



SAN DIEGO STATE
UNIVERSITY

Course 8: EDL 600 Organizational & Systems Leadership

COURSE INFORMATION	
Instructor	
Contact Information	
Location of Class	
Class Schedule (Days/Times)	
Mode of Delivery	
Office Hours	

COURSE AT-A-GLANCE
This course is designed to have students integrate the competencies developed across the leadership program in a manner which allows them to articulate and communicate their leadership development and ethical decision-making processes around each of the CAPEs and <i>Five Types of Equity Driven Leadership Thinking</i>. This course covers a broad range of topics leaders must know and be able to on a daily basis. At the conclusion of this course students will understand California school finance, sources of school law, school governance, functions of school boards, and unions. At the conclusion of this course, students will be able to demonstrate how equity-driven school leaders take personal responsibility for empowering engaged, inspired and successful learners. This course addresses the candidate's ability to understand, align, effectively manage, and integrate all the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals. These skills include an understanding of the regulatory and legal contexts involved with the management of human, fiscal and material resources. Candidates will examine democratic ideals and relationships, learning how to lead by exhibiting integrity, ethical behaviors, and sound professional judgment when making decisions, creating, and enforcing policy. Candidates examine how Federal, State, Local laws and legislative bodies influence school practice and policies. Candidates will explore how democratic ideals have influenced mandates and the ensuing effect on administrative behaviors and practices. Candidates will also explore the unintended consequences of legislation, and the ethical and moral questions which emerge. Candidates will also learn school practices that reveal how democracy is an ongoing process of inquiry and discovery in attempting to create fair and equitable educational outcomes. Please reference the course outcomes and assignments section of the syllabus to review where and how each is addressed.

The administrative services curriculum has been carefully aligned to cover the complete set of *California Administrator Performance Expectations (CAPEs)*. In addition, Long Beach Unified PASC Program Staff has identified leader standards essential to the success of school leaders in the Five Types of Equity Driven Leader Thinking. Please reference the course outcomes and assignments section of the syllabus to review where and how each is addressed.

CALIFORNIA ADMINISTRATIVE PERFORMANCE EXPECTATIONS (CAPEs)			
I = Introduced P = Practiced (P) A = Assessed			
CAPE 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION Education leaders facilitate the development & implementation of a shared vision of learning and growth of all students.		I	P A
1C5	Facilitate & support school structures, systems, & conditions that offer equal opportunities for all students to succeed.		X
CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment.		I	P A
3A	Operations and Resource Management New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. During preliminary preparation, aspiring administrators learn how to:		X
3A1	Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.		X
3A2	Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students.		X
3A3	Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.		X
3A4	Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.		X
3B1	Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-re-election, and dismissing staff.		X
3B2	Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.	X	
3B3	Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help		X

	establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.			
3C1	Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.	X		
3C2	Recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases.			X
3C3	Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.			X
3D4	Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.			X
3D5	Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.			X
3D6	Use various technologies related to financial management and business procedures.			X
3D7	Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures, including financial record keeping and accounting.			X
CAPE 4: FAMILY AND COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.		I	P	A
4B	Community Involvement New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being. During preliminary preparation, aspiring administrators learn how to:		X	
4B1	Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.	X		
4B3	Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.			X
4B4	Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.	X		
CAPE 5: ETHICS AND INTEGRITY Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.		I	P	A

5B1	Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.			X
5B2	Guide staff in examining issues that may affect accomplishment of the school's vision, mission, and goals, including issues that may be related to race, diversity, and access.	X		
5B3	Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.	X		
5C1	Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.	X		
5C2	Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.		X	
5C3	Use personal and professional ethics as a foundation for communicating the rationale for their actions.			X
CAPE 6: EXTERNAL CONTEXT AND POLICY Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.		I	P	A
6A	Understanding and Communicating Policy New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.			X
6A1	Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors.		X	
6A2	Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.		X	
6A3	Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.	X		
6A4	Operate within legal parameters at all levels of the education system.			X
6B1	Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.			X
6B4	Involve stakeholders in helping address the school's challenges as well as sharing in its successes.		X	

FIVE TYPES OF EQUITY LEADERSHIP THINKING ADDRESSED IN THIS COURSE	
Systems Thinking	See full definition in PASC Handbook
Data and Design Thinking	See full definition in PASC Handbook
Cultural & Climate Thinking	See full definition in PASC Handbook

Learnership Thinking	See full definition in PASC Handbook
Operational Thinking	See full definition in PASC Handbook

COURSE SCHEDULE	
Session #1	Date:
CAPEs Addressed: 3A1, 4B1, 4B3, 4B4, 5C2, & 6A4 Types of Equity-Driven Leadership Addressed: Systems, Operational, Culture & Climate	
Topics/Agenda: - School Law ✓ Watch lecture on what comprises school law ✓ Watch principal induction video on contracts - Liability for Student Injuries ✓ Watch lecture and review scenarios - School Finance ✓ Watch lecture on school finance (CAPE 6A-I) ✓ Watch principal induction video on budget development ✓ Watch lecture on LCFF and what are implications for districts (CAPE 4B-I) ✓ Watch lecture on district budget development	Assignments Due for this Session: - Review Course Structure and Syllabus - Review Assignments & Grading criteria - Readings: Kemerer & Samson (2013), Chapters 1 & 2 (CAPE 5C-I) - Identify Per-Assignment Needs: ✓ Review group presentation topics and choose ✓ Scenarios Discussion
Success Criteria: - An understanding of the expectations for this class including: structure, materials needed, assignments, and pacing - Recognize and understand the sources of school law - Know about California school laws related to attendance, instruction, assessment, equity, adequacy, and finance - Know the various entities and individuals involved in school governance - Know the components of the California school system	
Session #2	Date:
CAPEs Addressed: 1C5, 3C2, 3C3, 4B3, 5C1, 5B1, 6A, 6B1 Types of Equity-Driven Leadership Addressed: Systems, Operational, Culture & Climate	
Topics/Agenda: - Session Overview - School practices that reveal how democracy is an ongoing process of inquiry and discovery in attempting to create fair and equitable educational outcomes. - Watch lecture on student freedom of expression ✓ Review scenarios	Assignments Due for this Session: - Readings: (CAPE 5B-I) ✓ Kemerer & Samson (2013) Chapter 3 ✓ Update from Kemerer & Samsom Chapters 1-3, pages 1-14 - Scenarios Discussion (CAPE 4B-P, CAPE 5C-P) - Interview with Principal (CAPE 6A-P) - Principal Interview-Budget. Schedule an interview with your principal to discuss the budget at your school. If you are not at a school, interview your department head or

		supervisor who has responsibility for the budget. (CAPE 1C-A, CAPE 4B-A)
Success Criteria: • Understand the history of California school finance • Know what a district budget is and how it is created • Recognize and understand the sources of school law as it relates to attendance instruction, assessment, equity, adequacy, and finance. • Know the various entities and individuals involved in school governance • Know the components of the California school system		
Session #3		Date:
CAPEs Addressed: 6A1, 6A2, 6B1 Types of Equity-Driven Leadership Addressed: Systems & Operational		
Topics/Agenda: Students will attend a school board meeting for this session and participate online • Functions of School Boards ✓ Attend a school board meeting and respond to the following - o How do board's function? - o What appears to be the major focus of the board meeting? - o How do board members treat each other and others? • School Law related to attendance, instruction, assessment, equity, adequacy, and finance ✓ Student Presentation on Foster Youth Laws ✓ Student Presentation on LGBT		Assignments Due for this Session: • Readings ✓ Kemerer & Samson (2013) Chapters 4 & 5 ✓ Update from Kemerer & Samson Chapters 4 & 5; pages 14-19 • Board Meeting Report (CAPE 4B-P) • Student Presentations ✓ LGBT (CAPE 6A-A) ✓ Foster Youth Laws (CAPE 6B-P)
Success Criteria: • Understand how a School Board functions • Recognize the major focus of the Board meeting • Recognize how the board agenda aligns with the district's mission and vision • Understand what is LCFF and what are the implications for district revenues • Understand unions and collective bargaining • Know school laws related to employment		
Session #4		Date:
CAPEs Addressed: 3A, 3A1, 3A2, 3A4, 3B1, 3B3, 3D4, 3D5, 3D6, 3D7, 6A1, 6A2, 6B1, 6B4 Types of Equity-Driven Leadership Addressed: Systems, Operational, Culture & Climate		
Topics/Agenda: • Functions of School Boards ✓ Attend a school board meeting and respond to the following: ✓ How do board's function?		Assignments due for this Session: • Readings: ✓ Kemerer & Samson (2013), Chapters 6 & 7 ✓ Update from Kemerer & Samson Chapters 6 & 7; pages 19-22 (CAPE 3B-I)

✓ What appears to be the major focus of the board meeting? ✓ How do board members treat each other and others ✓ Does the board agenda align with the districts mission/vision • Budgeting Project ✓ Program Budgeting ✓ District Funds and categories • Lecture ✓ Watch lecture on school law around school & religion ✓ Review scenarios • Charter Schools ✓ Student presentation on Charter School Operations • Collective Bargaining ✓ Student presentation on Collective Bargaining	• Student Presentations ✓ Charter school operations ✓ Collective bargaining • Board Meeting Report (CAPE 6B-A) • Budgeting Project (CAPE 3A-A, CAPE 3D-A)
Success Criteria: • Understand how a School Board functions • Recognize the major focus of the Board meeting • Recognize how the board agenda aligns with the district's mission and vision • Understand program budgeting and expenditure accounting • Understand unions and collective bargaining • Know school district funds and categories • Understand school laws around school and religion	
Session #5	Date:
CAPEs Addressed: 3A1, 3A3, 3C3, 5B1, 5B2, 5B3, 5C1, 5C2, 5C3, 6A2, 6A4, 6B1, Five Types of Equity-Driven Leadership Addressed: Systems, Operational, Culture & Climate	
Topics/Agenda: • California Law and Student Discipline • Watch lecture on discipline • Special Education Laws • Watch lecture on students with disabilities and special education law • Review scenarios • Contract and State Law Regarding Termination • Student presentation on employee termination procedures • Student Presentation on LCAP/LCFF	Assignments due for this Session: • Readings: ✓ Kemerer & Samson (2013), Chapters 8 & 9 ✓ Update from Kemerer & Samson Chapters 8 & 9; pages 22-32 • Student Presentations - ✓ Employee Termination (CAPE 5C-A) ✓ LCAP/LCFF (CAPE 5B-A)
Success Criteria: • Know how to manage the school site budget • Understand what is an annual school district audit • Understand constitutes a student body organization	

Through knowledge of the school laws governing special education	
Session #6	Date:
CAPEs Addressed: 1C5, 3B1, 3B2, 3C2, 3C3, 3D4, 3D5, 3D6, 3D7, 5B1, 5B2, 5B3, 5C1, 5C2, 5C3 Five Types of Equity-Driven Leadership Addressed: Systems, Operational, Culture & Climate	
Topics/Agenda: - Examine democratic ideals and relationships, learning how to lead by exhibiting integrity, ethical behaviors, and sound professional judgment when making decisions, creating, and enforcing policy. - Public Access versus Privacy ✓ The Brown Act ✓ Personal Privacy rights - Bullying/Cyber Bullying ✓ Student presentations on bully and cyber bullying - Teacher Tenure Laws ✓ Student presentation on teacher tenure laws in transition, implications of the Vergara case.	Assignments due this Session: - Readings: ✓ Kemerer & Samson (2013), Chapters 10 ✓ Update from Kemerer & Samson Chapters 10; pages 32-34 - Student Presentations ✓ Bullying ✓ Tenure laws
Success Criteria: - Know the history of school transportation - Understand what school transportation funding entails - Know what is maintenance, and what is operations - Know what are the school laws regarding public access, privacy, and student search and seizure - Know what are the major components of their district's teachers' contract	
Session #7	Date:
CAPEs Addressed: 3B1, 3C1, 3C2, 3C3, 5B1, 5B2, 6A4 Five Types of Equity-Driven Leadership Addressed: Systems, Operational, Culture & Climate	
Topics/Agenda: - Racial and Gender Discrimination under California Law ✓ California Law – Racial Discrimination ✓ Gender Discrimination ✓ Sexual Harassment and Abuse Scenarios	Assignments due this Session: - Readings: (CAPE 3C-I) ✓ Kemerer & Samson (2013), Chapters 11 & 12 ✓ Update from Kemerer & Samson Chapters 11 & 12; pages 34-37 - Finalized Budgeting Project (CAPE 3B-A, CAPE 3C-A)
Success Criteria: - Know the extent to which school districts, board members, and employees can be held legally accountable in California state and federal courts - Know how to avoid legal liability in peer harassment cases that occur in their schools - Know what are the district/school's legal liabilities	

COURSE ASSIGNMENTS

Descriptions of Major Assignments and Assessments

Assignments are included within this syllabus. The purpose of the assignments is to develop and demonstrate competencies expected of an educational leader. Assignments have been designed for you to demonstrate these competencies and to allow you to receive critical feedback regarding your ability to put knowledge into practice. The structure of the assignments of this course provides documentation to that end. Further guidelines may be distributed in online modules.

1. Active Online Class Participation (10 points per session = 70 points/21%)

✓ Participating in all sessions is assumed in this course, as the interaction is of value to you and every member of the class. Students are required to inform the course instructor if unable to participate in any of the sessions.

- | | |
|---------------------------------------|------------|
| 2. Interview with Principal | 40 pts/12% |
| 3. Board Meeting Attendance/Report | 75 pts/22% |
| 4. Collaborative Student Presentation | 75 pts/22% |
| 5. School Budget Development | 75 pts/22% |

Total Pts = 335

DESCRIPTION OF COURSE ASSIGNMENTS

Collaborative Student Presentations

Students will choose a topic from the list below and work in a group with students who have also chosen the topic. Students will collaboratively review/research a seminal topic that has implications for school leadership awareness. Your group's review will bring greater depth of understanding to the role of the principalship and help frame current and future implications for administrative leaders, as well as the best approach(es) for leading schools.

Students will work in collaborative groups to conduct a 20-minute pre-recorded video presentation. Digital handouts, visuals, charts, multimedia presentations, etc., may be used to provide vividness to the presentation. Each presentation will be accompanied by an online discussion space for students to ask clarifying questions, and for the instructor to provide feedback. **Each presentation will have a scheduled due date and ALL students are required to review the presentations.**

Directions for Presentations:

1. Frame the topic
 - a. What are some of the driving forces behind changes?
 - b. Why is the topic relevant to educational leaders?
2. Identify the implications on school administration

a. How does the topic affect the principal's role in relation to leadership, school climate, student achievement, staff supervision, professional development, etc...? It is anticipated that each group will interview or survey practicing administrators to gauge their views on the topic under study. 3. Forecast resulting outcomes a. To what extent will the topic impact change in public education in California? b. Will the topic elements have a favorable or unfavorable effect on student learning? 4. Summary and closure a. Share collegial advice and the "lessons learned" from those "in the trenches" b. Identify suggestions for new administrators 5. Pose closing thoughts and recommendations for aspiring administrators The following questions should be considered when selecting articles for the topic: 1. Is this article meaningful to aspiring administrators? 2. Does it offer insights or lessons learned? 3. Does the article have relevance to present or future leadership challenges? 4. Does the article present a leadership/management perspective?	
Foster Youth Laws: There has been much conversation about foster youth lately; moreover, increasing numbers of students are winding up in the system. What should administrators know about the rights of foster youth, protecting the entire student body and teachers, and ensuring that every foster child gets the best possible education?	1C5, 3C2, 3C3, 4B3, 6A4, 6B1
LGBTQ Laws: LGBT students are often left to fend for themselves in hostile school environments. What laws and groups exist to support LGBT youth and what should administrators know and be doing to ensure that LGBT students have a positive learning experience?	1C5, 3C2, 3C3, 4B3, 5B1, 6A, 6A4, 6B1
Collective Bargaining: Collective bargaining is a major responsibility of the superintendent, HR director/assistant superintendent, the CBO and other administrators who serve on the negotiations team. Labor relations is very time intensive, but is a must to keep the districts functioning and functioning well. What is collective bargaining? What is labor relations? Who are the parties involved and what roles do they play? What have been the major contentious issues between unions and districts in recent years? What role does the district play in collective bargaining? What role does the union play? What are some things districts and unions can do to improve labor relations? (Please begin by reviewing Chapter 4 of the Kemerer and Sansom book.) How does the recent Janus case affect collective bargaining?	6A4, 6B1
Teacher/Tenure Laws in Transition, Implications of the Vergara case: There is growing interest across the nation to abolish the bedrock tradition of granting the protections of teacher tenure. What is prompting this interest? Will this improve the quality of education? Why do some state governors feel the need to eliminate or dismantle tenure? How do exceptional leaders work within current tenure laws to ensure teacher quality for their schools? What do they do? You may want to use the following video to support your work on this topic. https://vimeo.com/90273109	6A4, 6B1
Employee Termination Procedures: In the last couple of years, California legislatures have made attempts to pass laws making it easier to terminate teachers for egregious actions, but have not been successful. What does it take to terminate a teacher in California and what should school administrators do?	6A4, 6B1
Bullying/Cyber bullying: Bullying is becoming more troublesome to educators and parents alike. It is also a problem that is now growing outside of school through the use of the internet.	6A4, 6B1

What forms does this issue take and how can leaders keep this dilemma from becoming a major detriment to our schools and communities?	
Charter School Operations: There are ever increasing numbers of charter schools and charter school systems like KIPP, Rocketship, and High Tech High. What exactly is a charter? What are the laws governing charter schools? How are laws governing charter schools different from those of traditional public schools? What are some of the major differences between charters and traditional public schools? What should one know about operating charter schools? What are the issues related to charters? Is California a charter friendly state? Why or why not? (Please begin by reviewing Chapter 1 of the Kemerer and Sansom book.)	6A4, 6B1
LCAP/LCFF: The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. What should school administrators know about LCAP/LCFF? What should parents and the greater community know about LCAP/LCFF?	6A4, 6B1
Board Observation Reports: Students will be required to attend no less than two school board meetings in two different school districts. Based on your observations, compare and contrast school board functions and roles as they relate to Board/superintendent relations: • Board/staff relations • Board/board relations • Board member meeting preparation • Significance of board agenda items relevant to current or future issues • Level of community interest • Board meeting organization and flow Focus on the leadership actions and behaviors of board members and administrators, and interpret how these actions contributed to or detract from the meeting's effectiveness. For example: • Observe how trustees interact with the superintendent and district personnel, • Observe how trustees respond to questions • Observe how trustees communicate with the public and others • Observe how trustees deal with any opposition, concerns, differing ideas, etc... • Observe how these behaviors are interpreted by the public, staff, others in attendance. Identify any lessons you gleaned from the observed behaviors/actions that merit leadership notice. Finally, provide a brief comparison of the two board meetings: (1) no more than a page and a half summary on each board meeting and (2) not more than a page for the comparison of the board meetings.	
Principal Interview - Budget: The school principal has a major responsibility for managing the school budget. Schedule an interview with your principal to discuss the budget at your school. If you are not at a school, interview your department head or supervisor who has responsibility for the budget. Ask and summarize answers to the following questions: 1. What is your responsibility for the budget? 2. Does the district provide you with a timeline for developing the budget? With budget worksheets?	

3. Whom do you involve in the budget development process? 4. Do you receive a lump sum of general fund money for each student in attendance? If so, what is the amount? 5. How does your school's budget reflect or merge with the district's LCAP goals? 6. Ask the principal to rate him- or herself on the following, using a scale from 1 (low) to 10 (high). As appropriate, follow up by asking questions like "To what do you attribute your success?" or "What more would you like to know or be able to do?" a. knowledge of the budget _____ b. success in monitoring the budget _____ c. ability to obtain additional resources _____ d. ability to make wise expenditures _____ e. ability to manage economically _____ Conclude with a brief one page summary and submit online.	
Budget Project: You will develop a site budget based on your assessment of your site's needs. Your research will be based on quantitative and qualitative data for your site, including student achievement data and feedback from stakeholders (principal interviews, staff and community insights). Your budget decisions should reflect your consideration as a leader to help address an area of need that can be addressed to a certain degree within the budget that is provided. Your final project will be comprised of two components (details provided in Canvas): 1. a simulated spreadsheet budget template that will be provided for you to enter your budget allocations 2. a narrative justification of your fiscal decisions – including a rationale based on your research, who would you involved in the process and who you would involve in a future revision You will be provided with a spreadsheet that contains pre-set formulas to automatically allocate required employee benefits based on your staffing choices. In addition you will submit a 1.5-2 page rationale explaining your research, decisions, and implications. You can assume that all currently existing services at your site are included within your budget. Use the monies that are provided in the template to only address the area of need you identified. For example, you do not need to allocate money for a counselor if your school currently has one. However, if your research indicates that an additional counselor is needed – then you may allocate additional funding and articulate your decision in your written rationale.	

COURSE MATERIALS/REQUIRED TEXTS
Materials (including texts, readings, course fees, equipment, and any technology requirements)
Kemerer, Frank and Sansom, Peter. (2013). <i>California school law (3rd ed.)</i> . Stanford University Press.
Updated chapter PDFs for: Kemerer, Frank and Sansom, Peter. (2013). <i>California school law (3rd ed.)</i> . Stanford University Press

GRADING POLICY

All assignments:

- should be typed;
- should use precise terminology;
- should reflect "People First" language;
- require correct grammar and spelling; and
- should be turned in on the established due date (late assignments will be marked down)

The criteria which guide grading include the following operational definitions:

Professional Quality: Work is presented in a form that will be acceptable to show a parent or colleague in a professional meeting. Time and attention appears to have been given to this activity (carefully prepared versus being "thrown together").

Functional Value: The product in its present form would serve as a useful tool (has actual teaching application). It would be useful to other similarly prepared professionals (it has communicative value).

Progressive: The assignment demonstrates growth in the instructional progress (objectives, instruction, and assessment). Relates to the set of best practices discussed in class and in the readings.

Completed on Time: Assignments are due on the assigned day. Problems with the policy should be discussed and negotiated well in advance. Late assignments will be accepted only if such arrangements are possible and are made before the due date. Late assignments that have not been discussed in advance with the instructor may result in a letter grade reduction for the assignment for each day past the due date.

Instructors maintain the right to request candidates to revise and resubmit assignments that do not satisfactorily meet LBUSD course expectations.

Plagiarism will not be tolerated. Plagiarism is defined as "to steal and pass off (the ideas or words of another) as one's own; literary theft" (Merriam-Webster online dictionary). All sources of reference, including quotes, major theories, and instructional materials for lesson plans or papers must be properly cited. Plagiarism will result in a zero for the assignment and a referral to Student Affairs for possible suspension or expulsion.

GRADING SCALE

At the end of the semester, the points you earn will be assigned a transcript grade according to the following criteria:

- | | |
|----------------|--|
| ❖ 90% or above | A (100-94% = A; 93-90% = A-) |
| ❖ 80% - 89% | B (89-87% = B+; 86-84% = B; 83-80% = B-) |
| ❖ 70% - 79% | C (same pattern repeated as for B) |
| ❖ 60% - 69% | D |
| ❖ 59% or lower | F |

Candidates must earn a minimum of a B- or above to pass this course.

ACADEMIC PROGRAM POLICIES

Accommodations: If you are a student with a disability and need accommodations for this class, please contact the Program Administrator as soon as possible. Please know accommodations are not retroactive, and I cannot

provide accommodations based upon disability until I have received an accommodation letter from an approved source.

Student Privacy and Intellectual Property: The [Family Educational Rights and Privacy Act](#) (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use Canvas to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

Religious observances: According to the policy, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

Field Trips: Should this course require students to participate in field trips, research or studies that include coursework that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless LBUSD and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students to such activities should have the current automobile insurance.

Student Appeals: If for any reason a student feels that he/she/they have any programmatic issue that needs to be addressed, he/she/they adhere to the following procedures:

- Discuss the issue with the instructor or supervisor and attempt to seek resolution.
- Talk with the PASC program administrator and attempt to resolve the issue.
- If the issue is still not resolved, talk to the Director of the Equity Leadership & Talent Development Department, Dr. Kelly An.
- If the Director does not resolve the problem to the candidate's satisfaction, the candidate can send a letter of appeal to the Assistant Superintendent of Human Resources.

Remediation/Intervention Policy: Instructors and LBUSD PASC staff regularly coach candidates as they progress towards successful completion of all coursework requirements and CalAPA assessments. If a candidate is not successful within the instructional period, assistance and support will be provided for retaking the CalAPA prior to completion of the program. The program is structured to provide ongoing support and guidance within the class collaborative tasks. Coaching/guidance/intervention is provided to ensure a successful outcome of a CalAPA resubmission. If students struggle or need additional assistance, there is an intervention process that is available to ensure a successful completion. Supports are acceptable forms of intervention, as required by the commission's standards and guidelines from the developer of the assessment.

The following remediation process will be used if a candidate needs more assistance:

- Check in with the course instructor to explain the area of need as a first step to work out a plan for intervention.
- If the issue(s) have not been resolved, connect with the mentor, program administrator, fieldwork supervisor, and adjunct instructor, depending on the area of need, will meet to discuss next steps with the candidate. These next steps consist of pinpointing where the candidate is struggling and how the program can help with guidance and create a plan of support.
- After these next steps have been addressed and practiced, the candidate will then participate in a follow up meeting to see how these added supports have helped or not helped.

- Those who do not fully complete program requirements within the allotted time will be required to reapply in writing to the program the following year.

Americans with Disabilities Policy: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Program Administrator. To avoid any delay in the receipt of your accommodations, you should contact the appropriate department, as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from an approved source. Your cooperation is appreciated.

Controversial Content: Consistent with the approved course of study for LBUUSD, this course may include controversial topics. The faculty does not endorse particular political or social agendas and will present a sensitive, balanced, and objective approach to these topics, with a goal of developing informed and responsible attitudes toward people, cultures, religions, societies, and environments in the spirit of scholarly inquiry.

Academic Honesty: The Program adheres to a strict [policy prohibiting cheating and plagiarism](#). Examples of academic dishonesty include but are not limited to:

- copying, in part or in whole, from another's test or other examination;
- obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- collaborating with another or others in work to be presented without the permission of the instructor;
- falsifying records, laboratory work, or other course data;
- submitting work previously presented in another course, if contrary to the rules of the course;
- altering or interfering with grading procedures;
- assisting another student in any of the above;
- using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work);
- copying and pasting work from an online or offline source directly and calling it your own;
- using information you find from an online or offline source without giving the author credit;
- Replacing words or phrases from another source and inserting your own words or phrases.

Academic dishonesty will result in disciplinary review by the Program Administration and may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.

Classroom Conduct Standards: Students are expected to abide by the terms of the Student Conduct Code in classrooms and other instructional settings. Prohibited conduct includes:

- Willful, material and substantial disruption or obstruction of a Program-related activity, or any on-campus activity.
- Participating in an activity that substantially and materially disrupts the normal operations of the Program, or infringes on the rights of members of the Program community.
- Unauthorized recording, dissemination, or publication (including on websites or social media) of lectures or other course materials.
- Conduct that threatens or endangers the health or safety of any person within or related to the Program community, including
 1. Physical abuse, threats, intimidation, or harassment.
 2. Sexual misconduct.

Violation of these standards will result in referral to appropriate campus authorities.

Medical-related absences: Students are instructed to contact their professor/instructor/coach in the event they need to miss class, etc. due to an illness, injury or emergency. All decisions about the impact of an absence, as well as any arrangements for making up work, rest with the instructors.

Students are encouraged to utilize supplemental instruction, tutoring, or other academic support resources provided by our academic unit.