 **Edit**

EDLD 7520/6: Leadership of the Learning Organization

**College of Education | EFLT**

To view the list of assignments, you can click the **Jump to Today** link in the top right corner of this page.

 This page is printer-friendly.

**Dr. Lisa Kensler**

CONTACT INFORMATION

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# Course Description

Leading schools as learning organizations; issues related to student wellbeing, learning and achievement through attention to organizational components and whole school sustainability.

**Prerequisite: None**

(Credits: 3)

# Student Learning Outcomes (SLOs) and Course Objectives

Course Objectives:

[This course addresses the Instructional Leadership Standards of the **Alabama State Department of Education 290-3-3-.48 (2)(a) through (2)(j) (http://www.alabamaadministrativecode.state.al.us/docs/ed/290-3-3.pdf)** , with a particular focus on (e)](http://www.alabamaadministrativecode.state.al.us/docs/ed/290-3-3.pdf) Community of Care and Support for Students. These ALSDE standards are based on the Professional Standards for Educational Leaders (PSELs).

**Community of Care and Support for Students**

**Objective #1:** Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

**Objective #2:** Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

**Objective #3:** Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of

each student.

**Objective #4:** Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

**Objective #5:** Cultivate and reinforce student engagement in school and positive student conduct.

**Objective #6:** Infuse the school’s learning environment with the cultures and

languages of the school’s community.

# Materials and Resources

## TEXTBOOKS:

Goleman, D., & Senge, P. M. (2014). *The Triple Focus: A New Approach to Education*. Florence, MA: More Than Sound, LLC. (often referred to as TTF in this course)

Kensler, L. A. W., & Uline, C. L. (2017). *Leadership for Green Schools: Sustainability for Our Children, Our Communities, and Our Planet*. New York: Routledge, Taylor & Francis Group. (often referred to as LGS in this course)

Senge, P. M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). *Schools that learn (updated and revised): A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Crown Business. (often referred to as STL in this course) - **Do you have the e-book?**

E- BOOK SECTION TITLES WITH PAGE NUMBERS

*Schools that Learn* e-book readings

Page

Section Title

3 - 123 The Remembered Moment 177 - 188 The Dignity of the Child

329 - 340 Schooling as an Ethical Endeavor 414 - 420 Leading without Control

396 - 404 No More Drive-by Staff Development 369 - 371 The $19,000 Question

209 - 216 Teaching Structural Tension

123 - 156 Systems Thinking

|  |  |
| --- | --- |
| 159 - 175 | Creating Classrooms that Learn |
| 258 - 264 | Check-in |
| 479 - 486 | Reclaiming Citizenship through Conversations |
| 341 - 350 | A Shared Vision for Your School |
| 381 - 395 | The Great Game of High School |
| 445 - 456 | Creating a Core Learning Group |
| 123 - 156 | Systems Thinking |
| 275 - 292 | A Guide to Practice for Systems Thinking in the Classroom |
| 372 - 380 | Success to the Successful |
| 545 - 548 | The Tragedy of the Commons |
| 126 - 132 | The Iceberg Model (Systems Thinking section) |

National Policy Board for Educational Administration (2015). Professional Standards for [Educational Leaders 2015. Reston, VA: Author. Available free here: **http://npbea.org/wp- content/uploads/2017/06/Professional-Standards-for-Educational-Leaders\_2015.pdf (http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational- Leaders\_2015.pdf)** (Often referred to as PSELs)](http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)

Vogt, E. E., Brown, J., & Isaacs, D. (2003). *The art of powerful questions*. Mill Valley, CA: Whole [Systems Associates. Available here: **http://www.theworldcafe.com/store.html (http://www.theworldcafe.com/store.html)** (*You may also wish to Google this*](http://www.theworldcafe.com/store.html) *resource for other availability*)

## ADDITIONAL READINGS:

Articles pertinent to each module’s topics will be posted for students on Canvas. You can find a full list of additional module readings [**here.**](https://auburn.instructure.com/courses/1430815/pages/connected-resources)

# Online Student Learning Expectations

All students in this course are expected to have all the equipment and software needed to be successful in the course.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences,

collaboration, and writing. Since these activities are woven through the entire week and generally do not require your “electronic presence” at any particular time or day, there should be no need to "miss" class. You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

# Logging On

The learning activities for each week are carefully sequenced and offered in small chunks so you can accomplish reasonable amounts throughout the week. You should log on to the course website regularly to work through course materials and participate in course discussions.

# Posting Responses

Interaction between students is an important part of this course and requires prompt postings and responses. In an attempt to be efficient with our time and considerate of everyone’s schedules—beyond the requirements of this course—we will operate under a consistent time structure for posting assignments and responses to online discussions.

# Building Community

Your presence and engagement in this course - particularly our synchronous sessions and discussion posts - will influence the degree to which we build community together. Your classmates have the potential to become your lifelong friends and colleagues, people you can call on when you are facing challenging professional circumstances and need a listening ear! I hope you will use this course to develop trust and appreciation that will ground these future relationships.

# Required Synchronous Sessions

We have three synchronous sessions and your attendance for these sessions is required. We will meet over Zoom on August 20, September 10, and October 22, all from 9AM - 3PM. Follow the Zoom link in the left sidebar/navigation panel for each session's Zoom link.

# Course Structure

The course will follow this general pattern:

At the start of each module, students will review and read the assigned readings and supplemental material.

To supplement the textbook, students will engage with the online activities and videos.

At the end of each module, students will complete the assigned discussion posts and portfolio assignments.

Throughout the course, students should keep up with assigned due dates and contact the instructor with concerns about late assignments before the assignment is late.

**The syllabus is subject to change at the discretion of the class instructor.**

**Students will be notified in a timely manner of any syllabus changes via email.**

## OUTLINE OF COURSE

This course will be broken up into eleven modules. You can find a list of the modules [**here.**](https://auburn.instructure.com/courses/1430815/pages/course-overview)

**Here** is a summary of Modules and Assignments by week.

|  |
| --- |
| WEEKLY SCHEDULE |
|  |  |  |  |  | **Ass** |
| **Week** | **Module** | **Five** | **Assigned Reading** | **(DU** |
|  | **(new)** | **Disciples** | **(articles available in Canvas)** | **of e** |
|  |  |  |  | **dat** |
|  |  |  |  | **in** |
|  |  |  | LGS – Chapters 1& 2 |  |
|  | 1-Whole |  |  |  |
|  | School |  | TTF – Introduction & Part One |  |
| 1 |  |  |  |  |
|  | Sustainability(WSS) | Mental models | STL - Getting Started: Orientation & A Primer on the Five Disciplines - pp. | MDi |
|  |  |  | 177-188; 329-340; 414-420; 396- |  |
|  |  |  | 404; 369-371 |  |
| 2 | 1-WSS | Personal | LGS – Chapters 3 & 4 | Po |

mastery TTF – Part Two

STL – pp. 209-216; 341-350; 381-

395; 445-456

Sterrett, W. L., Kensler, L., & McKey,

T. (2016). Greener on the Other Side. Journal of Cases in

Educational Leadership, 19(4), 72-

85. doi:10.1177/1555458916664764

3

2-

Partnerships

4

3-Building as

Teaching Tool

LGS – Chapters 5

LGS – Chapter 6

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|  |

5 4-Energy

LGS – Chapter 7

6

5-Culture wellbeing

7

5-Culture wellbeing

8

Team learning

LGS – Chapter 8

STL – pp. 159-175; 258-264; 479-

486

TTF – Part Three

*The Art of Powerful Questions*

Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well- being: a review of the literature.

Review of Education, 3(2), 103-135. doi:10.1002/rev3.3043

6-C & I LGS – Chapter 9

1. 7-Family Engagement

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| Po EnvREYou #3 ar br grou for co– dount |
|  |
| MDi |
| Po Team |

Sebolt, S. (2018). Capitalizing on Funds of Knowledge to Support Family Engagement. *Kappa Delta Pi Record, 54*(3), 130-134. doi:10.1080/00228958.2018.1481660

Llopart, M., & Esteban-Guitart, M. (2016). Funds of knowledge in 21st century societies: inclusive educational practices for under- represented students. A literature review. *Journal of Curriculum Studies, 50*(2), 145-161. doi:10.1080/00220272.2016.1247913

1. 8-Equity

Khalifa, M. A. (2014). Can Blacks be racists? Black-on-Black principal abuse in an urban school setting. *International Journal of Qualitative Studies in Education, 28*(2), 259-282. doi:10.1080/09518398.2014.916002

Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally Responsive School Leadership. *Review of Educational Research, 86*(4), 1272-1311. doi:10.3102/0034654316630383

11

9-Vision

Shared vision

LGS – Chapters 4 & 10

12 10-Systems Thinking

Mod

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an

M

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Systems thinking

STL – pp. 123-156; 275-292

TTF – Four and Five

Mager, U., & Nowak, P. (2012). Effects of student participation in decision making at school. A systematic review and synthesis of

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 13141516 | 10-Systems11-The Action Plan11-The Action PlanExam Week | Systems thinking | empirical research. *Educational Research Review, 7*(1), 38-61. doi:10.1016/j.edurev.2011.11.001 |  |
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# Assignments and Projects (100 points)

MOU

Download the PDF form from the [**Canvas Assignment**](https://auburn.instructure.com/courses/1430815/assignments/12528045). Discuss the relevant assignments listed in the form ([**Portfolio #3**](https://auburn.instructure.com/courses/1430815/assignments/12528048)and [**#6**](https://auburn.instructure.com/courses/1430815/assignments/12528051)) with your immediate supervisor and both of you sign the agreement, then

submit. The purpose of this memorandum is to express our respect for your current supervisor. It is thoughtful to alert your school leaders to assignments that ask you to work with your school-based colleagues. In your conversation with your supervisor, be sure to ask if there are specific topics of interest that they would like you to consider discussing. If your supervisor has any concerns about this assignment, please share my contact information. *If you have concerns about speaking with your supervisor about these assignments for any reason, please reach out to me. I will be happy to discuss.*

# Discussions

Your Discussion posts are due at 9AM on seven of the semester's Wednesday mornings. Each post will be worth 2 points, for a total of 12 points. YES! You may miss one post with no penalty. You are expected to respond to your colleagues... so, posting your thoughts by Sunday evening will give everyone time to finish up responses by Wednesday mornings.

# Portfolio Assignments

Your Portfolio assignments are each worth 10 points and you have six to complete throughout the semester. These assignments ask you to apply what you've learned in each module and to practice important leadership skills.

# Green Pathways Action Plan

You will develop the Action Plan throughout the course and submit a final Action Plan at the end of the course. Please note that you are not expected to provide detailed dates and action steps for this Action Plan (you will see space for this information in the final document). However, you will have a template that you may choose to use after the course ends, if you decide to move forward with any of your ideas!

# Class Participation

Your attendance in our synchronous zoom sessions are of value to you, your colleagues, and me. Please make every effort to be present and engaged. You will earn 5 points per synchronous zoom [session, for a total of 15 points. If you have an **Auburn University approved (http://www.auburn.edu/student\_info/student\_policies/)** reason to miss class,](http://www.auburn.edu/student_info/student_policies/) then we will co-create a substitute assignment that accounts for a similar period of time to the missed class.

 A complete list of assignments and due dates is posted below.

 You can also view assignments by accessing your **Calendar.**

# Grading and Evaluation

Achievement in this course will be assessed through completion of the following activities:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assignment Type |  | Points |  | Grade % |
| Discussions |  | 22 |  | 12% |
| Portfolios |  | 60 |  | 60% |
| Action Plan |  | 10 |  | 10% |
| Participation |  | 15 |  | 15% |
| MOU |  | 3 |  | 3% |
| **Total** |  | **110** |  | **100%** |

GRADING SCALE

Grades are determined on straight percentages as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Letter |  | Points |  | Range |
| A |  | 90 |  | 90%+ |
| B |  | 80-89 |  | 80-89% |
| C |  | 70-79 |  | 70-79% |
| D |  | 60-69 |  | 60-69% |
| F |  | 59 or less |  | 59% or less |

**\*Grades will *NOT* be rounded up at semester end.**

At Auburn University, a 4.0 grade scale is used. An A equals 4.0; B, 3.0; C, 2.0; D, 1.0; and F equals 0.0. Students must maintain a 2.0 average GPA in all courses in order to progress in this program. If addition, students must earn at least a D in each individual course in order to earn credit and progress to the next course.

For more detailed information about university grading standards, please refer to information on [the following link: **Auburn University Graduate Academic Policies on Grades (http://bulletin.auburn.edu/thegraduateschool/other/#gradstudyuniv)**](http://bulletin.auburn.edu/thegraduateschool/other/#gradstudyuniv)

## POSTING/ APPEALING ASSIGNMENT GRADES

All assignment grades will be posted to Canvas. Students will have five business days from the date that the exam/assignment scores are posted on Canvas to send an email to the instructor requesting grade adjustments on their work. To appeal a grade that you have received, please compose and send an email to your instructor writing out the assignment in question, indicating the answer you submitted, and providing a written justification from the reading/class notes/etc. on why you think your answer is correct.

Once received, the instructor may or may not communicate with you regarding your appeal. Ultimately, the instructor will render a decision. If no appeal is sent to the instructor after five business days, the assignment score is final. Failure to monitor your progress as the semester progresses does not warrant a re-grade on assignments evaluated earlier in the semester. Once the 5-day appeal period has passed, students forfeit their right to have the graded

material reassessed at a later date.

# Course Policies

Late Assignment Policy

It is very important that students submit work on time, or they will find it very difficult to catch up. All work in the course (e.g., assignments, discussions, exams, quizzes, etc.) will be due by 9:00AM CT on the date noted on the class calendar. Any assignment that is submitted after the due date may have one letter grade deducted from it per day late. Students should reach out to their instructor immediately to discuss any concerns. In situations where you are experiencing technical difficulties submitting your assignment near the deadline, please consult the Canvas help desk resources available in left navigation. Please work to avoid encountering technical difficulties near the assignment due dates by completing your work ahead of deadlines.

I can be very understanding and accommodating of extenuating circumstances, if you communicate with me ahead of the assignment due date. When you wish to ask for an extension, please email me and let me know when you expect to be able to submit the assignment. Please strive to submit your work on time, but know that you can communicate with me regarding challenging circumstances.

I strive to provide feedback/grades relatively quickly for work submitted on time. However, I may not be able to provide as timely feedback for work submitted late.

# Faculty Communication and Feedback

At the beginning of each course, make sure that you understand the instructor’s preferred mode

of communication and any specific communication protocol. One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries. Students should give the instructor **48 hours** to get back to them on any communication, and **one week** for grading turnaround time on major assignments. **The instructor reserves the right to alter these feedback parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc. with notice provided.** If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concern as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

**I welcome communication via email** (preferred) and text for urgent questions that I can respond to quickly. If you've emailed me and you have not heard back from me within 24 hours, I welcome your text

[**(http://voice.google.com/**](http://voice.google.com/calls?a=nc%2C%2B14845542524)**c**

inquiry to be sure I received your email. My cell phone number is 484-554-2524.[**a=nc,%2B14845542524)**](http://voice.google.com/calls?a=nc%2C%2B14845542524)

### Your Auburn University email address is the university-approved form of

[**communication between instructors and students.** Follow the steps **in the video linked here (https://community.canvaslms.com/videos/1072)** to set your notifications preferences and specify](https://community.canvaslms.com/videos/1072) that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [**Auburn University's OIT Help Desk (http://www.auburn.edu/oit/helpdesk/)**](http://www.auburn.edu/oit/helpdesk/)for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

### This course will be supported by Auburn University’s Canvas platform. The syllabus,

class assignments, occasional lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently.

# Instructor Assistance with Course Performance

If you are struggling academically with this class, do NOT wait until the end of the semester to ask for help. Your instructor is here to help you, but cannot provide help unless you communicate the problem. In announcements to the class, your instructor may specify a preferred method of communication. You are strongly encouraged to reach out to your instructor early in the course and follow-up whenever you encounter challenges with the material.

# Diversity Statement

I honor each of you as individuals and recognize differing forms of oppression and privilege associated with race, ethnicity, gender, social class, ability, and sexual orientation. I strive to create a learning community where all voices feel welcomed, empowered, and heard. If I do not meet this aspiration, I welcome your correction and feedback.

"Names and Pronouns: Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share."

\*Source: Auburn University Critical Studies Working Group

Find more information about changing your pronouns in Banner, Canvas, and Zoom **here**.

CHANGING PRONOUNS

**Change Pronouns and Chosen Name in Banner**

1. Log into auaccess.auburn.edu
2. Enter Banner Self-Service by:
	1. From “My Academics” tab, click “Student menu”
	2. Or, from “Employees” tab, click “Self service”
	3. Authenticate via the DUO app
	4. Go to the “Personal Information” tab
	5. Click “Name Change Information”
	6. At the top of the page, click the “change preferred name and personal pronoun” link.
3. In the upper right corner, click “Edit”
4. Enter “Preferred First Name” in the text box (if same as legal first name, leave blank)
5. Choose from the options in the drop-down menu under “Personal pronoun”
6. Click “Update”

It will update in the system in most places on the next business day.

### Change Pronouns in Canvas

Your chosen name will update from Banner, but the pronouns will not. Before deciding to put your pronoun in banner, be aware that it will display your pronouns everywhere your name shows up in all Canvas courses. To have your pronouns displayed in Canvas:

1. Visit auburn.instructure.com
2. Log in with normal AU Access credentials
3. Click “Account in the upper left corner
4. Then, click “Settings”
5. On the right (or possibly at the bottom of the screen depending on your display settings) click “Edit settings”
6. Next to “Pronouns” choose an option from the drop-down box.
7. Click “Update settings”

### Change Name and Add Pronouns in Zoom

You can also directly edit your display name in Zoom. This can be done in individual meetings, but if you wish to change your default display name in Zoom:

1. Visit auburn.zoom.us
2. Click “Sign in”
3. Log in with your AU Access credentials
4. On the “Profile” tab, click “Edit” to the right of your name at the top.
5. You can edit your first name to change it to your chosen name
6. If you wish for your pronouns to appear in your Zoom name, add them to the end of your last name. For example, “Smith” might be changed to “Smith (they/them/theirs)”

# Program Policies Accessibility

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are immediately needed. If you need accommodations but have not established them, make an appointment with the Office of Accessibility,

[**(http://voice.google.com/calls?**](http://voice.google.com/calls?a=nc%2C%2B13348442096)

1228 Haley Center, 334-844-2096.[**a=nc,%2B13348442096)**](http://voice.google.com/calls?a=nc%2C%2B13348442096)

# Academic Integrity

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

*“We, the faculty, instructors, and students of Auburn University pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”*

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee.

Please refer to the following document for further information regarding academic [honesty: **Auburn University Student Academic Honesty Code (https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)**](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

# Professionalism

As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

Engage in responsible and ethical professional practices Contribute to collaborative learning communities

Demonstrate a commitment to diversity Model and nurture intellectual vitality

Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

SKILLS

Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.

Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.

Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS

Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.

Accomplished educational leaders are committed to student and adult learners and to their development.

Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

DISPOSITIONS

Accomplished educational leaders model professional, ethical behavior and expect it from others.

Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.

Accomplished educational leaders advocate on behalf of their schools, communities and profession.

# COVID Related Policies

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry

plan, [**A Healthier U (https://ahealthieru.auburn.edu/)**](https://ahealthieru.auburn.edu/). The sections below provide expectations and conduct related to COVID-19 issues.

# Health and wellbeing resources

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

COVID Response Team ([**ahealthieru.edu (http://www.ahealthieru.edu/)**](http://www.ahealthieru.edu/)) [Student Counseling and Psychological Services (**http://wp.auburn.edu/scs/ (http://wp.auburn.edu/scs/)** )](http://wp.auburn.edu/scs/)

AU Medical Clinic ([**https://cws.auburn.edu/aumc/ (https://cws.auburn.edu/aumc/)**](https://cws.auburn.edu/aumc/)

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office ([**http://aucares.auburn.edu/ (http://aucares.auburn.edu/)**](http://aucares.auburn.edu/))

# Statement on COVID-19 physical distancing (N/A for our class, but applicable across campus)

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

# Face covering policy

We meet fully online. However, if we have reason to meet face-to-face, wearing a mask/face covering is required. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

# Assignments / schedule subject to change due to pandemic

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

# Current COVID-19 related guidance and policy

See [**Auburn University's COVID-19 Resource Center (https://auburn.edu/covid-resource-center/)**](https://auburn.edu/covid-resource-center/)for current guidance and policies.

# In the event that I become ill

If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

# Zoom policies

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation is best when you to keep your video on and your microphone muted when you are not speaking.

Although you may be participating from your domicile, our Zoom meetings are professional interactions. [If you would like to use a virtual background, find out how to set one up **here (https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background)** and](https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background) some fun Auburn athletics backgrounds [**here (https://auburntigers.com/sports/2020/3/25/video-conference-backgrounds.aspx)**](https://auburntigers.com/sports/2020/3/25/video-conference-backgrounds.aspx). You should dress and behave as you would in a normal F2F classroom, understanding that our F2F weekend sessions welcome you in casual dress! To the extent possible, please minimize distractions in the background. Out of necessity, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in

the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

# Attendance

Your health and safety, and the health and safety of your peers, are my top priorities and the very reason that our team decided to be fully online this semester. If you are experiencing any symptoms of COVID- 19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should quarantine. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

Notify me in advance of your absence if possible Keep up with coursework as much as possible

Participate in class activities and submit assignments electronically as much as possible Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.



Course Summary:

**Date Details Due**

Sat Aug 20, 2022

[ **Synchronous ZOOM Class Meeting (https://auburn.instructure.com/calendar?**](https://auburn.instructure.com/calendar?event_id=2279085&include_contexts=course_1430815)

[**event\_id=2279085&include\_contexts=course\_1430815)**](https://auburn.instructure.com/calendar?event_id=2279085&include_contexts=course_1430815)

9am to 5pm

Wed Aug 24, 2022 [ **Module #1 Discussion**](https://auburn.instructure.com/courses/1430815/assignments/12528034)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528034) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528034)**](https://auburn.instructure.com/courses/1430815/assignments/12528034)

[ **MOU - Memorandum of Understanding**](https://auburn.instructure.com/courses/1430815/assignments/12528045)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528045) by 9am

Wed Aug 31, 2022

[**(https://auburn.instructure.com/courses/1430815/assignments/12528045)**](https://auburn.instructure.com/courses/1430815/assignments/12528045)

[ **Portfolio #1 Mental Models and**](https://auburn.instructure.com/courses/1430815/assignments/12528046)

[**Personal Mastery** due](https://auburn.instructure.com/courses/1430815/assignments/12528046) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528046)**](https://auburn.instructure.com/courses/1430815/assignments/12528046)

[ **Module #2 Discussion**](https://auburn.instructure.com/courses/1430815/assignments/12528031)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528031) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528031)**](https://auburn.instructure.com/courses/1430815/assignments/12528031)

Wed Sep 7, 2022

[ **REMINDER: Complete CliftonStrengths Assessment before our synchronous class!**](https://auburn.instructure.com/courses/1430815/assignments/12528052)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528052) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528052)**](https://auburn.instructure.com/courses/1430815/assignments/12528052)

Sat Sep 10, 2022

[ **Synchronous ZOOM Meeting**](https://auburn.instructure.com/calendar?event_id=2279089&include_contexts=course_1430815)

[**(https://auburn.instructure.com/calendar? event\_id=2279089&include\_contexts=course\_1430815)**](https://auburn.instructure.com/calendar?event_id=2279089&include_contexts=course_1430815)

9am to 5pm

Wed Sep 14, 2022 [ **Module #3/4 Discussion**](https://auburn.instructure.com/courses/1430815/assignments/12528039)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528039) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528039)**](https://auburn.instructure.com/courses/1430815/assignments/12528039)

Wed Sep 21, 2022

[ **Portfolio #2 Built Environments**](https://auburn.instructure.com/courses/1430815/assignments/12528047)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528047) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528047)**](https://auburn.instructure.com/courses/1430815/assignments/12528047)

Wed Sep 28, 2022

[ **REMINDER MODULE 5:**](https://auburn.instructure.com/calendar?event_id=2279087&include_contexts=course_1430815)

[**Complete Action Plan (Green**](https://auburn.instructure.com/calendar?event_id=2279087&include_contexts=course_1430815)

[**Pathways)**](https://auburn.instructure.com/calendar?event_id=2279087&include_contexts=course_1430815)

[**(https://auburn.instructure.com/calendar? event\_id=2279087&include\_contexts=course\_1430815)**](https://auburn.instructure.com/calendar?event_id=2279087&include_contexts=course_1430815)

12am

[ **Module #5 Discussion**](https://auburn.instructure.com/courses/1430815/assignments/12528028)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528028) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528028)**](https://auburn.instructure.com/courses/1430815/assignments/12528028)

Wed Oct 5, 2022 [ **Portfolio #3 Team Learning**](https://auburn.instructure.com/courses/1430815/assignments/12528048)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528048) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528048)**](https://auburn.instructure.com/courses/1430815/assignments/12528048)

Wed Oct 12, 2022

[ **REMINDER MODULE 6/7/8:**](https://auburn.instructure.com/calendar?event_id=2279088&include_contexts=course_1430815)

[**Complete Action Plan (Green**](https://auburn.instructure.com/calendar?event_id=2279088&include_contexts=course_1430815)

[**Pathways)**](https://auburn.instructure.com/calendar?event_id=2279088&include_contexts=course_1430815)

[**(https://auburn.instructure.com/calendar? event\_id=2279088&include\_contexts=course\_1430815)**](https://auburn.instructure.com/calendar?event_id=2279088&include_contexts=course_1430815)

12am

Wed Oct 19, 2022 [ **Module #6/7/8 Discussion**](https://auburn.instructure.com/courses/1430815/assignments/12528041)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528041) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528041)**](https://auburn.instructure.com/courses/1430815/assignments/12528041)

Sat Oct 22, 2022

[ **Synchronous ZOOM Class Meeting (https://auburn.instructure.com/calendar?**](https://auburn.instructure.com/calendar?event_id=2279092&include_contexts=course_1430815)

[**event\_id=2279092&include\_contexts=course\_1430815)**](https://auburn.instructure.com/calendar?event_id=2279092&include_contexts=course_1430815)

9am to 5pm

Wed Oct 26, 2022

[ **Portfolio #4 Family Engagement & Equity**](https://auburn.instructure.com/courses/1430815/assignments/12528049)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528049) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528049)**](https://auburn.instructure.com/courses/1430815/assignments/12528049)

Wed Nov 2, 2022

[ **REMINDER MODULE 9:**](https://auburn.instructure.com/calendar?event_id=2279086&include_contexts=course_1430815)

[**Complete Action Plan (Green**](https://auburn.instructure.com/calendar?event_id=2279086&include_contexts=course_1430815)

[**Pathways)**](https://auburn.instructure.com/calendar?event_id=2279086&include_contexts=course_1430815)

[**(https://auburn.instructure.com/calendar? event\_id=2279086&include\_contexts=course\_1430815)**](https://auburn.instructure.com/calendar?event_id=2279086&include_contexts=course_1430815)

12am

[ **Module #9 Discussion**](https://auburn.instructure.com/courses/1430815/assignments/12528025)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528025) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528025)**](https://auburn.instructure.com/courses/1430815/assignments/12528025)

Wed Nov 9, 2022

[ **REMINDER MODULE 10:**](https://auburn.instructure.com/calendar?event_id=2279090&include_contexts=course_1430815)

[**Complete Action Plan (Green**](https://auburn.instructure.com/calendar?event_id=2279090&include_contexts=course_1430815)

[**Pathways)**](https://auburn.instructure.com/calendar?event_id=2279090&include_contexts=course_1430815)

[**(https://auburn.instructure.com/calendar? event\_id=2279090&include\_contexts=course\_1430815)**](https://auburn.instructure.com/calendar?event_id=2279090&include_contexts=course_1430815)

12am

[ **Module #10 Discussion**](https://auburn.instructure.com/courses/1430815/assignments/12528037)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528037) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528037)**](https://auburn.instructure.com/courses/1430815/assignments/12528037)

Wed Nov 16, 2022

[ **REMINDER: Complete Action Plan (Green Pathways) and Vision Board Assignments for next week**](https://auburn.instructure.com/calendar?event_id=2279091&include_contexts=course_1430815)

[**(https://auburn.instructure.com/calendar? event\_id=2279091&include\_contexts=course\_1430815)**](https://auburn.instructure.com/calendar?event_id=2279091&include_contexts=course_1430815)

12am

Wed Nov 30, 2022 [ **Action Plan**](https://auburn.instructure.com/courses/1430815/assignments/12528044)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528044) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528044)**](https://auburn.instructure.com/courses/1430815/assignments/12528044)

[ **Portfolio #5 Systems Thinking**](https://auburn.instructure.com/courses/1430815/assignments/12528050)

[**- case analysis**](https://auburn.instructure.com/courses/1430815/assignments/12528050)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528050) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528050)**](https://auburn.instructure.com/courses/1430815/assignments/12528050)

Wed Dec 7, 2022

[ **Portfolio #6 Systems Thinking- iceberg**](https://auburn.instructure.com/courses/1430815/assignments/12528051)

[due](https://auburn.instructure.com/courses/1430815/assignments/12528051) by 9am

[**(https://auburn.instructure.com/courses/1430815/assignments/12528051)**](https://auburn.instructure.com/courses/1430815/assignments/12528051)

[ **Roll Call Attendance**](https://auburn.instructure.com/courses/1430815/assignments/12528053)

[**(https://auburn.instructure.com/courses/1430815/assignments/12528053)**](https://auburn.instructure.com/courses/1430815/assignments/12528053)