LEAD 424

Organizational Partnership and Community Engagement

College of Education and Human Development

Department of Educational Leadership, Evaluation and Organizational Development

Course Title	Organizational Partnership and Community Engagement
Meeting Day & Time	This course has no weekly in person meetings.
Instructor	Randy Whetstone, Jr., EdD
Contact Info	Email: randy.whetstone@louisville.edu Phone: (502) 852-0635 Cell: (502) 689-5946
Office Hours	Tuesday and Wednesday (10am-12noon) or by appointment only.
Office Location	College of Education and Human Development (CEHD) – rm. 370
Department Site	http://www.louisville.edu/edu/elfh
Course Site	http://blackboard.louisville.edu

Catalog Description, Including Prerequisites and Credit Hours

Examination of the challenges and rewards of individual and group differences within workplaces. Focus on application of cultural competence and diversity solutions to meet group, organizational, and societal development goals. (3hrs)

Required Readings, Texts
Homan, M. (2015) *Promoting Community Change: Making it Happen in the Real World.* 6th Edition. Boston: MA. Cengage Learning. ISBN-13: 978-1305101944

Optional Texts: Harwood, R. (2019). *Stepping Forward: A positive, Practical Path to Transform Our Communities and Our Lives.* Austin: TX. Greenleaf Book Group, LLC. ISBN 978-1626346765

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Instructor Welcome

Welcome to LEAD __424__ . I'm your instructor, Dr. Randy Whetstone, Jr. I am excited to get the chance to work with each of you this semester. This class will give you the chance to take a deep dive into organizational partnerships and community engagement.

Course Overview and Course Objectives

Course Overview

The purpose of this course is to expand the student's understanding of community engagement by way of organizational partnerships. Students will be exposed to various challenges in different communities to understand ways in which organizations can work to mitigate such issues. Students will engage in dialogue around defining organizational partnership and community engagement and to build on strategies and techniques to better strengthen the relationship between organizations and the community. Students will be challenge to step outside of their comfort zone and explore and research communities in which they do not identify with.

Course Objectives

By the end of the course, students will:

1. Analyze and establish a stronger understanding of different communities (i.e. religious, educational, sexual orientation, racial, SES, etc.) around the nation
2. Define and apply the concept of organizational partnership
3. Define and apply the concept of community engagement
4. Develop effective and efficient strategies for organizational partnership that lead to a more healthy and vibrant society
5. Explain the process that determines how organizations build strategic partnerships with the community.
6. Analyze elements of successful or unsuccessful partnership
7. Examine one's own awareness of discrimination, equality and fairness in the community.
8. Evaluate personal and organizational resources that may assist in fulfilling unmet needs in the community
9. Identify minority communities and systemic challenges they may face
10. Plan outreach strategies to maximize diverse contributions to the community and to use metrics to ensure community needs are being met by organizational partners
11. Demonstrate activities to embrace global differences and inclusive approaches to better engage minority communities.

Course Attributes - This course includes Community-Based Learning (CBL). Students will engage in a community experience or project with an external partner in order to enhance understanding and application of academic content*.*

Student Learning Outcomes and Relevant Professional Standards Met by Course
This course is aligned with the Association for Talent Development (ATD) 2020 Talent Capability Model, https://www.td.org/capability-model/access. Workplace Professional Capabilities are met through interactive discussions, presentations, readings, case analyses, leadership projects, and course assignments.

Building Personal Capability (ATD):
Communication (1.1)
Emotional Intelligence and Decision-Making (1.2)
Collaboration and Leadership (1.3)
Cultural Awareness (1.4)
Lifelong Learning (1.7)

Developing Professional Capability:
Career and Leadership Development (2.6)
Evaluating Impact (2.8)

Impacting Organizational Capability:
Business Insight (3.1)
Consulting and Business Partnering (3.2)
Performance and Improvement (3.5)
Performance Improvement Data and Analytics (3.7)

COURSE CALENDAR

Schedule is tentative to change at the discretion of the instructor

Week	Week Begins	Content	Readings	Assignments	Assignment Due Date
1		**Pt. 1 (Homan text) - Understanding the Need for Community Change**	**Chapters 1, 2**	**Discussion #1**	**3/5/2023**
2		**Pt. 1 (Homan text) - Understanding the Need for Community Change** **Watch:** • Bringing It Home: Lessons on Community Engagement | Gretchen Krampf | TEDxSanJuanIsland	**Chapters 3, 4**	**Discussion #2**	**3/12/2023**
3		**Pt. 2 (Homan text) – Putting the Pieces Together**	**Chapters 5, 6**	**Community Exploration**	**3/19/2023**

Week	Week Begins	Content	Readings	Assignments	Assignment Due Date
4		Pt. 2 (Homan text) – Putting the Pieces Together	Chapters 7, 8	Discussion #3	3/26/2023
5		Pt. 2 (Homan text) – Putting the Pieces Together	Chapters 9, 10		
6		Pt. 2 (Homan text) – Putting the Pieces Together	Chapters 11, 12	Quiz	4/9/2023
7		Pt. 3 (Homan text) – A Closer Look at Typical Change Contexts	Chapters 13, 14	Discussion #4	4/16/2023
8		Pt. 3 (Homan text) – A Closer Look at Typical Change Contexts	Chapter 15	HAT – Organizational Partnership and Community Engagement Proposal	4/21/2023

Course Assignments

Specific Requirements	Objective	Competency
Discussion Forum (20%) Discussion forums will be used to think critically and analytically about course content in a comprehensive manner. Forums will allow for open discussion and dialogue amongst peers to augment course topics. The following are discussion topics that will be covered over the course of the semester.	1, 2, 3, 6	1.1, 1.2, 1.3, 1.4, 1.7

Specific Requirements	Objective	Competency

Discussion #1 – *Define Organizational Partnership and Community Engagement*
 	
For this discussion, define organizational partnership and community & engagement in your own words?
 	
• How do both work together and why are they important?
• What are some of the challenges for organizations and the community to work together for the common good?
• Describe how your current or previous organization (this can be an employer or another type of organization in which you were involved with) work well (or not as well) with their local community.
 	
Discussion #2 - *Thinking through the Challenges of Marginalized Communities*
 	
For this discussion, you will think about different marginalized communities in the United States or around the world.
 	
• Define marginalization in a community context. What does it mean to be a community that is marginalized?
• Think of a community that is marginalized. What do you think are systemic problems that has affected this community over the course of history?
• How has the public perceived this community? What can be done to mitigate negative stereotypes and prejudice?
   o In thinking about your current or previous employer, what programming or resources are/were in place or could be in place to help assist this community for the better and mitigate negative stereotypes and prejudice?
      ▪ In your reading, consider the dichotomy between Development versus Service. What does this mean and how might it be important?
• What would a long-standing relationship look like?		

Specific Requirements	Objective	Competency
○ How might the Five Stages of Partnership Development (p. 87) apply here? **Use at least two concepts to support from this week's reading.** **Discussion #3** – *Successful and Unsuccessful Organizational Partnerships* For this discussion, you will research and study successful and unsuccessful partnerships. These partnerships can be with local communities and/or with different organizations. Questions to consider: • Based on the organization you selected, explain a partnership that this organization has been a part of. What were the variables that enabled this partnership to be successful? How is/was success defined according to both orgs.? What metrics were used? • In choosing a different organization, explain a partnership that was unsuccessful? What led to this unsuccess? What metrics were used (or lack thereof) to determine success for this partnership? **Discussion #4** – *Reflection* For this discussion, you will share about what you have learned and experiences in this course. • What do you think you learned the most after taking this course? • How have your grown in your Knowledge, Skills, and Abilities in relation to Org. Partnership and Community Engagement? • What did you enjoy most about this class? • What did you not enjoy about this class? What suggestion could you offer to create a better learning experience? **Assignments should adhere to APA guidelines**		

Specific Requirements	Objective	Competency
Community Exploration (20% of Overall Course Grade) For this assignment, students will explore the community. Students will get the chance to go into a community in which they do not identify. You may choose what community to study and interact with. After choosing the community, spend a min. of 3 hours (no more than 7 hours) observing and collecting data about what you have learned about this community. The purpose of this exercise will be to identify challenges and issues. If you are able, interview representatives of this community, and ask the following to develop your ideas: • Describe challenges you experience by being part of this community? • How could an organization such as _____ (feel free to include your current or previous organization as an example) work to build up and empower this community? • What would you like to see developed, policies changed, or resources provided in the future for this community? From the local, state, or federal government? After you have collected data, you will write a synopsis on what you found. Please include the following in your paper: 1. **Title Page** 2. **Community Explored (1 page)** - Why this particular organization was chosen? How are you different from this community? Were you aware of any personal biases when interacting with this community? 3. **Discrimination, Inequities, or Lack of Fairness (1 page)** – What are some of the challenges and issues experienced by those in the community? How are individuals treated? What factors do you think have led to such problems? 4. **Possible Solutions (2 pages)** – What are some possible solutions to mitigate the issues this community faces? This is where you can explain how organizations could partner with this respective community to develop effective and efficient strategies for organizational partnership that lead to a more healthy and vibrant society. Are there any programs of resources from your respective organization or an organization you can think of that would be a good partner for this community? 5. **Final Reflection (1 page)** – What are your final thoughts from this project? What can you do personally to better embrace this community and to make your personal engagement a lifestyle? 6. **Reference**	4, 7, 8	1.1, 1.3, 1.4, 1.7, 2.6, 2.8

Specific Requirements	Objective	Competency
Assignments should adhere to APA guidelines		
Quiz (20% of Overall Course Grade) For this assignment, you will do a SWOT analysis on the University of Louisville's Office of Community Engagement (ULOCE). Go to this link to learn about the work done in this office: https://louisville.edu/communityengagement As part of your response, provide a written overview of the partnerships UofL has in the local community, nationally, and internationally (150 words) From there, write a SWOT analysis based on what you saw on the ULOCE website: 1. **Strengths** – What is strong about the work in ULOCE and its partnerships? What has this office done well to engage this community? Give examples of how the organization and community have both benefited. (150 words) 2. **Weaknesses** – Based on the reading to this point, what is missing? What is a weak area about ULOCE and its partnerships and/or community engagement? What may not be working? What barriers are in the way that is preventing a viable relationship? (150 words) 3. **Opportunities** – Identify any possible opportunities for the future? What could be outreach strategies to maximize diverse contributions to the community (local, national, and international)? What are possible metrics to use to ensure community needs are being met by organizational partners? (150 words)	5	2.8, 3.1, 3.2, 3.5, 3.7

Specific Requirements	Objective	Competency
4. **Threats** – What are possible obstacles that would prevent a healthy relationship for ULOCE moving forward? Is there any interference from local, state, or federal government, community stakeholders, organizational leaders, etc.? (150 words) Upload quiz as a Word document. **Assignments should adhere to APA guidelines**		
Organizational Partnership and Community Engagement Proposal (HAT) (40% of Overall Course Grade) This project provides you with the opportunity to apply the knowledge and skills you developed in this course in an analysis of a real organization and their partners. This could be an organization with which you are personally familiar or an organization that you choose to investigate. The purpose of this assignment will be to analyze and assess the decision making process of organizations in relation to partnership and evaluate their ability to engage with communities, and particularly minority communities. In this culminating project, students will take parts of previous assignments and create a proposal to take to their current organization (this can be a current employer). If this is an organization in which you do not work or are not affiliated with, you will be writing this proposal to the Chief Executive Officer. The purpose of this exercise is to think about best practices to Organizational Partnership and Community Engagement. This assignment should include the following: 1. **Title Page**	8, 9, 10, 11	3.1, 3.2, 3.5, 3.7

Specific Requirements	Objective	Competency
2. **Introduction (1 page) –** Provide overview of assignment. Explain and give background for the organization chosen for this assignment. Define both organizational partnership and community engagement. Explain the importance of this relationship and how it leads to a more vibrant society.		
3. **Successful and Unsuccessful Partnerships (1 page)** – In this section, include some recommendations for best practices to org. partnership and community engagement based on literature and real-life examples. What was unique about these orgs and what led to their success or lack of success in these partnerships? Identify three best practices and explain how they would be useful in your proposal.		
4. **Identify a Marginalized Community (2 pages) –** In this section explain what marginalized means in the context of community. What are some of the systemic problems that have led to the challenges this community faces? Provide sources to support.		
5. **Personal Accountability for Community Engagement (2 pages)** – In this section, explain how you have grown in the area of community engagement. When writing a proposal, it is always good to show how you have left a mark in the field as a justification to the initiative. Explain the community explored, what was learned, and how you grew sensitive to societal issues. Include parts of your Community Exploration assignment.		
6. **Organizational Partnership (3 pages)** – After providing a prospective community to work with, propose how this organization could potentially partner with this community. What would be the mission and goal of this partnership? What would be short and long terms goals? What resources or infrastructure is present or could be developed to mitigate issues and challenges? Why would this organization be a good fit to partner with this community? Establish three actionable goals and areas to address in this partnership. Explain how such goals will		

Specific Requirements	Objective	Competency
benefit both sides of the partnership. What metrics will be used to measure progress and effectiveness? 7. **SWOT Analysis (2 pages)** – Provide a SWOT analysis for the proposed partnership. 8. **Conclusion (1 page)** – What are your final thoughts in this proposal? What are suggestions to move the needle forward? 9. **Reference Page** **Assignment should adhere to APA guidelines**		

DICEE Emphasis

- **Students will complete each assignment** by looking through the paradigm of Diversity, Inclusion, Community Engagement, and Equity in relation to their respective organization. Choose which letter in DICEE best fits to the nature of your assignment.
- **Things to consider.** Students will identify and explain critical thinking measures by using the DICEE acronym below:
  - **Diversity:** Is your organization creating an environment that embraces the full range of diversity? (i.e. race, ethnicity, religion, sexual orientation, age, physical ability, gender, etc.)
    - What is the organization's view of diversity? i.e. diversity statement, training, etc.
  - **Inclusion:** Does the organization have an inclusive environment of differences in the workplace?
    - Are all voices heard?
    - What role do minorities play in the workplace? Are those in the workforce represent those in the community?
    - How inclusive is the leadership team in regards to varying ideas, backgrounds, and experiences?
    - Employees are treated with value and respect?
    - Issues and potential tensions are addressed?
  - **Community Engagement:** How does the organization engage the community?
    - How are they meeting the needs of marginalized groups?
    - Is the organization partnering with local communities to initiative change? If so, how?
    - What is the process that determines org. partnership?
    - Who is not being served as a community?
  - **Equity:** Do constituents (internal and external) have equal opportunity to achieve success?
    - Is there equity in regards to contribution and belonging?

▪ Does everyone get the support they need in the midst of systemic barriers?
▪ Are consumers receiving equitable treatment from this organization?

Rubric for grading HAT – Organizational Partnership and Community Engagement Proposal

	Exceeds expectations 40 points	**Meets expectations 30 points**	**Does not meet expectations** **<20 points**
Introduction	Provides clear overview of assignment. Explains and give background for the organization chosen for this assignment. Defines both organizational partnership and community engagement. Explains the importance of this relationship and how it leads to a more vibrant society in a comprehensive manner.	Provides overview of assignment. Does not define all key terms nor explains clearly how importance of org,. partnership and community engagement.	No Introduction provided.
Successful and Unsuccessful Partnerships **ATD 2.8**	Includes strong recommendations for best practices to org. partnership and community engagement based on literature and	Includes vague recommendations for best practices to org. partnership and community engagement based on literature and	Successful and Unsuccessful partnerships are not provided in this section.

	Exceeds expectations 40 points	Meets expectations 30 points	Does not meet expectations <20 points
	real-life examples. Clearly explains what was unique about these orgs and what led to their success or lack of success in these partnerships. Identifies three best practices and explain how they would be useful in proposal.	real-life examples. Does not fully explain what was unique about these orgs and what led to their success or lack of success in these partnerships. Identifies some best practices and does not explain how they would be useful in proposal.	
Identify a Marginalized Community **ATD 1.1, 1.4, 1.7**	Clearly explains what marginalized means in the context of community. Explains some of the systemic problems that have led to the challenges in this community. Provides sufficient sources to support.	Vaguely explains what marginalized means in the context of community. Does not explain some of the systemic problems that have led to the challenges in this community. Little to no sources provided.	No marginalized community provided in this section.
Personal Accountability for Community Engagement **ATD 1.2, 1.4, 1.7**	Clearly explains how you have grown in the area of community engagement. Clearly	Vaguely explains how you have grown in the area of community engagement. Does	Does not include Personal Accountability For Community Engagement section.

	Exceeds expectations 40 points	**Meets expectations 30 points**	**Does not meet expectations** **<20 points**
	explains the community explored, what was learned, and how you grew sensitive to societal issues.	not clearly explain the community explored, what was learned, and how you grew sensitive to societal issues.	
Organizational Partnership **ATD 3.5, 3.7**	Clearly explains the proposal of how this organization could potentially partner with chosen community. Explains the mission and goal of this partnership. Short and long goals are provided. Resources or infrastructure that could mitigate issues and challenges are provided. Explains why would this organization be a good fit to partner with this community. Establishes three actionable goals and areas to address in this partnership. Explains how such goals will benefit	Vaguely explains the proposal of how this organization could potentially partner with chosen community. Somewhat explains the mission and goal of this partnership. Short and long goals are provided. Resources or infrastructure that could mitigate issues and challenges are not provided. Somewhat explains why would this organization be a good fit to partner with this community. Does not establish three actionable goals and areas to address in this	Student does not include organizational partnership section.

	Exceeds expectations 40 points	Meets expectations 30 points	Does not meet expectations <20 points
	both sides of the partnership. Clearly explains metrics to be used to measure progress and effectiveness.	partnership. Does not explain how such goals will benefit both sides of the partnership. Somewhat explains metrics to be used to measure progress and effectiveness.	
SWOT Analysis ATD 2.8, 3.5, 3.7	Strong overview of SWOT analysis. Clearly explains Strengths, Weaknesses, Opportunities, and Threats	SWOT is somewhat explained.	No SWOT analysis provided.
Conclusion	Strong overview of assignment and final thoughts provided. Good suggestions are provided to move the needle forward.	Vaguely provides conclusion. No suggestions provided to move needle forward.	No conclusion provided.
Reference Page	Preference page is provided in full accordance to APA guidelines.	Preference page is provided in some accordance to APA guidelines. Some sources cited incorrectly.	Student does not provide reference page.

	Exceeds expectations 40 points	**Meets expectations 30 points**	**Does not meet expectations** **<20 points**
Writing and organization of paper	Paper is exceptionally well written and is well organized. Critical thinking is utilized in writing the paper.	Paper is well written and is somewhat organized. Critical thinking is utilized in writing the paper.	Paper is not well written or is not well organized. Critical thinking is not utilized in writing the paper.

Criteria for Distribution of Grade Weight	**Scale**
Discussion Forum	20 points
Community Exploration	20 points
Quiz	20 points
Organizational Partnership and Community Engagement Proposal (HAT)	40 points
Total	100 points

Grading Scale

98-100 A+	88-89 B+	78-79 C+	68-69 D+
93-97 A	83-87 B	73-77 C	63-67 D
90-92 A-	80-82 B-	70-72 C-	60-62 D-
			59 or below F

Course Requirements

Class Attendance/Interaction: Class attendance for our class is important for your participation and your learning experience. Please make sure you keep abreast of the Course Announcements and Assignments Sections of our Blackboard Course Website.

I am excited about your participation in our LEAD __424___ Course – and I look forward to the teaching and learning exchange. Please note again that you will be accountable for interacting with me and with other students and if you ever have any questions regarding our course – please feel free to contact me at randy.whetstone@louisville.edu. We are at somewhat of a disadvantage given that most of the University is closed during the majority of our class time, therefore, email contact is crucial in the event there are issues with the course. You should contact me immediately if you have issues regarding course availability, content questions, expectations, etc. Additionally, regarding classroom resources, if you need alternate Internet sources (in case of an outage) the University of Louisville and many public libraries offer free access. The HelpDesk is available at **502-852-7997** or helpdesk@louisville.edu. If you need help quickly, utilize Live Online Technology Support.

Policy on Instructional Modifications:

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the

Disability Resource Center to assist in planning modifications.

Information on Plagiarism/Academic Dishonesty

There is no tolerance for plagiarism or academic dishonesty in this course. If you want to borrow someone else's words in paper, simply quote the words and cite it. This includes turning in previously submitted work even if you are the author. *Plagiarism is representing the words or ideas of someone else as one's own.* An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit. Students should become familiar with Section 5 of the Code of Student Rights and Responsibilities.

Course Requirements

SafeAssign Submission

All students must submit their written assignments through SafeAssign, and fix any duplication and citation issues before the final submission deadline for the paper, report, or presentation. All students must submit original work for each of their classes. If students use parts of a paper submitted for another class, they must cite the source of the writing from that other paper, just as they would cite the source of any previous writing, using APA formatting guidelines.

General Requirements

Class participation is required. Participation means actively engaging in class discussions, assignments, and activities. Students should read from required materials prior to each class to prepare for class work and discussions and are expected to take responsibility for course material. Work outside of class is required. All written assignments should meet the format standards set by APA in their Publication Manual of the American Psychological Association (current edition).

I am your guide on this journey, but we will be learning together. You will be accountable for interacting with me and with other students through your writing and sharing of information during class sessions. If you need alternate Internet sources (in case of an outage) the University of Louisville and many public libraries offer free access. The Helpdesk is available at **502-852-7997** or helpdesk@louisville.edu. If you need help quickly, utilize **Live Online Support** http://louisville.edu/it/support/helpdesk.

Timeliness of Work

All work is expected on time and all due dates are provided in advance. Students are responsible for contacting me in advance at randy.whetstone@louisville.edu to make arrangements in the rare case an assignment will be late. The following late policies apply to each of the assignments in this course:

o Work submitted up to 24 hours after the due date will be accepted, with a 10% deduction.

o No work will be accepted after the 48-hour window.

In addition, incompletes will not be issued for this class unless there are major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. Incompletes will not be offered for the class because a student desires more time to complete course requirements.

Formatting of Documents

When citing others work, use the following style:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Taking an Online Accelerated Class

Accelerated courses require students complete more work each week versus the traditional 15-week semester. Further, taking an online class is different than taking a face-to-face class. With no weekly webinars, you will be teaching yourself to learn. That's what life-long learning is all about. You will do most of your communicating by writing. So, as a result, there will likely be more writing than in face-to-face classes. Class communication is asynchronous, which means that everyone is not participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an Internet connection. The roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource. My job is to create an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning.

FolioTek

Students will be required to submit certain assignments in FolioTek. A submission link will be provided in Blackboard. Foliotek is a web-based system designed to contain portfolios of courses and the required Hallmark Assessment Tasks (HATs) identified on programs' curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue. Foliotek resources are located on the College's Foliotek website, www.louisville.edu/education/foliotek . These include step-by-step instructional guides and video tutorials. You can also access the "Resources" and "Help" areas in Foliotek to find support via telephone, live chat, and email.

Several critical aspects of Foliotek that you need to know are listed below.

1. You are not charged for the use of Foliotek.
2. Faculty will create a Foliotek SSO link in your Blackboard course. The SSO links are the portals through which you will access the Foliotek system.
3. You should click on the Foliotek SSO link for **each course** in which you are currently registered at least once during the semester. This first click will integrate Blackboard and Foliotek, associating you with your courses and instructors in Foliotek.
4. After you have clicked on each SSO course link once, you can open your Foliotek-hosted courses from any current course listed in Blackboard to access portfolios, courses, and assessments/HATs.
5. You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s) to other websites or cloud servers (e.g., OneDrive, Google Docs), PDF files, video files, etc. Directions are provided on the College's Foliotek website, www.louisville.edu/education/foliotek

If there is an issue with the system, you can click on "Resources" or the "Help" link at the top of the Foliotek dashboard for technical support from Foliotek via email, live chat, or toll-free

phone number (1-888-365-4639). The CEHD contacts for local/onsite assistance with assignments are foliotek@louisville.edu or 502-852-1360. Note that some technical issues are only supported by Foliotek (the service provider).

Appendix A - Policy Statements

Policy on Instructional Modifications
Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

Accessibility Statements
The following are the accessibility statements for technologies that we will be using in this class:
Flash: http://www.adobe.com/accessibility/products/flash.html
Adobe reader: http://www.adobe.com/accessibility/products/reader.html
Microsoft Office: https://www.microsoft.com/enable/microsoft/mission.aspx
PDF: http://www.adobe.com/accessibility/pdf.html
Blackboard: http://www.blackboard.com/platforms/learn/resources/accessibility.aspx

CEHD Diversity Statement
Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Title IX/Clery Act Notification
Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program (502)852-2663, Counseling Center (502)852-6585 and Campus Health Services (502)852-6479.
Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University. To file an official report, please contact the Dean of Student's Office (502)852-5787 and/or the University of Louisville Police Department (502)852-6111. For more information regarding your rights as a victim of sexual misconduct, see the Sexual Misconduct Resource Guide (http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure).

Information on Plagiarism
Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week in addition to the class meeting time. You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers. All written assignments should be completed using Microsoft Word. Please use a virus checker on all documents before submitting them. As part of this course you will download a free trial of an e-learning development software. We will discuss your options during the class and I will help you figure out which software will work best for you. For your privacy and security, *only* your official UofL email account will be used for email communication. No information will be sent to personal email accounts nor will I answer emails that come from a different address. Please check your UofL email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

* Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
* Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
* Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
* Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
* Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
* Use good grammar and spelling, and avoid using text messaging shortcuts.

Course Withdrawal

If you find this course does not fit your life plan or learning style and you choose not to continue, please contact your program advisor as soon as possible. You need to drop the course instead of just not attending anymore. Failure to withdraw results in a failing grade.

Face Coverings/Masks in Classrooms

As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the University. For Spring 2021, this includes:

1) wearing of cloth/paper masks (covering nose and mouth) when in shared indoor spaces like classrooms, or when appropriate physical distancing cannot be maintained.
2) staying home when sick—any UofL community member experiencing fever, consistent dry cough, or other symptoms of contagious disease should remain at

home until symptoms subside or advised that it is safe to return by a medical professional.

3) practicing good hygiene and responsibility for one's own surrounding.
   a. Cover sneezes and coughs
   b. Wash hands frequently with soap and water when possible, use hand sanitizer when soap and water are not available
   c. Wipe down frequently touched surfaces
   d. Maintain 6 feet physical distancing when possible

Faculty have the responsibility to help students meet these recommendations by:

1) allowing for remote participation in class when necessary and practicable
2) allowing students absent for reason of illness to make up missed work and not penalize students for these absences
3) not requiring doctor's notes for absences of less than the equivalent of two weeks of class. If the absences occur on the day of a scheduled assessment, the student may be asked to provide documentation for the absence.
4) Notifying Danny Cradic (daniel.cradic@louisville.edu) when classrooms are not adequately stocked with cleaning supplies and arranging classroom furniture or seating charts to maximize physical distancing where possible.

Appendix B - University Resources

Library Services

Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the Library Services for Distance Education and Online Courses page.

Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the HelpDesk Resources website. Many useful videos can be found at the Blackboard 9.1 Help page.

Writing Center

The University Writing Center is committed to supporting the writing of distance education students. If you are taking a distance education course and cannot make a face-to-face appointment at the Writing Center, you can schedule an online consultation through their Virtual Writing Center. They provide both online live chat sessions and, when that's not possible, they can respond to your draft in writing through an eTutoring session. Learn more at the Writing Center website.

Additional University Resources

Visit the University Resources button in Blackboard Course to get a better understanding of the resources that are available to you.

Appendix C - Conceptual Framework Summary

The conceptual framework, *Shaping Tomorrow: Ideas to Action,* embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of **Inquiry,** and through active engagement and skilled training in methods of rigorous **Research**, candidates develop the knowledge, skills, and dispositions to become **Critical Thinkers**. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of **Action,** and through continual **Practice**, candidates develop the knowledge, skills, and dispositions to become **Problem Solvers** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of **Advocacy,** and through dedicated, committed **Service** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become **Professional Leaders**. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

Conceptual Framework Constructs	**Inquiry**	**Action**	**Advocacy**
Constructs as Learned and Applied	Research	Practice	Service
Constructs Reflected in Candidates	Critical Thinkers	Problem Solvers	Professional Leaders
Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference

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