



SCHOOL OF EDUCATION

*Engaging diverse communities through leading and learning for social justice.*

[www.csusm.edu/soe](http://www.csusm.edu/soe)

<b>Course &amp; Section Nos.</b>	<b>EDAD 616B</b>
<b>Course Title</b>	<b>School Finance and Resource Allocation</b>
<b>Class Roster No.</b>	<b>(902) 23468</b>
<b>Course Day(s)</b>	<b>2 units</b>
<b>Time</b>	<b>Asynchronous</b>
<b>Course Location</b>	<b>Online</b>
<b>Semester / Year</b>	<b>Spring 2: February 25 - April 21, 2018</b>
<b>Instructor</b>	<b>Dr. Brooke Soles</b>
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<b>Office Hours</b>	<b>By Appointment</b>

**SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

**Vision**

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

**Mission**

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

**BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcome

## **COURSE DESCRIPTION**

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 financial contexts involved with the management of human, fiscal and material resources to distribute equitably in support of all students' learning.

### **Course Prerequisites**

Admission to the program.

### **Course Objectives**

The course objectives, assignments, student learning outcomes, and assessments have been aligned with the following CCTC standards:

### **Leadership Standards, CCTC, 2013**

This course will provide opportunities for participants to develop their leadership knowledge, skills, and dispositions under the following California Category II Curriculum Standards:

- Program Standard 6: Visionary Leadership: actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school
- Program Standard 7: Instructional Leadership: knowledge of the standards and the ability to monitor teaching and give feedback
- Program Standard 8: School Improvement Leadership: increases his/her capacity to communicate and lead others in continuous improvement
- Program Standard 9: Professional Learning and Growth Leadership: model and facilitate PD, including collaboration
- Program Standard 10: Organizational and Systems Leadership: understand, align, and integrate organizational structures, including resource management
- Program Standard 11: Community Leadership: communicate about the school and share with a broad range of stakeholders.

### **California Administrator Performance Expectations, CCTC, 2016**

Upon completion of the course, the candidate will demonstrate an understanding of effective leadership practices regarding the following CTC California Administrator Performance Expectations (CAPEs):

#### **CAPE 4: 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. During preliminary preparation, aspiring administrators learn how to:

1. 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.
2. 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.
3. 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.
4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.

### **CAPE 8: 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:

1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.
2. 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.
3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.
4. 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.

### **CAPE 10: 3C: Managing the School Budget**

New administrators know the school's budget and how the budget supports student and site needs. During preliminary preparation, aspiring administrators learn how to:

1. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.
2. 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.
3. Use various technologies related to financial management and business procedures.
4. 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.

### **CAPE 15: 5C: Ethical Action**

New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. During preliminary preparation, aspiring administrators learn how to:

1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
2. 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.
3. Use personal and professional ethics as a foundation for communicating the rationale for their actions.

#### **In this course candidates will:**

1. Review the history of school finance to develop an understanding of traditions that bring us to the present system of funding public school education in California: Federal government and function of the states, California school finance history, legislation, court cases, student demographics, economic trends, fiscal outlook, equalization issues, taxation, collective bargaining, and the state budgeting process.
2. Define the role and function of the business office and the chief business official.
3. Identify local, state and federal revenue sources for the school and district budget and regulations governing these and become familiar with other funding sources.
4. Demonstrate knowledge of various types of school district funds in order to make appropriate decisions on resource allocations for identified priorities.
5. Gain knowledge of school and district budget formats, reports, and accounting procedures.
6. Understand the processes needed to develop and monitor a budget and expenditure plan.
7. Demonstrate the ability to align educational programs to cost factors and program budgeting, including the cost of employees.
8. Understand budget considerations for special and categorical programs and apply these to principles of equity and equality in meeting diverse student and community needs.
9. Develop awareness of potential problem areas in budgeting, including PTO/PTA, supplies, ASB, overtime, copies, carryover, etc.

10. Understand how technology is used for building, monitoring, and implementing budgets and accounting systems.
11. Learn how to align budget planning with enrollment projections.
12. Become knowledgeable about the operation of business support services such as Transportation, Maintenance & Operations, and Child Nutrition Services.
13. Understand a budget to implement the Single Plan for Student Achievement.
14. Reflect on personal and professional practices in terms of ethical decision-making.

### **Unique Course Requirements**

This course may not be taken for credit by students who have received credit for EDAD 634A.

### **Course Norms**

- Go deep and look for root causes
- Stay engaged
- Assume best intentions
- Speak your truth
- Respect colleagues by sharing online space and posting on time
- Respect diverse ideas
- Maintain confidentiality

### **Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. There are two additional dispositions for school leaders: visionary and ready to lead. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples. At a minimum, candidates are expected to meet the level of *initial target* during the program.

### **Required Texts**

Kemerer, Frank R. and Sansom, Peter, *California School Law*, 3<sup>rd</sup> ed., Stanford Law Books (Stanford University Press), 2013.

And, see list of resources below.

### **Resources**

[www.cbp.org](http://www.cbp.org) - California Budget Project serves as a resource of the media policymakers and state and local constituency groups who rely on CBP for accurate information and analysis of a range of state policy issues

[www.edsource.org](http://www.edssource.org) - EdSource is an independent, nonpartisan, not-for-profit organization whose mission is to clarify complex education issues and to promote thoughtful policy decisions about public school improvement.

<http://fcmat.org> - The mission of the Fiscal Crisis and Management Assistance Team is to help California's local educational agencies fulfill their financial and management responsibilities by providing fiscal advice, management assistance, training and other related school business services.

[www.ppic.org](http://www.ppic.org) - Public Policy Institute of California is a private nonprofit organization dedicated to independent objective nonpartisan research of California's economic social and political issues

<https://www.sscal.com> - School Services of California is a business, financial, management, and advocacy resource for educational agencies in California

[www.wested.org](http://www.wested.org) - WestEd is a nonprofit research development administrative service agency that is part of the federal government's Regional Education Laboratories Network (REL Network). They provide technical assistance on research development planning and evaluation on education issues

Addressing Inequities in School Finance through the Governor's Local Control Funding Formula

[http://www.cbp.org/pdfs/2013/130509\\_MovingForward.pdf](http://www.cbp.org/pdfs/2013/130509_MovingForward.pdf)

Navigating the State Budget Process

[http://www.cbp.org/pdfs/2014/141210\\_Budget\\_Process\\_infographic.pdf](http://www.cbp.org/pdfs/2014/141210_Budget_Process_infographic.pdf)

Rising to the Challenge: Why Greater Investment in K-12 Education Matters for California's Students

[http://www.cbp.org/pdfs/2013/131003\\_Rising\\_to\\_the\\_Challenge\\_SFF.pdf](http://www.cbp.org/pdfs/2013/131003_Rising_to_the_Challenge_SFF.pdf)

School Funding Undergoes Major Reform, An Edsource Guide

<http://edsource.org/wp-content/publications/10-questions.pdf?q=10-questions.html>

Additional resources will be uploaded to Moodle.

### **Final Exam Statement**

There will be no final exam.

## SCHEDULE/COURSE OUTLINE

<b>Deadline</b>	<b>Overview</b>	<b>View</b>	<b>Read</b>	<b>Do</b>
Module 1 Sunday 11:59pm	<p>Understanding school finance legal and policy historical context; observe and analyze California State Board of Education fiscal meeting agenda items.</p> <p>Understanding the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP); review, analyze and post link to your local district's LCAP</p>	<p>LCFF: An essential EdSource Guide:  <a href="https://edsource.org/wp-content/publications/10-questions.pdf?q=10-questions.html">https://edsource.org/wp-content/publications/10-questions.pdf?q=10-questions.html</a></p> <p>CDE's LCFF Guide Overview:  <a href="https://www.cde.ca.gov/fg/aa/lc/">https://www.cde.ca.gov/fg/aa/lc/</a></p>	<p>Chapter 3 of <i>California School Law Equity, Adequacy, and School Finance</i>, pages 96-131 (35 pages).</p> <p>Read LCFF: An Essential EdSource Guide  <a href="https://edsource.org/wp-content/publications/10-questions.pdf?q=10-questions.html">https://edsource.org/wp-content/publications/10-questions.pdf?q=10-questions.html</a></p> <p>and</p> <p>CDE's LCFF Guide Overview:  <a href="http://www.cde.ca.gov/fg/aa/lc/">http://www.cde.ca.gov/fg/aa/lc/</a> (PowerPoint slides also available)</p>	Assignment #1  Assignment #2  <b>AND:</b>  Schedule interview with your principal, supervisor, district, county level, or board due <u>Module 6</u> .
Module 2 Sunday 11:59pm	<p>Understanding current fiscal events in California TK-12 education; understanding historical context for school reform.</p> <p>Understanding the link between school reform, teaching and learning, and fiscal implications and connect it to a current event.</p>	<p>View four resources in Course Syllabus that align to your current research interests.</p> <p>View four new resources from the Course Syllabus that align to your current research interests.</p>	<p>Read Cuban's article regarding school reform (PDF posted, 12 pages).</p> <p>Read Darling-Hammond's lecture regarding teaching and learning (PDF posted, 13 pages).</p>	Assignment #3
Module 3 Sunday 11:59pm	Understanding school unions and collect bargaining through a fiscal lens for educational leaders.	View and post district's Certificated Collective Bargaining Agreement (CBA)	Chapter 4 of <i>California School Law, Unions and Collective Bargaining</i> , pages 133-167 (34 pages).	Assignment #4

<b>Deadline</b>	<b>Overview</b>	<b>View</b>	<b>Read</b>	<b>Do</b>
Module 4 Sunday 11:59pm	Understanding the budget in order to communicate information to parents, students, teachers, and other community educational stakeholders.	Review sample school budget (PDF) and budget detail (PDF) uploaded to Moodle  <b>And</b>  Review the sources of state and federal education funding in California here: <a href="http://www.cde.ca.gov/fq/fr/eb/cefedbudget.asp">http://www.cde.ca.gov/fq/fr/eb/cefedbudget.asp</a>	FICMAT Oversight Guide (65 pages): <a href="http://fcmat.org/wp-content/uploads/sites/4/2015/12/Fiscal-Oversight-Guide-final-12-2015.pdf">http://fcmat.org/wp-content/uploads/sites/4/2015/12/Fiscal-Oversight-Guide-final-12-2015.pdf</a>	Assignment #5
Module 5 Sunday 11:59pm	Understanding fiscal policies, procedures, and budgeting from a theory-to-practice example through an administrator interview.	Review school's budget, district budget, or LCAP from previous modules to formulate interview questions.	Your School Budget: <a href="https://www.sandiego.unified.org/your-school-budget">https://www.sandiego.unified.org/your-school-budget</a>	Assignment #6
Module 6 Sunday 11:59pm	Understanding how to analyze and evaluate the district's budget.	Review CDE's criteria and standards for reviewing a district's budget: <a href="http://www.cde.ca.gov/fi/ss/distbudgetcsfy1617.asp">http://www.cde.ca.gov/fi/ss/distbudgetcsfy1617.asp</a>	Review the sample "Budget Summary for 2017/18"  Review resources from Modules 1-7.	Assignment #7

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### **Assignment #1 (20 points):**

Please locate and review one of your District's 2017 published Governing Board Agenda Minutes items relating to fiscal/business services. Please write and post (at least) a 500 word response citing this week's reading and board documents answering the following questions using specific references:

- 1) *What is the main point of the business services agenda item you chose to review?*
- 2) *Did the Board agenda minutes reveal any Board Member discussion relating to the fiscal agenda item?*
- 3) *What are the connections between the agenda item/board discussion and your current job position and/or any of this week's readings?*
- 4) Please include at least two connection between the board agenda item you reviewed and what you read in the text book about equity, adequacy, and school finance.

Then, post at least one substantive response of 250 words to a colleague's Assignment. Substantive means the post must present thoughtful ideas, opinions, and/or information, supported by sound reasoning and relevant evidence.

### **Assignment #2 (20 points):**

(Schedule interview with your principal, supervisor, district Assistant Superintendent of Business Services due Module 6.)

Please locate and review your district's LCAP. Please write and post (at least) a 500 word response citing this week's reading and your own district's LCAP answering the following questions using specific references:

- 1) *What are the 8 State priorities required in all LCAPs?*
- 2) *What are two major goals highlighted in your district's LCAP?*
- 3) *How are parent and community voices included in the LCAP process?*
- 4) *In your District, where is the majority of funding being allocated to for the upcoming school year?*
- 5) *How does your district's LCAP address services for underserved students and families?*

Then, post at least one substantive response of 250 words to a colleague's Assignment. Substantive means the post must present thoughtful ideas, opinions, and/or information, supported by sound reasoning and relevant evidence.

### **Assignment #3 (20 points):**

Review four school resources that align with your current research interests and Cuban's article regarding reform. Post (at least) a 700 word response citing those four resources, Cuban's article and Darling-Hammond's article regarding teaching and learning while answering the following questions using specific references:

- 1) *What are the fiscal impacts described in Cuban's article?*
- 2) *List two examples of fiscal reform that were repeated over the past century.*
- 3) *What are the common explanations for the persistence of reform? What is Cuban's critique of these?*
- 4) *What are two main fiscal points in Darling Hammond's article? How does these relate to the resources you researched this week?*
- 5) *Why is it important for educational leaders to consider these concerns? What next steps can you take at your school site today to further financial equity for all?*

Then, post at least one substantive response of 250 words to a colleague's Assignment. Substantive means the post must present thoughtful ideas, opinions, and/or information, supported by sound reasoning and relevant evidence.

### **Assignment #4 (20 points):**

Review your district Collective Bargaining Agreement (CBA), read PDF regarding school unions and collective bargaining, and post the CBA to your assignment. Post (at least) a 700 word response citing those two resources while answering the following questions using specific references:

- 1) *What is the purpose of the CBA?*
- 2) *What specific timely requirements are stated? How often can the CBA change?*
- 3) *How is the CBA enforced? Who are the key school and district personnel involved in the collective bargaining process?*

- 4) *What are the salient fiscal implications of this agreement and others similar to it?*
- 5) *How is student, teacher, and public voice integrated into the collective bargaining process? Then, post at least one substantive response of 250 words to a colleague's Assignment #4. Substantive means the post must present thoughtful ideas, opinions, and/or information, supported by sound reasoning and relevant evidence.*

Then, post at least one substantive response of 250 words to a colleague's Assignment. Substantive means the post must present thoughtful ideas, opinions, and/or information, supported by sound reasoning and relevant evidence.

**Assignment #5 (20 points):**

You have been asked to present to your site's School Site Council (SSC) at an upcoming meeting. Your topic is to explain how K-12 education is funded from the both state and federal level. Please draft a (minimum of) 700 page narrative to explain the funding components. Many of the SSC members are parents who may have only a basic understanding of this topic so a clear, acronym free explanation is required in your narrative. Then, post at least one substantive response of 250 words to a colleague's Assignment #6. Substantive means the post must present thoughtful ideas, opinions, and/or information, supported by sound reasoning and relevant evidence.

Then, post at least one substantive response of 250 words to a colleague's Assignment. Substantive means the post must present thoughtful ideas, opinions, and/or information, supported by sound reasoning and relevant evidence.

**Assignment #6 (20 points):**

Reviewing what you have learned in assignments 1-6, interview a principal, or preferably your district's chief business official (Assistant Superintendent of Business Services), regarding the school's or district's budget. Sample questions may include:

1. *What is your role in budget development?*
2. *How is the budget development process transparent for all stakeholders?*
3. *How is the budget monitored after it is approved?*
4. *How is the site or district budget aligned to the district's LCAP?*
5. *What advice would you provide to new educational leaders as they enter into assistant principal, principal, and other key school leadership positions relating to the site or district budget process?*
6. *Other questions you feel are appropriate or you'd like more information about?*
7. Post at least a 700 word summary of the interview including main points discussed, key information learned, and one area of alignment to a reading from any module. Make sure to include citations as necessary. Then, post at least one substantive response of 250 words to a colleague's Assignment #7. Substantive means the post must present thoughtful ideas, opinions, and/or information, supported by sound reasoning and relevant evidence.

Then, post at least one substantive response of 250 words to a colleague's Assignment. Substantive means the post must present thoughtful ideas, opinions, and/or information, supported by sound reasoning and relevant evidence.

**Assignment #7 (20 points):**

One of the important components critical to success as a new administrator is knowing the Governing Board's priorities, and how these priorities translate into the budget they adopt for your district. As a new administrator, you will need to align your school site's budget priorities to district goals and priorities and district's LCAP. Using your district's budget and the 10-point criteria scale provided by CDE, create minimum of 700 word narrative describing four new and important learnings you have gleaned about your school district's budget and how your district's Governing Board is currently allocating district resources, through its budget and through its LCAP. Post your district's budget or budget assumptions (see sample) in the assignment as well.

Then, post at least one substantive response of 250 words to a colleague's Assignment. Substantive means the post must present thoughtful ideas, opinions, and/or information, supported by sound reasoning and relevant evidence.

### **Grading Standards**

Late work will not be accepted unless previously approved by instructor.

93-100% = A

90-92% = A-

87-89% = B+

83-87% = B

80-82% = B-

Below 80% = C or below

### **School of Education/Course Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

## ASSIGNMENT GRADING RUBRIC: GENERAL CONSIDERATIONS

	Distinguished (20-18)	Proficient (17-15)	Basic (14-11)	Unsatisfactory (10-1)
<b>MECHANICS</b>	Uses complete sentences, organization is clear and appropriate, tone is professional and respectful, and the posting/final assignment is free of mechanical errors (grammar, spelling, usage) that might impede reader understanding.	Uses complete sentences, organization is evident, tone is appropriate, and the posting/final assignment includes no more than one mechanical error (grammar, spelling, usage) per paragraph that might impede reader understanding.	Uses mostly complete sentences, organization could be improved to present a more coherent message, tone is inconsistent but generally appropriate, and the posting includes 2-3 mechanical errors (grammar, spelling, usage) per paragraph that impede reader understanding.	Uses incomplete sentences, organization is unstructured, tone is inappropriate, and the posting/final assignment includes numerous errors in mechanics (grammar, spelling, usage) in each paragraph, which render the posting difficult to read and/or understand.
<b>CONTENT</b>	Demonstrates a strong understanding of the concepts, topics, and ideas under discussion, as evidenced by thoughtful and thorough responses and questions that show a clear connection with the course material. The posting/final assignment shows depth of analysis, and includes detailed rationales and/or evidence.	Demonstrates an adequate understanding of the concepts, topics, and ideas under discussion, as evidenced by posting clear statements in the forum/in final assignment. Includes a few details in the posting.	Demonstrates a limited understanding of the concepts, topics, and ideas under discussion, as evidenced by posting information that could be derived from prior posts and/or including highly general comments/in final assignment.	Writes a general or superficial posting/final assignment that is unrelated to the discussion at hand and/or posts no comments/turns in no assignment.

### CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in

accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. Refer to the full Academic Honesty Policy at: [http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

### **All University Writing Requirement**

The All-University Writing Requirement of 1700 words for a 2-unit course, is satisfied through assignments.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.