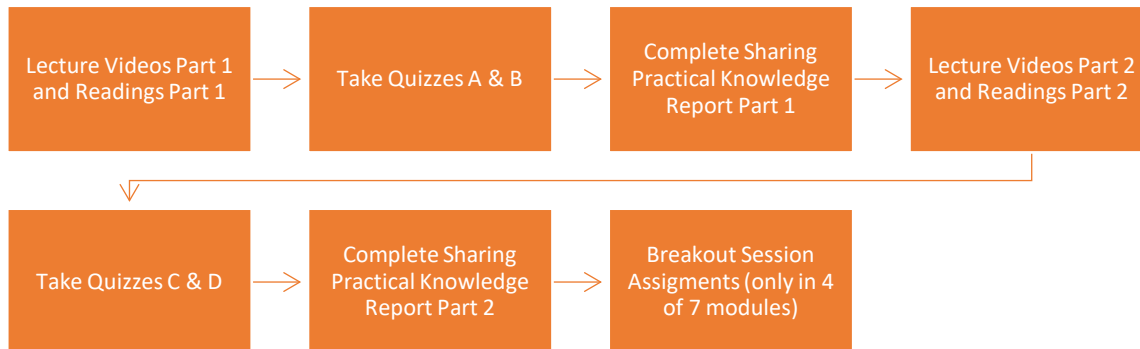
Reading and Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>

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WEEKLY SCHEDULE (15 WEEK SCHEDULE)

For each Learning Module, every two weeks, you will be required to do the following assessments in this sequence (not including the additional Getting to Know You Post and the Ethical Practice Plan assignments):



The text and lecture videos provide the materials for students to learn to identify, distinguish, describe, and apply core ethical concepts and principles. The Sharing Practical Knowledge Report and quizzes provide opportunities to assess and apply what students have learned, as well as expand on their knowledge. The Breakout Sessions offer additional opportunities to delve more deeply into the values and issues involved in a particular career and interact with other students on similar career paths.

The Learning Modules can be accessed anytime during the course. Quizzes will be available about two days before their due date (Wednesdays 11:59pm). The quizzes will usually cover the material in the texts and lecture videos. Discussion forums for the Sharing Practical Knowledge Reports and Breakout Sessions will be available at the beginning of the two-week period (Monday 8:00 am) for which it has been assigned and close at the end of the two-week period (Friday 11:59pm). Late posts will not be accepted.

Modules and Reading Schedule

The assigned reading will include chapters of the Rowson textbook, *Working Ethics*, and supplemental articles that are available in Canvas. Some weeks include both required reading and recommended readings. Only material from the required readings (and the Lecture Videos) will be included in the quizzes.

Jan 21-Feb 7 Module 1: Introduction

Required Reading:

- Rowson, Chapter 1 and 2
- Jennings et al., “The Professions: Public Interest and the Common Good”

Learning Module 1 covers course learning objectives A, B, and C.

A. Identify, distinguish, describe core ethical theories, concepts, and principles relevant to professional and public service ethics.

- B. Practice critical thinking and effective writing skills in evaluating laws and public policies, ethical judgments, and professional practice. Practice written communication skills, especially those associated with moral reasoning and critical peer assessment.
- C. Apply the different ethical theories, concepts, and principles to problems in professional and public service contexts.

Feb 10-21 Module 2: Role Morality, Ethics Codes and the Public Trust

Required Reading:

- Rowson, Chapter 3
- Pellegrino, “The Virtuous Physician”
- Frankel, “Professional Codes”
- Selected Reading for Breakout Session 1

This module covers course learning objectives A, B, C, and D.

- A. Identify and describe core ethical concepts, such as the concepts of role morality and the public trust. Identify and describe ethical codes relevant to one’s career path.
- B. Practice critical thinking and effective writing skills in evaluating ethical concepts and professional codes. Practice written communication skills, especially those associated with moral arguments and critical peer assessment.
- C. Begin to apply ethical codes and principles to problems in professional and public service contexts.
- D. Begin to describe different reasonable positions on ethical problems as well as defend one’s own considered positions with reasons or argument.

Feb 24-Mar 7 Module 3: The Principle of Beneficence

Required Reading:

- Rowson, Chapter 4
- Brien, “Professional Ethics and the Culture of Trust”
- Selected Reading for Breakout Session 2

Recommended Reading: Perry and Buckwalter, “The Public Service of the Future”

Learning Module 3 covers course learning objectives A, B, C, and D.

- A. Identify, distinguish, describe the four principles of professional ethics, with particular attention to the principle of beneficence.
- B. Develop and demonstrate critical thinking and effective writing skills in evaluating laws and public policies, ethical judgments, and professional practices. Practice written communication skills, especially those associated with moral arguments and critical peer assessment.
- C. Begin to apply the four principles of professional ethics to problems in professional and public service contexts.
- D. Begin to describe different reasonable positions on ethical problems as well as defend one’s own considered positions with reasons.

Mar 10-21 Module 4: The Principle of Justice

Required Reading:

- Rowson, Chapter 5 and 6
- Boxill, “The Morality of Preferential Hiring”
- Selected Reading for Breakout Session 3

Recommended Reading: *Brown v. Board of Education*; *Regents v. Bakke*

Learning Module 4 covers course learning objectives A, B, C, and D.

- A. Identify, distinguish, describe core ethical concepts, principles, and modes of practice as these are relevant to professional and public service practice. This module focuses on the principle of justice.
- B. Develop critical thinking and effective writing skills in evaluating legal and ethical judgments, laws and public policies, and professional practices. Practice written communication skills, especially those associated with moral argument and critical peer assessment.
- C. Apply the principle of justice to problems in professional and public service contexts.
- D. Begin to describe different reasonable positions on ethical problems as well as defend one's own considered positions with reasons.

Mar 24-Apr 11 Module 5: The Principle of Autonomy

Required Reading:

- Rowson, Chapter 7
- D'Andrade, "Bribery"
- Bowman and West, "Behavioral Ethics"

Learning Module 5 covers course learning objectives A, B, C, and D.

- A. Identify, distinguish, describe core ethical concepts, principles, and modes of practice as these are relevant to professional and public service practice. This module focuses on the principle of respect for autonomy.
- B. Develop critical thinking and effective writing skills in evaluating legal and ethical judgments, laws and public policies, and professional practices. Practice written communication skills, especially those associated with moral argument and critical peer assessment.
- C. Apply the principle of respect for autonomy and the principle of integrity to problems in professional and public service contexts.
- D. Begin to describe different reasonable positions on ethical problems as well as defend one's own considered positions with reasons.

Apr 14-26 Module 6: The Principle of Integrity

Required Reading:

- Rowson, Chapter 8
- McFall, "Integrity"

Recommended Reading: Rhode, "Professional Ethics of Professors"; Carter, "Sue unto You" (humor); "Emerging Business Ethics Issues" (Ch. 3 of Ferrell et al., *Business Ethics*)

Learning Module 5 covers course learning objectives A, B, C, and D.

- A. Identify, distinguish, describe core ethical concepts, principles, and modes of practice as these are relevant to professional and public service practice. This module focuses on the principle of integrity.
- B. Develop critical thinking and effective writing skills in evaluating legal and ethical judgments, laws and public policies, and professional practices. Practice written communication skills, especially those associated with moral argument and critical peer assessment.
- C. Apply the principle of respect for autonomy and the principle of integrity to problems in professional and public service contexts.

D. Begin to describe different reasonable positions on ethical problems as well as defend one’s own considered positions with reasons.

Apr 28-May 12 Module 7: Challenges to Moral Reasoning, and Practical Problems

Required Reading:

- Rowson, Chapter 9 and 10
- Bowman and West, “Individual and Institutional Moral Failure”
- Delmas, “The Ethics of Government Whistleblowing”

Recommended: “Sexual Harassment: Suggested Policies and Procedures for Handling Complaints.”

Learning Module 7 covers course learning objective A, B, C, and D.

- A. Identify and describe core ethical concepts, such as the concepts of role morality and the public trust. Identify and describe ethical codes relevant to one’s career path.
- B. Practice critical thinking and effective writing skills in evaluating ethical concepts and professional codes. Practice written communication skills, especially those associated with moral argument and critical peer assessment.
- C. Apply ethical codes and principles to problems in professional and public service contexts. Apply the methods of moral reasoning to support an ethical conclusion.
- D. Describe different reasonable positions on ethical problems as well as defend one’s own considered positions with reasons or argument.

CALENDAR AND SCHEDULE AT A GLANCE

All graded elements in **red and bold**.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	Jan 20 Getting to Know You Discussion Forum Open Module 1 Discussion Forum Open	Jan 21	Jan 22	Jan 23	Jan 24 Getting to Know You Post and Comment Due (postponed to Feb 2 in case of CFA strike)	Jan 25
Jan 26	Jan 27 Module 1A & 1B Quizzes Available	Jan 28	Jan 29 Module 1A-1B Quizzes Due	Jan 30	Jan 31	Feb 1
Feb 2	Feb 3 Module 1C & 1D Quizzes Available	Feb 4	Feb 5 Module 1C-1D Quizzes Due	Feb 6	Feb 7 Module 1 Post and Comment Due	Feb 8
Feb 9	Feb 10 Module 2 Discussion Forums Open Module 2A & 2B Quizzes Available	Feb 11	Feb 12 Module 2A & 2B Quizzes Due	Feb 13	Feb 14	Feb 15
Feb 16	Feb 17 Module 2C & 2D Quizzes Available	Feb 18	Feb 19 Module 2C & 2D Quizzes Due	Feb 20	Feb 21 Module 2 Post and Comment Due; Breakout Session Assignment 1 of 4 Due	Feb 22

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Feb 23	Feb 24 Module 3 Discussion Forums Open Module 3A & 3B Quizzes Available	Feb 25	Feb 26 Module 3A & 3B Quizzes Due	Feb 27	Feb 28	Mar 1
Mar 2	Mar 3 Module 3C & 3D Quizzes Available	Mar 4	Mar 5 Module 3C & 3D Quizzes Due	Mar 6	Mar 7 Module 3 Post and Comment Due; Breakout Session Assignment 2 of 4 Due	Mar 8
Mar 9	Mar 10 Module 4 Discussion Forum Open Module 4A & 4B Quizzes Available	Mar 11	Mar 12 Module 4A & 4B Quizzes Due	Mar 13	Mar 14	Mar 15
Mar 16	Mar 17 Module 4C & 4D Quizzes Available	Mar 18	Mar 19 Module 4C & 4D Quizzes Due	Mar 20	Mar 21 Module 4 Post and Comment Due; Breakout Session Assignment 3 of 4 Due	Mar 22
Mar 23	Mar 24 Module 5 Discussion Forum Open Module 5A & 5B Quizzes Available	Mar 25	Mar 26 Module 5A & 5B Quizzes Due	Mar 27	Mar 28	Mar 29
Mar 30	Mar 31 Cesar Chavez Day (observed) Spring Recess	Apr 1	Apr 2	Apr 3	Apr 4	Apr 5
Apr 6	Apr 7 Module 5C & 5D Quizzes Available	Apr 8	Apr 9 Module 5C & 5D Quizzes Due	Apr 10	Apr 11 Module 5 Post and Comment Due; Breakout Session Assignment 4 of 4 Due	Apr 12
Apr 13	Apr 14 Module 6 Discussion Forums Open Module 6A & 6B Quizzes Available	Apr 15	Apr 16 Module 6A & 6B Quizzes Due	Apr 17	Apr 18	Apr 19
Apr 20	Apr 21 Module 6C & 6D Quizzes Available	Apr 22	Apr 23 Module 6C & 6D Quizzes Due	Apr 24	Apr 25 Module 6 Post and Comment	Apr 26
Apr 27	Apr 28 Module 7 Discussion Forum Open Module 7A & 7B Quizzes Available	Apr 29	Apr 30 Module 7A & 7B Quizzes Due	May 1	May 2	May 3
May 4	May 5 Module 7C & 7D Quizzes Available	May 6	May 7 Module 7C & 7D Quizzes Due	May 8	May 9 Last Day of Instruction Module 7 Post and Comment Due	May 10
May 11	May 12 Ethical Practice Plan Due	May 13	May 14	May 15	May 16	May 17

The instructor reserves the right to revise the syllabus, as necessary, with reasonable notice.