



Extension

Professional Studies

UCR Extension Syllabus

I. Course Information

Leadership for Equity and Social Justice 400

Format of the course: Online

Course location: Online

Course start and end dates: September 30, 2019 – December 9, 2020

Number of Units and hours: 30

II. Instructor Contact Information

Name: Dr. Marguerite Williams

Time Zone: PST

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Website or weblog: <http://nass.us/social-justice>

Response time via email: within 24 hours

Mission of Association of California

The Association of California School Administrators is the driving force for an equitable, world-class education system, and the development and support of inspired educational leaders who meet the diverse needs of all California students.

III. Course Description and Purpose

Purpose

For decades, schools and school districts have not been able to meet the needs of all students. Unfortunately, the students' whose needs have gone unmet have traditionally been the same. School systems have not been able to transform themselves to meet these unmet needs. These unmet needs are not limited to urban settings but unfortunately exist throughout our nation in many school systems. Drawing on the principles of equity and social justice, school organizations must stop talking and begin changing in order to insure every student in their school and district has the access and the opportunity to achieve their dreams.

Course Description

This program will provide each participant with the tools and resources needed to address an equity challenge and develop an Equity and Social Justice Plan to

implement in their setting, whether that is the classroom, the school or the school district. Each plan is based on the principles inherent in social justice and the plan will only be the starting point for each participant's work. During the development of their plan, the instructor will work with the participant in designing their plan. Throughout the class, participants will meet to review and discuss their plan of action with other classmates using a consultancy protocol.

Learning outcomes and course objectives:

Course Objectives:

Students will be able to:

1. express a critical, questioning perspective about diverse theoretical and identify existing barriers to equity, effectiveness, cultural proficiency and student success.
2. understand the link between interpretation, cultural proficiency, educational equity, social justice and restorative approaches and will be able to use this knowledge to contribute to improving their schools' overall policies and practices regarding language access.
3. use, apply, design, and implement research to bring about change and make improvements in their own professional environment.
4. develop a sense of urgency around creating individual and system-wide change that promotes equity, fosters cultural proficiency, addresses institutional racism, reveals barriers to success, and eliminates gaps in academic opportunity and outcomes
5. develop a common language and common frameworks that allow them to engage in and lead more effective conversations about action to promote cultural proficiency, equity and social justice to improve educational outcomes for all students.
6. work with communities of practice on behalf of social justice.

Instructional methods

1. Learning will take place through class discussions and reflection
2. Learning will take place through virtual meetings
3. Learning will take place through the development, completion, implementation and evaluation of each participant's Equity and Social Justice Plan

IV. Course Prerequisites

Suggested Prerequisite: EDU 200 Cultural Competence for Educators

V. Required course materials

Session 1: Expanding Personal Cultural Competency

Purpose: Cultural proficiency is the first step toward systems change to meet the unmet needs of students and families without a voice in the current K-12 system.

Key Questions:

1. What is cultural proficiency and why is it essential?
2. How will you build capacity within your organization to create, foster, sustain and ensure equity, cultural proficiency and systems change?
3. How will you assess the cultural proficiency of your classroom, school and district?
4. How does implicit bias impact your work with students, parents and peers?
5. Why is hope important for all students?

Outcomes:

1. Understanding of and becoming culturally proficient as a person
2. Self-assessment of participant's implicit bias

Instructional Materials

1. Goodman, Diane. Cultural Competence for Social Justice.
2. Murrell, Peter. "Toward Social Justice in Urban Education: A Model of Collaborative Cultural Inquiry in Urban Schools". *Equity & Education*, 39: 81-90 (2006) University of Massachusetts Amherst School of Education.
3. <https://www.edutopia.org/blog/empowering-educators-through-cultural-competence-jose-vilson>
4. Lindsay, Randy. The Essential Elements of Cultural Proficiency Culturally Proficient: A Manual for School Leaders
5. <http://www.huffingtonpost.com/mark-horszowski/3-things-you-can-do-in-2016-14498290.html>
6. http://www.slate.com/articles/life/tomorrows_test/2016/06/how_white_teachers_can_become_culturally_competent.html

Session 2: Dismantling Persistent Educational inequities in a school community

Part I

Purpose: Understanding of the California Dashboard equity indicators, as a consumer of research, for the purpose of learning how children are socialized in and out of schools and how schools produce unequal opportunities for student learning. A culture of high expectations for all students cannot happen unless students believe in their efficacy and have hope.

Key Questions:

1. How do you develop a classroom, school and district culture of high expectations for student achievement for every student?
2. How do you build capacity for accountability in your organization?
3. How do you use accountability in your classroom, school and district as a way to create equity and social justice?

Outcomes:

1. Using a systems approach to create alignment with formative, benchmarking and summative assessment practices to support all students.
2. Continued development of Equity and Social Justice plan- elements
 - a. Opportunity and access
 - b. Student learning
3. Using your equity and social justice audit to hold teachers, schools and the district accountable for every student.

Instructional Materials

Coburn, Cynthia, E., Hill, Heather, C., Spillane, James, P., “Alignment and Accountability in Policy Design and Implementation”. Educational Researcher, Vol 45, Issue 4, 2016.

Getting Down to Facts II:

<http://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII%20Summary%20Report.pdf>

Are California’s low test scores a cry for the state to take more responsibility?

<https://calmatters.org/articles/california-test-scores-state-responsibility/>

Part II: *Action Research Project*

Students will create a Social Justice Action Plan using equity audit to uncover, understand, and change inequities that are internal to schools and districts in three areas—teacher quality, educational programs, and student achievement.

- Identify, interpret, analyze, and synthesize your equity audit, as a consumer of research, for the purpose of **creating a social justice plan around a problem of practice in your school or district.**

Participants choose a challenging action research project focused on closing an equity achievement gap in their schools through which they develop essential skills in instructional leadership. Project-based work involves identifying a problem or need based on school-based data, developing strategies for change,

engaging a feedback circle of stakeholders to build consensus, planning and implementing the plan of action, evaluating outcomes, and making mid-course corrections. Participants will review critical literature associated with their project and receive feedback from a variety of mentor and aspiring principals to inform their planning and decision-making.

The basic steps of an action research process constitute an equity plan in which participant teams:

1. Review their current practices (equity audit)
2. Identify an aspect that your team wants to investigate
3. **Plan** a way forward
4. **Act** - try out new ideas (changes)
5. **Observe the consequences of the changes** (and record)
6. **Reflect** - take stock of what has happened (and record reflections)
7. **Plan** the next cycle
8. **Act** - modify practices in the light of what was learned in the first cycle or try another option if the new way of working is not right for your team
9. **Observe** and monitor team practices
10. **Reflect** - review and evaluate the modified action and conduct ongoing cycles of action research.

Sources: <http://www.jeanmcniff.com/ar-booklet.asp>

Key Questions:

1. How will “a plan” help you create continuous improvement in the classroom, school and district?
2. What are the elements of a plan focused on equity and social justice?
3. Who participates? What do they do? How do they participate?
 - a. Political mapping- how to understand the “political” context of your plan?
4. How will the equity and social justice plan be communicated to stakeholders?

Outcomes:

1. Utilizing the equity and social justice audit results to begin creating Equity and Social Justice Plan

Resources:

Equity Audit

<https://www.atlantapublicschools.us/Page/41606>

Equity tool:

<https://donstovall.files.wordpress.com/2012/09/equity-audit.pdf>

Session 3: Mindsets around Parent and Community Engagement

Purpose: Engagement by families and the community is essential for student success. Understanding that engagement is based on relationships which in turn are based on communication while realizing that engagement is always an opportunity and never a burden.

Key Questions:

1. What mindsets act as barriers to successful engagement?
2. What are the 'best practice' strategies for successful engagement?
3. How do you differentiate your approach for different stakeholders?
4. What strategies can be used to effectively engage diverse families and their communities?

Outcomes:

Participants will be able to:

1. Understand how mindsets around parental involvement are formed.
2. Understand how race, class, and stereotypes impact diverse families.
3. Understand that how we define parental involvement plays a large role in the actions schools take to outreach to families.
4. Identify evidenced-based strategies for engaging diverse families.
5. Identify community partners that may bolster involvement and student outcomes.

Instructional Materials--

Pre-readings

1. Fenton, P., Ocasio-Stoutenburg, L., & Harry, B. (2017). The power of parents engagement: Sociocultural considerations in the quest for equity. *Theory Into Practice*, 56(3), 214-225.
2. Latunde, Y. (2017). Welcoming Black Families: What schools can learn from churches. *Educational Leadership*, 75(1), Retrieved from <http://www.ascd.org/publications/educational-leadership/sept17/vol75/num01/Welcoming-Black-Families@-What-Schools-Can-Learn-from-Churches.aspx>
3. Auerbach, S. (Ed.) (2012). *School leadership for authentic family and community partnerships: Research perspectives for transforming practice*. New York: Routledge.
4. Diamond, J., Wang, L., & Gomez, K. (2006). African American and Chinese-American parental involvement: The importance of race, class, and culture. Harvard Family Research Project. Retrieved from [http:// www.hfrp.org/publications-resources/browse-ourpublications/african-american-and-chinese-americanparent-involvement-the-importance-of-race-class-andculture](http://www.hfrp.org/publications-resources/browse-ourpublications/african-american-and-chinese-americanparent-involvement-the-importance-of-race-class-andculture)

Video

1. Prudence Carter coined the term Black Cultural Capital. Watch her short TED talk to learn why representation, or diverse bodies and faces in a setting cannot be used as a sign of integration or inclusion
2. <https://www.youtube.com/watch?v=0QakBLcldTQ>.

Supplemental Readings

1. Akl, M. (2015). A study of factors that contribute to conflicts in special education between parents and schools: A validation of Lake and Billingsley's Theory. (Dissertation). Retrieved from <http://pqdtopen.proquest.com/doc/1762246684.html?FMT=AI&pubnum=10003166>
2. Auerbach, S. (Ed.) (2012). School leadership for authentic family and community partnerships: Research perspectives for transforming practice. New York: Routledge.
3. Carter, P. (2003). Black cultural capital, status, positioning, and the conflict of schooling for low-income African American youth. *Social Problems*, 50(1), 136- 155.
4. Latunde, Y. (2018). Expanding their opportunities to engage: A case of the African American Parent Council. *Journal of Negro Education*, 87(3), 270-284.
5. Latunde, Y. (2017). Research in parental involvement: Methods and strategies for education and psychology. New York, NY: Palgrave Macmillan.

Session 4 Messaging Commitment to Educational Equity and Inclusion

Purpose: Understanding the root cause of racial inequities in education and the personal challenges people face in addressing issues of race/equity will help insure that educational leaders have the knowledge and skills to begin/continue leading courageous conversation in their organization.

Key Questions:

1. What skills do Equity Leaders need to have in order to engage in courageous conversations on a regular and ongoing basis?
2. How do leaders examine the root causes of racial inequities in schools and use the change process to transform organizations?
 1. Outcomes: Feel free to make changes to these.....
 1. Understand and apply Bob Kegan and Lisa Lahey's *Immunity to Change* process
 2. Understand and apply Paul Gorski's *Four Skills of Equity Literacy*
 3. Reflect on self- imposed internal barriers and fears associated with this work

4. Leave with tools and individual goals on how to engage in and facilitate courageous conversations that lead to transformational changes in schools and organizations.

Videos

1. WATCH: "Race: The House We Live In," Part 3 of the PBS series *Race: The Power of an Illusion*. The 57-minute movie segment is available at <https://diva.sfsu.edu/bundles/190264>.
2. Read, listen, or watch one of the following descriptions of the Immunity to Change theory: [Robert Kegan and Immunity to Change](#), (14min)
3. <https://www.youtube.com/watch?v=FFYnVmGu9ZI>
4. Personify Leadership- Courageous Conversations - <https://youtu.be/FQibPslmN0I>
5. "[Immunity to Change: How to Release the Potential of Individuals and Organizations](#)" by Robert Kegan and Lisa Lahey, Business Digest, June 2009.

Readings

1. Ladson-Billings, G. "From the Achievement Gap to the Education Debt: Understanding Achievement in US Schools," *Educational Researcher*, Vol. 35, No. 7 (Oct., 2006), Pp. 3-10.
2. Link:<http://ed618.pbworks.com/f/From%20Achievement%20Gap%20to%20Education%20Debt.pdf>
3. *Yes We Can: Telling Truths and Dispelling Myths About Race and Education in America*, The Education Trust, 2006. Download report at:<http://edtrust.org/resource/yes-we-can-telling-truths-and-dispelling-myths-about-race-and-education-in-america/>
4. Gorski, P Swalwell, K. *Equity Literacy For All*
5. *Educational Leadership*, March 2015 Download Article at: <http://edchange.org/publications/Equity-Literacy-for-All.pdf>

Session 5: Emotional Intelligence and Leadership

Purpose: Becoming an emotionally intelligent leader allows you to embrace differences to make a difference.

Key Questions:

1. What is emotional intelligence and why is it essential for social justice leadership?
2. How does 'mindfulness' help create classrooms, schools and districts that support all students?
3. What does a culturally proficient leadership profile look like and why is it important to articulate?

Outcomes:

1. Develop Culturally Proficient Leadership Profile

2. Social-emotional leadership plan to engage their community/stakeholders

Instructional Materials

1. <https://hbr.org/2015/04/how-emotional-intelligence-became-a-key-leadership-skill>
2. <https://www.theatlantic.com/health/archive/2014/01/the-dark-side-of-emotional-intelligence/282720/>
3. <https://www.abc.net.au/religion/mindfulness-and-justice-planting-the-seeds-of-a-more-compassionate/10098150>
4. <https://www.tc.columbia.edu/ncrest/publications--resources/AccessJacquelineRogersBethanySocialEmotionalLearningandSocialJusticeLearningatEIPuenteAcademyforPeaceandJustice2015.pdf>
5. https://www.essr.net/~jafundo/mestrado_material_itgjkhnld/IV/Lideran%C3%A7as/Understanding_the_emo%C3%A7%C3%A3o_lideran%C3%A7a_justi%C3%A7a.pdf
6. <http://corwin-connect.com/2016/03/9-questions-guide-cultural-proficiency/>

Session 6: Teaching and Learning: Creating Culturally Responsive and Sustaining Classrooms

Purpose: Participants will explore the basic tenets of cultural awareness and culturally responsive instruction through discussion, case studies, and activities. Special emphasis will be placed on research into how instruction, culture, and the brain interact. This workshop is based on the text "Culturally Responsive Teaching and the Brain" by Zaretta Hammond.

Key Questions:

1. What is culturally responsive instruction?
2. Why is cultural proficiency a precondition to effective teaching that is focused on every student?
3. Are traditional instructional strategies effective for all learners?
4. Is there a need for culturally responsive discipline as well as instruction?

Outcomes:

1. To learn (some) principles of Culturally Responsive Teaching (CRT) as defined by Gloria Ladson-Billings and Geneva Gay
2. To learn some principles of Culturally Responsive Environments (CRE)
3. To assess the cultural responsiveness of our schools and classrooms
4. To discuss the implications of CRT & CRE for our schools

Instructional Materials

1. Aronson, Brittany and Laughter, Judson. "The Theory and Practice of Culturally Relevant Education." Review of Educational Research. Volume 86, Issue 1, 2016.

2. Olson, JD, Rao, A.B. "Becoming a Culturally Responsive Teacher: The Impact of Clinical Experiences in Urban Schools." Journal of Urban Learning, Teaching and Research, 2016, Vol 12, Pp 133-141

Session 7: Multi-Tiered System of Support (MTSS)

Purpose: Participants will study MTSS process that focuses on students who are struggling academically and look at disparities within the district's Local Control Accountability Plan (LCAP) and School Site Plan for Student Achievement (SPSA). Students will reflect on how universal, supplemental and intensive supports are implemented within their district to strengthen academic performances and social-emotional learning of all student groups.

Key Questions:

1. What evidence does your district LCAP provide that reflect creating the most inclusive and equitable learning environments for ALL students at the universal level of instruction?
2. What evidence does your district LCAP provide that key strategies or activities reflect what stakeholders believe matters?
3. What evidence does your district LCAP provide that the needs of the children in your district community and address universal, supplemental, and targeted supports for academics, behavior, and social and emotional learning?
4. Do the district LCAP goals and/or actions and services reflect the following?
 - Data about the district's gaps and needs?
 - Goals for building capacity in both people and organization?
 - Coherence: that is, are they consistent with other goals the district may have (Board goals, strategic planning goals, etc.)?

Outcomes

Participants will be able to articulate how LCFF, LCAP, and the 8 State Priorities provide the infrastructure for building the district's strategic plan and how the CAMTSS Framework is the driver for implementation of the plan.

Instructional Materials

1. LCAP and MTSS Alignment
<http://www.ocde.us/MTSS/Documents/LCAP%20and%20NTSS.%20Alignment.pdf>
2. "Re-envisioning Equity Research: Disability Identification Disparities as a Case in Point," Dr. Alfredo Artiles, AERA Brown Lecture 2017 (15:30-15:50)
 - o Video on <https://www.youtube.com/watch?v=DtmwoCmPw3s&t=1s>

Session 8: Building and Leading Diverse Teams; Talent Development

Purpose: Teams help organizations utilize the diverse talent, experience and thinking of staff in order to support all students. Understand the importance of hiring teachers who look like their students.

Key Questions:

1. How do you create and manage diverse teams? How to create mirrors not windows in your classroom, school and district?
2. How do you recruit, develop and then retain a diverse staff in every school, every department throughout the school and district?

Outcomes:

1. Ability to develop, manage and effectively participate in Professional Learning Communities with a focus on student learning.
2. Identifying and implementing effective recruiting strategies to create “mirrors” throughout the organization.
 - a. Staff recruiting- mirrors not windows
3. How do educators continue to learn in order to create a learning organization
4. How do organizations find, recruit, support, and evaluate staff?

Instructional Materials

1. Bierly, Chris, Doyle, Betsy and Smith, Abigail. Transforming Schools: How Distributed Leadership Can Create More High-Performing Schools. January 14, 2016. <http://www.bain.com/publications/articles/transforming-schools.aspx>
2. Avelar La Salle, Robin, Johnson, Ruth. Shattering Inequities, 2019, Preface, Chapters 1, 3, 4, 7
3. Hanover Research. Attraction, Recruitment, and Retention of Educators, February 2017
<https://drive.google.com/open?id=1LzDuKk8jvIGBPOiJP2oK-0tnrKUbeUR2>
4. Warner, Sarah, Duncan, Eric. Vision and Guidance for a Diverse and Learner-Ready Teacher Workforce. January 2019.
https://drive.google.com/file/d/1wLLViEPtJrhAHmbrWoKFhkik_9dhpBcu/vi-ew?usp=sharing

Session 9: Safe Schools: Creating LGBTQ-inclusive schools

Purpose: This virtual meeting will cover how school principals can create a school culture that is safe and inclusive of gay, lesbian, bisexual, transgender,

and queer (LGBTQ) students. Get ready for an interactive session that will increase confidence, improve comfort level, and provide effective strategies to create positive change. We will spotlight proven and emerging best practices for ensuring legal and practical protections for LGBTQ students, provide a snapshot of the most compelling data on LGBTQ student experiences, and build core skills for transforming the school culture.

Key Questions:

1. What strategies can you use to bring divergent thoughts, thinkers and people together?
2. How can you create and sustain an inclusive classroom, school and district culture?
3. What is your definition of ethics? How will you answer the “right vs. right” ethics questions you will face in your classroom, school and district?

Outcomes:

1. Reflection on how this information will shape your organization going forward and apply to Social Justice Program
2. Build cultural competency on LGBTQ+ identities
3. Understand California Law and identity model policies and implementation methods
4. Identify the emerging challenges that California LGBTQ students face, and best practices to improve safety and connectedness

Materials:

- [Schools in Transition](#)
- [Transgender Students and Bathrooms](#)
- [California Department of Education FAQs - Equal Opportunity and Access Act](#)
- [California Department of Education FAQs- California Healthy Youth Act](#)
- [ACLU - Seth's Law](#)
- [Be Prepared for Putdown and Questions about Gender](#)
- [Yes, They Are a Family](#)
- [National PTA Resolution on LGBTQ](#)
- Safe Schools Project: <https://safeschoolsproject.org/services/>

Session 10: Presentation of Equity Plans

Students will present their equity plans to the class

VI. Course Organization

Session # Instructor Name	Class Date	Class Topic	Homework
1	September 30, 2019	Expanding Personal Cultural Competency Select their problem of practice	1. Racial Autobiography 2. Examine your “why” statement.
2	October 7, 2019 Asynchronous Meeting	History of Education: Dismantling Persistent Educational inequities in a school community	1. Determine an Action Research Topic 2. Equity Audit: Learn the school and district community-California Dashboard Week 9 - Action Research
3	October 14, 2019	Mindset, Implicit Bias Shifts with Parent and Community Engagement	1. Implicit Bias test Evaluation of school culture and climate Survey results-students, parents, staff. How will you discuss results with entire community?
4	October 21, 2019	Courageous Conversations	1. Script a message to stakeholders about establishing an equity taskforce 2. Create Equity and Social Justice Audit: a. Instructional materials b. Technology allocation and access (24/7) c. Assessment practices d. Student Services-attendance, discipline, special education

			e. Access and opportunity- Gifted and Talented; college and career readiness; Advanced Placement/International Baccalaureate access
5	October 28, 2019	Transformational Leadership Emotional Intelligence	1. Create a Culturally Proficient Leadership Profile Review, discuss, revise 'No Anonymous Student' plan
6	November 4, 2019 Asynchronous Meeting	Teaching and Learning: Creating Culturally Responsive and Sustaining Classrooms	1. Create Classroom Equity Walks Checklist 2. How will you message equity walks?
7	November 12, 2019	MTSS and LCAP/LCFF Alignment	Obtain an electronic copy of your LCAP plan Identify allocation resources and interventions for low-income, foster youth, and English Learner Have participants bring their numbers with them of Students with Disabilities and which ones also qualify for LCFF significant student groups (Foster, Homeless, English Learners, and Poverty)
8	November 18, 2019	Cultivating a Local Pipeline for Diverse School Leadership "Presentations to colleagues" Equity and Social Justice Plan	Talent Development- conduct audit of professional learning through equity and social justice frame

9	December 2, 2019 Asynchronous Meeting	Safe Schools: Creating LGBTQ-inclusive schools “Presentations to colleagues” Equity and Social Justice Plan	1. Examine current discipline policies 2. Examine school climate survey specifically about student safety 3. How will you address the results of the survey with stakeholders?
10	December 9, 2019	Presentations to colleagues” Equity and Social Justice Plan	Based on equity audit- What are successes in the districts, grade level teams, groups of students, parents, community

VII. Course Attendance/Participation

Registrants are required to attend all sessions of the program in which they are registered. Missing one or more sessions of the program disrupts the continuity of the program and requires extra, deliberate effort including making up classes.

Attend all live sessions of the program as scheduled on Wednesdays from 4:30pm -6:30pm. Attend each session of the course in its entirety.

VIII. Grading Policy and Grade Scale (Graded by Rubric)

The final grade evaluation in this course will be based on points as follows:

<u>Assignments</u>	<u>Points</u>
1. Social Justice Plan	60
2. Equity Audit Analysis	50
3. Equity Walks Checklist	20
4. Implicit Bias Test	10
5. Culturally Leadership Profile	10
6. Racial Autobiography	10
7. Class Discussions (10)	100

Total Points = 260

Letter Grade	Percent Grade	4.0 Scale		Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0		C+	77-79	2.3

A	93-96	4.0		C	73-76	2.0
A-	90-92	3.7		C-	70-72	1.7
B+	87-89	3.3		D+	67-69	1.3
B	83-86	3.0		D	65-66	1.0
B-	80-82	2.7		F	Below 65	0.0

For Extension grading policies and information about Incomplete grades go to:

[http://www.extension.ucr.edu/resources/resource/Grades and Grade Appeal and Satisfactory Academic Progress](http://www.extension.ucr.edu/resources/resource/Grades%20and%20Grade%20Appeal%20and%20Satisfactory%20Academic%20Progress)

Course Evaluation

All students will receive an email prompting them to complete an anonymous course evaluation. Students have a limited amount of time to respond to the evaluation survey. UCR Extension strongly encourages all students to complete the course evaluation promptly after receiving the email. Student feedback is very valuable. The information collected is used to evaluate course effectiveness and instructor performance. As well, the information aids Extension in determining future course offerings and provides Extension with a mechanism to better serve students.

IX. Student Email Accounts

Your email account is an important tool for your participation this course. Make sure that your mailbox has enough room to accept messages and attachments. If you are using an email account provided by your employer, check to see that your account can receive email from outside your local network. School districts frequently reject emails from our server because of filtering software and many students never receive course announcements or other materials. Additionally, do not use an automated responder with the email account you are using with your course. If you have concerns about getting unwanted emails because your email account is visible to others in your course, set up an account specifically for your online course using a free service (Google, Yahoo, Hotmail).

X. Plagiarism

All written work must be the product of the student submitting the work. While students may be permitted by the instructor to work together on in-class assignments, all work done outside the classroom must be done by the student without collaboration or sharing with other students or non-students. Credit must be given for any material used which is not created by the student, including images. If a student is determined to have violated this policy, he/she will receive a zero for the assignment and be reported to the Program Director. A second finding of plagiarism or cheating will result in the student being withdrawn from the course by the instructor and reported to the Registrar.

Academic Integrity at UCR --

<http://conduct.ucr.edu/policies/academicintegrity.html>

UCR Policy on Plagiarism and Academic Integrity--

http://senate.ucr.edu/bylaws/?action=read_bylaws&code=app§ion=06%20)

For Online Courses:

Necessary Technical Skills

In order to complete this course, you should know how to:

- Access websites and search for material online
- Create and send documents as email attachments
- Download and open files on your computer
- Save files in required formats (MS Word, PDF) and upload them to your class
- Must have computer with webcam.

Security

If you access the course from a public computer, be sure to log out of the course and completely close the browser when you are done. This will prevent others from accessing the course using your student identification. Do not share your NetID and password with others.

Participation Guidelines

- Check the forums frequently.
- Use the email subscription feature to receive email alerts when someone posts to the forum. Keep your responses on the topic of discussion.
- Use informative titles with your forum posts.
- Use capitalization to highlight a point, but don't post messages in all caps. This is usually interpreted as shouting.
- Think about what you have written before you post it to the forum. Moodle allows 30 minutes for you to reconsider and edit your message before others will see it.
- Cite all quotes, references, and sources.
- Keep your postings brief, but when you need to write something longer, you can warn others at the start of your post that it is lengthy.
- Be careful how you use humor online. It's not as easy to tell that something is a joke as it might be in face-to-face communication. Use emoticons such as the smiley face :-) to indicate humor.

Your online presence is an important part of the class. You should log on at least twice a week and make contributions to the online forums. Responding to someone's forum post with "Yes, that's a good point" or "I agree with that" doesn't count as adding to the discussion. Start a new topic or make a substantive contribution to the existing discussion.

Participation in the online forums each week is **required** to earn a passing grade in this course.