EDLD 7520/6: Leadership of the Learning Organization

**College of Education | EFLT**

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*Over Zoom, by appointment.*

***Set an appointment with me at***

[***https://lisakensler.youcanbook.me/***](https://lisakensler.youcanbook.me/)

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

This course addresses the Instructional Leadership Standards of the [Alabama State Department of Education 290-3-3-.48 (2)(a) through (2)(j) (Links to an external site.)](http://www.alabamaadministrativecode.state.al.us/docs/ed/290-3-3.pdf), with a particular focus on (e) 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?

*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  (Links to an external site.)](http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)(Often referred to as PSELs)
* 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 (Links to an external site.)](http://www.theworldcafe.com/store.html) (*You may also wish to Google this resource for other availability*)

Additional readings provided on Canvas:

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 (Module 1)

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 (Module 5)

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 (Module 7)

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 (Module 7)

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 (Module 8)

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 (Module 8)

Mager, U., & Nowak, P. (2012). Effects of student participation in decision making at school. A systematic review and synthesis of empirical research. *Educational Research Review, 7*(1), 38-61. doi:10.1016/j.edurev.2011.11.001 (Module 10)

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.

Required Synchronous Sessions

We have three synchronous sessions and your attendance for these sessions is required. We will meet over Zoom on January 17, February 21, and March 21, all from 9AM - 3PM. Follow the Zoom link in the left sidebar/navigation panel for each session's Zoom link.

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.

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.

Course Outline

Module 1: Whole School Sustainability

Module 2: Leveraging Partnerships to Accelerate Learning

Module 3: Buildings as Teaching Tools

Module 4: Schools and Energy Use

Module 5: Culture of Well-Being

Module 6: Curriculum and Instruction: Place-, Problem-, Project-Based Learning Maximizes Engagement

Module 7: Family Engagement

Module 8: Equity and Cultural Responsiveness

Module 9: Solidifying Vision and Connecting to Mission

Module 10: Systems Thinking

Module 11: Igniting the Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Module (new)** | **Five Disciples** | **Assigned Reading****(articles available in Canvas)** | **Assignments Due****(DUE dates listed in Canvas)** |
| 1   | 1-Whole School Sustainability (WSS)   | Mental models | LGS – Chapters 1& 2TTF – Introduction & Part OneSTL - Getting Started: Orientation & A Primer on the Five Disciplines - pp. 177-188; 329-340; 414-420; 396-404; 369-371 | Module #1 Discussion |
| 2   | 1-WSS | Personal mastery | LGS – Chapters 3 & 4TTF – Part TwoSTL – 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 | Portfolio #1 Mental Models |
| 3   | 2-Partnerships |  | LGS – Chapters 5  | Module #2 DiscussionMOU |
| 4   | 3-Building as Teaching Tool |  | LGS – Chapter 6 | REMINDER: Complete CliftonStrengths assessment before our synchronous class next week. See Portfolio #2 assignment – you will need this week and next to work on it! |
| 5   | 4-Energy   |  | LGS – Chapter 7 | Module #3/4 Discussion |
| 6   | 5-Culture wellbeing | Team learning | LGS – Chapter 8STL – pp. 159-175; 258-264; 479-486TTF – Part Three*The Art of Powerful Questions* | Portfolio #2 Built Environments REMINDER: Your portfolio #3 assignment requires bringing a group together for conversation – do not leave it until the last minute! |
| 7   | 5-Culture wellbeing |  | 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 |   |
| 8   | 6-C & I |  | LGS – Chapter 9 | Module #5 Discussion |
| 9   | 7-Family Engagement |  | 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 | Portfolio #3 Team Learning |
| 10   | 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 | Module #6/7/8 Discussion |
| 11   | 9-Vision | Shared vision | LGS – Chapters 4 & 10  | Portfolio #4 Family Engagement and Equity |
| 12   | 10-Systems Thinking | Systems thinking | STL – pp. 123-156; 275-292TTF – Four and Five Mager, U., & Nowak, P. (2012). Effects of student participation in decision making at school. A systematic review and synthesis of empirical research. *Educational Research Review, 7*(1), 38-61. doi:10.1016/j.edurev.2011.11.001 | Module #9 Discussion |
| 13   | 10-Systems | Systems thinking |   | Module #10 Discussion |
| 14   | 11-The Action Plan |  |  | Portfolio #5 Systems Thinking-Case Analysis |
| 15   | 11-The Action Plan |   |   | Green Pathways Action Plan |
| 16   | Exam Week |   |   | Portfolio #6 Systems Thinking-Iceberg Conversation |

Assignments

MOU

Download the PDF form from the Canvas Assignment. Discuss the relevant assignments listed in the form (Portfolio #3 and #6) 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 their due dates (See Canvas). 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 and Vision Board

You will develop the Action Plan and Vision Board throughout the course and submit these two files at the end of the course. These two documents are worth 10 points collectively, 5 points each.

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 (Links to an external site.)](http://www.auburn.edu/student_info/student_policies/) reason to miss class, then we will co-create a substitute assignment that accounts for a similar period of time to the missed class.

Grading and Evaluation

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

|  |  |  |
| --- | --- | --- |
| Assignment Type | Points | Grade % |
| Discussions | 12 | 12% |
| Portfolios | 60 | 60% |
| Action Plan & Vision Board | 10 | 10% |
| Participation | 15 | 15% |
| MOU | 3 | 3% |
| **Total** | **100** | **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)

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

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.

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 inquiry to be sure I received your email.

**Your Auburn University email address is the university-approved form of communication between instructors and students.** Follow the steps [in the video linked here  (Links to an external site.)](https://community.canvaslms.com/videos/1072)to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [Auburn University's OIT Help Desk  (Links to an external site.)](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.

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. I may not be able to provide as timely feedback for work submitted late.

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](https://auburn.instructure.com/courses/1321180/assignments/syllabus#kl_popup_3_content).

Program Policies

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.

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)

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, 1228 Haley Center, 334-844-2096.

COVID-19 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 (Links to an external site.)](https://ahealthieru.auburn.edu/). The sections below provide expectations and conduct related to COVID-19 issues.

[Health and wellbeing resources](https://auburn.instructure.com/courses/1321180/assignments/syllabus)

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 (Links to an external site.)](http://www.ahealthieru.edu/))
* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/))
* AU Medical Clinic ([https://cws.auburn.edu/aumc/ (Links to an external site.)](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/ (Links to an external site.)](http://aucares.auburn.edu/))

[Statement on COVID-19 physical distancing (N/A for our class, but applicable across campus)](https://auburn.instructure.com/courses/1321180/assignments/syllabus)

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

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "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.

In the event a student in class tests positive (N/A for our class, but applicable across campus)

Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

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 some fun Auburn athletics backgrounds [here](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.