



SAN DIEGO STATE
UNIVERSITY

Course 7: EDL 652 Instructional Improvement 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 PASC program in a manner that allows them to <i>improve instruction leadership</i>. At the conclusion of this course, students will be able to demonstrate the application of principles and practices in assessment of teaching competency; improving instruction and evaluation, development of teaching profiles; and leadership skills in working with teachers to improve instructional strategies This course will help prepare students to successfully take and pass the California Administrator Performance Assessment (CalAPA) Cycle 3, Supporting Teacher Growth. Additionally, candidates will learn how to engage staff in understanding the role of education in a democratic society, specifically by ensuring all students receive a rigorous, challenging, and appropriate education to take their place in a diverse society. They will utilize instructional leadership practices that are driven by the belief that student and adult voices are both an input and an outcome. Candidates will learn to use the tools of coaching, evaluation techniques, and professional development to enact this goal. In addition, candidates will utilize strategies to build trust with staff to identify and meet the challenges of teaching in a diverse society and to align these actions with democratic ideals. The administrative services curriculum has been carefully aligned to cover the complete set of <i>California Administrator Performance Expectations (CAPEs)</i>. 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
1A1	Develop a student-centered vision of teaching and learning based on the understanding that the school's purpose is to increase student learning and well-being.		X	
CAPE 2: INSTRUCTIONAL LEADERSHIP Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.		I	P	A
2A	Personal and Professional Learning New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being.	X	X	X
2A1	Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.	X	X	X
2A2	Involve staff in identifying areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning.	X	X	X
2A3	Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL.	X	X	X
2B	Promoting Effective Curriculum, Instruction, and Assessment New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning.	X	X	X
2B2	Establish and maintain high learning expectations for all students.	X	X	X
2B4	Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.	X	X	X
2C	Supporting Teachers to Improve Practice New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.	X	X	X
2C1	Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.	X	X	X
2C3	Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.	X	X	X
2D	Feedback on Instruction New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.	X	X	X

2D1	Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices;	X	X	X
2D2	Use the principles of reflection: Collegial feedback to guide instructional improvement.	X	X	X
2D2	Use the principles of reflection: Collegial feedback to guide instructional improvement.	X	X	X
2D3	Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.	X	X	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
3B	Managing Organizational Systems and Human Resources New administrators know the importance of established structures, policies, and practices that lead to all students graduating ready for college and career.	X	X	
3B1	Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-re-election, and dismissing staff.			X
3C	School Climate New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students and families.	X	X	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
5A	Reflective Practice New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, aspiring administrators learn how to:	X	X	
5B	Ethical Decision-Making New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.	X	X	
5C	Ethical Action New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.	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

6A4	Operate within legal parameters at all levels of the education system.			X
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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: 1A1, 2A1, 2A2, 2B2, 3C, 5A, 5B, 6A Types of Equity-Driven Leadership Addressed: Systems, Culture & Climate, Learnership	
Topics/Agenda: • Building Community (CAPE 3C-I) ✓ Engage students in a culture building activity: <i>If you really knew me!</i> • Overview and Introduction ✓ Review syllabus, assignment, and guiding questions ✓ Confirm CoP Teams • Understanding current contexts of coaching, observation, and instructional feedback practices of schools. ✓ In CoPs discuss your individual school's coaching cycle. ✓ What is similar, what is different? ✓ Is it effective? ✓ Do the CSTPs guide or play a role in teacher growth and development at your school? How? • Instructional Leadership ✓ Group interaction on class expectations focused on improving instruction. ✓ Provide practical examples regarding instructional leadership. ✓ Utilize instructional leadership practices that are driven by the belief that student and adult voices are both an input and an outcome. • Relationships and Differences Between Supervision, Evaluation & Coaching ✓ Read and Discuss articles, <i>A Comparison of Clinical Supervision & Evaluation</i>, Donna, (1997) and <i>Coaching for Coherence</i>, Woulfin & Rigby (2017) ✓ Foundational aspects of supervision, evaluation, and coaching. (CAPE 3B-I) ✓ Discuss the difference between summative and formative evaluation. ✓ Discuss the importance of fostering professional growth.	Assignments Due for this Session: • NO Assignments Due

• Unpacking the CSTPs (CAPE 2C-I, CAPE 2D-I) ✓ Read CSTPs. ✓ Review and capture the essence of the standard, key terms, data points/documents • Developmental/Differentiated Supervision (CAPE 2A-I, CAPE 2B-I) ✓ Begin to develop your vision around the beliefs and values of instructional leadership. ✓ Discuss in CoPs ✓ Quick write to capture vision statement • Book Study ✓ Review requirements, protocol, reading schedule	
Success Criteria: • Be able to recognize both the importance of and essential elements for creating a coherent instructional culture. • Be able to discuss in small groups the relationships and differences between supervision, professional development, evaluation, and coaching • Be able to recognize how beliefs and values impact a vision of instruction. • Be able to use the California Standards for the Teaching Profession (CSTP) and principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practices and student achievement and/or well-being.	
Session #2	Date:
CAPEs Addressed: 2A3, 2B4, 2C3, 5A, 6B	
Types of Equity-Driven Leadership Addressed: Systems, Culture & Climate	
Topics/Agenda: • Creating a Transformative Culture ✓ Engage students in a culture building activity ✓ Group Summary of Session 1 learning • Trust & Motivation ✓ Adult learning theory tips activity. ✓ Developing and maintaining trust activity. ✓ Utilize strategies to build trust with staff to identify and meet the challenges of teaching in a diverse society and to align these actions with democratic ideals • Effective Teaching ✓ Introduce and discuss a coherent instruction system. • Intent and purpose of Instructional Supervision ✓ Review the intent and purposes of summative and formative evaluation. ✓ Linking professional development to instructional supervision ✓ Pre-Observation Conferencing Skills ✓ Introduce the coaching cycle ✓ Discuss skills associated with the pre-observation conference structure and Data Collection Techniques (G.O.A.L.S./D.I.A.L.)	Assignments Due for this Session: • Readings: ✓ Aguilar, E. (2013), Chapters 1-3 • Book Study

• CalAPA Cycle 3 Evidence Table ✓ Activity to understand expectations regarding the 4-steps of Investigate, Plan, Act, and Reflect for Cycle 3 • Book Study: Chapters 1-3	
Success Criteria: • Be able to identify effective pre-conferencing skills • Be able to understand the value of pre-conferencing skills. • Be able to understand the theory of adult learning • Be able to identify the links between professional development and instructional supervision • Be able to recognize the intersection between driving instructional improvement through supervision and evaluation while building and maintaining trust and fostering positive transformational relationships.	
Session #3	Date:
CAPEs Addressed: 2A, 2B, 2C1, 2D, 2D3, 3A, 3B1, 5B, 5C, 6A1, 6A4 Types of Equity-Driven Leadership Addressed: Climate & Culture, Systems & Operational	
CalAPA Cycle 3 ✓ Discuss requirements of CalAPA Cycle 3 ✓ Detailed look at CalAPA Cycle 3 Rubrics Building a Transformational Culture (CAPE 5B-P) ✓ The initials activity Frameworks to Guide Instructional Supervision (IS) (CAPE 2A-P, CAPE 2B-P) ✓ Group work: develop and provide a presentation on an assigned framework utilizing the strategies inherent in the framework. - o Danielson - o Marzano - o NCUST - o National Board ✓ Discuss the commonality among frameworks. Pre-Observation Conferencing (In-class activity) ✓ Students video a pre-observation conference, write a reflection and self-evaluation Inquiry Based Questions ✓ Explore the guidelines for inquiry-based questions for conferencing ✓ View videos of cognitive coaching conferences • Book Study: Chapters 4-5	Assignments Due for this Session: • Readings: ✓ Aguilar, E. (2013), Chapters 4-5 • Book Study • Be prepared to participate in pre- observation conference (video/audio recorder/phone and lesson plan) • Bring a lesson plan to class.
Success Criteria: • Be able to recognize the intersection between driving instructional improvement through supervision, professional development, and evaluation while building and maintaining trust and fostering positive transformational relationships. • Be able to summarize and reflect on pre-observation skills • Be able to understand the intents, types, and methods of data collection.	

• Be able to identify coaching skills in a cognitive coaching session. • Be able to begin to explore the guidelines for developing inquiry based questions	
Session #4	Date:
CAPEs Addressed: 2A, 2B, 2B4, 2C, 2D, 2D2, 3A, 5A, 5B, 5C Types of Equity-Driven Leadership Addressed: Operational, Culture & Climate, Learnership	
Topics/Agenda: • Coherent Instructional Systems ✓ Describe components of instructional coherence • Data Gathering Techniques ✓ Practice collecting data by viewing videos of lessons ✓ Review rubric ✓ Discuss inquiry-based questions ✓ Discuss skills associated with post observation conference structure (R.E.V.I.E.W) • Book Study: Chapters 6-7 • Methods to engage staff in understanding the role of education in a democratic society, specifically by ensuring all students receive a rigorous, challenging, and appropriate education to take their place in a diverse society.	Assignments due for this Session: • Readings: ✓ Aguilar, E. (2013), Chapters 6-7 • Book Study • Pre-Observation Conference Write-up Due by start of class (CAPE 5A-P) • Data collection #1
Success Criteria: • Be able to identify the post observation skills and structure • Be able to conduct an observation and collect data • Be able to understand a model for a coherent instructional system.	
Session #5	Date:
CAPEs Addressed: 2B, 2C, 2D3, 3A, 3B, 3C, 5A, 5B, 5C, 6A4 Types of Equity-Driven Leadership Addressed: Culture & Climate	
Topics/Agenda: • Clinical Supervision Cycle ✓ Practice the post-observation conference meeting. (CAPE 2C-P, CAPE 2D-P) • Progressive Discipline ✓ Writing an Effective Assistance Plan (CAPE 3B-P) ✓ Describe the steps of progressive discipline (CAPE 3C-P) • Book Study: Chapters 8-9	Assignments due for this Session: • Readings: ✓ Aguilar, E. (2013), Chapters 8-9 • Book Study
Success Criteria: • Be able to use a model for documenting employee performance or misconduct. • Be able to conduct a post-observation conference • Understand pitfalls in conducting a post-observation conference	
Session #6	Date:
CAPEs Addressed: 2A, 2B, 2C, 2D, 3B, 5B, 5C Types of Equity-Driven Leadership Addressed: Operational	

Topics/Agenda: • Implementation of the Full Supervision Cycle ✓ Revisit each step and clarify process of Clinical Supervision Cycle • Understanding Contract Language in Evaluation Articles (CAPE 5A-I, CAPE 5B-I) ✓ Compare and contrast evaluation articles from two districts ✓ Interpreting Language from two perspectives • Documentation Process: FRISK Documentation Model Practical Guidelines for Evaluators in Documenting Unsatisfactory Employee Performance (CAPE 5C-I) ✓ Learning about a model provides a communication framework to help promote positive change in substandard employee performance or to correct misconduct. ✓ Using the FRISK documentation model, write a FRISK letter.	Assignments due this Session: • Readings: ✓ Aguilar, E. (2013), Chapters 10-11 • Book Study • Data Collection #2 (CAPE 2A-A, CAPE 2B-A, Cape 2C-A, CAPE 2D-A) • Celebration
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: 1A, 3B1, 3C1, 3C2, 3C3, 5B1, 5B2, 6A4 Types of Equity-Driven Leadership Addressed: Systems, Operational, Culture & Climate	
Topics/Agenda: • Putting it all together: Instructional Leadership through Supervision, Evaluation, Professional Development ✓ Revisit the entire course to make the connection between instructional supervision, professional development, and evaluation. ✓ Clarify the vision, beliefs, values, expectations, skills, knowledge, dispositions, methods, tools, relational work, and the expertise associated with instructional leadership. • Values Clarification (CAPE 1A-P) ✓ Participate in an activity to reach agreement on values for instructional leadership • Book Study: Chapters 12-13	Assignments due this Session: • Readings: ✓ Aguilar, E. (2013), Chapters 12-13 • Book Study • Written Frisk Documentation Letter (CAPE 3B-A, CAPE 3C-A, CAPE 6A-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
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Students' skills in clinical supervision will be assessed through three performance demonstrations, as follows:

1. Active Class Participation (10 points per session = 70 points/19%)
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. Pre-Observation Conference (In-class simulation) [50 points/14%]
3. Two (2) Data Collections Using Elements 1 & 2 of CSPTs (These cannot be part of the Clinical Supervision cycle). (25 points each = 50 points/14%]
4. FRISK Documentation Letter (25 points/7%)
5. Clinical Supervision Cycle: Pre-Observation Conference, Data Collection/Observation, Post Conference, Reflection (Field-based activity) [125 points/34%]
6. Final Exam (Narrative of Key Learnings that demonstrates mastery of course content) [50 points/14%].

TOTAL POINTS =370

COURSE MATERIALS/REQUIRED TEXTS

Materials (including texts, readings, course fees, equipment, and any technology requirements)

Aguilar, E. (2013). *The Art of Coaching*. San Francisco, CA: Jossey-Bass Publishers.

Costa, A., & Garmston, R. (2016). *Cognitive coaching: Developing Self-Directed Leaders and Learners 3rd Edition*. New York: Rowman & Littlefield. (OPTIONAL TEXT)

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 / Blackboard] 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 LBUUSD 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.