



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Department of Educational Leadership, Evaluation, and Organizational Development:
Educational Administration Leadership

Course Number and Title:

LEAD 720 – Social and Emotional Well-Being for Diverse School Environments

Lead Instructor: Dr. Debbie Powers

Office Hours:

Phone:

E-mail Address:

Catalog Description:

An examination of the societal factors contributing to poor school climate and school responses to these factors to create a caring and inclusive school culture for all students regardless of culture or background experiences.

Course Purpose:

Introduce and examine ways in which school leaders can partner with families and community partners to create a school climate that intentionally focuses on ensuring students from a variety of cultural backgrounds and experiences thrive in a safe, caring environment and are known, valued, and respected as responsible members of the school community.

Course Content Overview:

The focus of this course will be on the social and emotional factors of school success. In response to cultural shifts, the school must evolve into institutions that focus not just on instruction, but on the mental health of students who come from a variety of cultures, and who may have been exposed to all manner of trauma. Through the study of research, clinical experiences, and classroom discussions, candidates will learn that creating a safe, caring community of respect for all students is not only the ethically correct course of action but will also result in fewer discipline issues and higher levels of student achievement.

Course Objectives:

- Develop strategies and plans to create a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student (1B, 1F, 5A, 5C, 8J, 9A, 10A, 10I)

- Investigate behavior management strategies that ensure that each student is known, accepted and valued, trusted and respected (5A, 5B, 5E, 5F)
- Investigate and assemble strategies by which students are encouraged to be an active and responsible member of the school community (5B, 10D)
- Evaluate and suggest improvements to current systems of academic and social supports, services, extracurricular activities, and accommodations so they meet the range of learning needs of each student (1B, 5C, 8E, 10G)
- Construct systems and strategies to create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students (2B, 5D, 8A, 8B, 8D, 8G, 9K)
- Rally families and the communities to advocate for the needs of students by providing and publicizing factual, persuasive data points regarding demographic and social issues that are beyond the scope of the school community to resolve (1F, 8C, 8F, 8H, 8I, 10C)
- Construct a framework to support all facets of a school, community, and business partnerships, including communication, utilization, appreciation, relationship cultivation, and legal issues surrounding such partnerships (5D, 8B, 8D, 8E, 8J)
- Describe methods by which a school can promote, appreciate, and celebrate the students various home cultures and languages while encouraging assimilation and engagement in the larger community (2B, 5F, 8F)
- Investigate plans to address and ameliorate bullying and aggressive behaviors through the use of restorative justice or similar behavioral systems (5A, 5B, 5D, 5E, 9K)
- Investigate and implement plans to utilize Trauma-Informed Care concepts in the school to address the wide variety of emotional and home issues that present at in the school environment (5A, 5C)
- Investigate and plan on how to assess and respond to threats or acts of classroom or school violence (2B, 5A, 9K, 10A)

Required Texts & Readings:

Positive Behavioral Interventions & Supports. (n.d.) Positive Behavioral Interventions & Supports Retrieved from <https://www.pbis.org/>.

Lindsey, R. B., Robins, K. N., Terrell, R. D., & Lindsey, D. B. (2019). *Cultural proficiency: a manual for school leaders*. Thousand Oaks, CA: Corwin.

Mertler, C. A. (2019). *Introduction to educational research*. Thousand Oaks, CA: SAGE.

Trauma-Informed Care Project. (n.d). Trauma-informed care. Retrieved from <http://traumainformedcareproject.org/>.

Recommended Readings:

As assigned in BlackBoard at the discretion of the instructor

Relevant Professional Standards Met by Course:

Standard 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- 1B. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- 1F. Develop a shared understanding of and commitment to mission, vision, and core values within the school and the community.

Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- 2B. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- 5A. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- 5B. 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.
- 5C. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- 5D. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

- 5E. Cultivate and reinforce student engagement in school and positive student conduct.
- 5F. Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 8: Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- 8A. Are approachable, accessible, and welcoming to families and members of the community.
- 8B. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- 8C. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- 8D. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- 8E. Create a means for the school community to partner with families to support student learning in and out of school.
- 8F. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- 8G. Develop and provide the school as a resource for families and the community.
- 8H. Advocate for the school and district, and the importance of education and student needs and priorities to families and the community.
- 8I. Advocate publicly for the needs and priorities of students, families, and the community.
- 8J. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- 9A. Institute, manage and monitor operations and administrative systems that promote the mission and vision of the school.
- 9K. Develop and administer systems for fair and equitable management of conflict among students, faculty, and staff, leaders, families, and community.

Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- 10A. Seek to make school more effective for each student, teachers and staff, families, and the community.
- 10C. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- 10G. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- 10I. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, the process for, and outcomes of improvement efforts.

PSEL Standard	A	B	C	D	E	F	G	H	I	J	K	L
1. Mission, Vision, and Core Values		X				X						
2. Ethics and Professional Norms		X										
5. Community of Care and Support for Students	X	X	X	X	X	X						
8. Meaningful Engagement of Families and Community	X	X	X	X	X	X	X	X	X	X		
9. Operations and Management	X										X	
10. School Improvement	X		X				X		X			

Required Course Modules:

Module 1: Defining Social Emotional Learning and Well-Being

Topics

- Defining Social-Emotional Learning
- Defining Student Well-Being
- Developmentally Appropriate Practices
- Exploring Mindfulness and the practice in education
- Exploring Diverse Learning Environments

Standards Addressed

- PSEL 1: B, F
- PSEL 2: B
- PSEL 5: C
- PSEL 8: E, F, G, J
- PSEL 10: A, B

Learning Targets

- Students will analyze current school policies and practices through the lens of social-emotional learning.
- Students will assess current instructional practices to determine the existence of developmentally appropriate practices.
- Students will compare diverse educational settings created to meet the needs of diverse student populations.

Assessment(s) –**Anchor Task: Research Task**

- Students will explore the contemporary research base as it relates to the topics covered in the first module. Students will select one topic from the first module and produce a mini-literature review highlighting current research and its application in the school or classroom of their choice. Students will also add the information to their annotated bibliography with no less than five new sources.
- The mini-literature review should not exceed 12-15 pages and should follow appropriate content (Mertler, 2019) and APA formatting.

Module 2: The Role of Leadership in Ensuring Support Systems Function at High Levels

Topics

- Assessing Current Systems of Support
- Engaging Stakeholders for Input
- Revising Systems as Data Indicates
- Establishing the Means to Monitor Systems

Standards Addressed

- PSEL 1: B, F
- PSEL 2: B
- PSEL 5: A, B, C, D, E, F
- PSEL 8: B, C, E, F, J
- PSEL 9: A, K
- PSEL 10: A, B, G, I

Learning Targets

- Students will participate in protocols for assessing systems of support

- Students will conduct a stakeholder feedback protocol by distributing, collecting, and analyzing parent feedback surveys
- Students will assess current systems of support relative to the parent feedback data
- Students will investigate systems monitoring tools and protocols

Assessment(s) –Anchor Task: Threaded Action Research

- Students will use the resources available to them from the Mertler (2019) text to analyze and report data collected through the parent feedback survey. Students will submit a brief, three-part explanation of the process by denoting the following information about the parent feedback data:
 - The methodology employed to collect the data
 - Results of the survey
 - Conclusions and recommendations

Module 3: Culturally Responsive Classrooms

Topics

- Understanding Cultural Proficiency
 - Cultural Context
 - Historical Context
- Cultural Proficiency Tools
- Barriers to Cultural Proficiency
 - Overcoming Barriers
 - Overcoming Resistance
- Change Leadership

Standards Addressed

- PSEL 5: A, D, E, F
- PSEL 8: H, I
- PSEL 9: K
- PSEL 10: B, I

Learning Targets

- Students will examine personal bias as well as institutional bias
- Students will explore tools to develop cultural proficiency
- Students will assess their leadership capacity for change leadership and transformational leadership
- Students will determine both formal and informal leaders in the area of cultural proficiency

Assessment(s) Anchor Task: Embedded Clinical Experience

- Students will attend at least one event in the school community or the community at large designed to highlight issues of diversity and/or cultural

proficiency. Students will reflect on their experience at the event and determine, using the tools discussed in class, their impression of the formal and informal leaders at the meeting and/or in the community.

- Students will discuss their experience via BlackBoard discussion board postings and comment on at least two other student posts as it relates to this area.

Module 4: Positive Behavior Interventions and Supports (PBIS)

Topics

- PBIS defined
 - Recommended implementation
 - The local context of the implementation
- Using data to support the implementation of PBIS practices and systems
 - Disproportionality
 - Cultural Responsiveness and PBIS
- Addressing School Climate and PBIS
- Alignment of initiatives, programs, and practices to ensure success
- Tiered Intervention Systems Building and Support

Standards Addressed

- PSEL 5: A, B, C, D, E, F
- PSEL: 8: C
- PSEL 9: A, K
- PSEL 10: A, B, G, I

Learning Targets

- Students will analyze data to determine school improvement efforts concerning school behavior data
- Students will examine school and/or district behavior policies through the lens of equity for all

Module 5: Tools for Assessing Addressing the Social-Emotional Health of the organization

Topics

- Cognia Learning Environments using ELEOT 2.0
- Assessing School Culture
- High-Reliability Organizations (HROs)

Standards Addressed

- PSEL 1: B, F
- PSEL 2: B
- PSEL 5: B

- PSEL 9: A
- PSEL 10: A, B, G, H, I, J

Learning Targets

- Students will conduct classroom observations using Cognia tools
- Students will conduct school walkthroughs using tools to assess culture
- Students will analyze observation and walkthrough data to engage in school improvement

Module 6: Alternative Education Settings

Topics

- Alternative Education Settings Defined
 - Alternative School Options
 - Alternative Classroom Options
- Special Populations
- Classroom Modifications
 - The Flipped Classroom
 - The Developmentally Appropriate Classroom
 - The Mindful Classroom
- Whole School Modifications
 - The Academy Model
 - Magnet Schools and Programs
 - Specialized Schools

Standards Addressed

- PSEL 5: A, B, C, D, E, F
- PSEL 8: H, J
- PSEL 9: A
- PSEL 10: A, B, G, I

Learning Targets

- Students will analyze the current education trends for alternative school programs and settings
- Students will examine data to drive decision making for alternative options in the classroom and/or the school
- Students will gain experience in creating a proposal for a magnet program and/or school to address an unmet educational need in the community

Module 7: Special Populations

Topics

- Federally defined Sub Populations
- Special Populations in Schools

- Requirements for their education
- Programming to support their unique needs

Standards Addressed

- PSEL 5: A, B, C, D, E, F
- PSEL 8: H, J
- PSEL 9: A
- PSEL 10: A, B, G, I

Learning Targets

- Students will explore special populations in educational settings
- Students will analyze existing programming for special populations

Module 8: Trauma-Informed Care

Topics

- Examining childhood trauma
- Impact on childhood trauma in the classroom
- Resources available for leaders and teachers
- Resources available for schools and districts
- Analyzing existing programming

Standards Addressed

- PSEL 5: A, B, C, D, E, F
- PSEL 8: H, J
- PSEL 9: A
- PSEL 10: A, B, G, I

Learning Targets

- Students will examine the impact of childhood trauma on educational settings
- Students will analyze existing programming for trauma-informed care, including teacher training and professional learning opportunities

Anchor Tasks:

1. Hallmark Assessment Task (HAT)

- a. See HAT below

1. Threaded Action Research

- Students will use the resources available to them from the Mertler (2019) text to analyze and report data collected through the parent feedback survey. Students will submit a brief, three-part explanation of the process by denoting the following information about the parent feedback data:
 - The methodology employed to collect the data

- Results of the survey
- Conclusions and recommendations

2. Research Task

- Students will explore the contemporary research base as it relates to the topics covered in the first module. Students will select one topic from the first module and produce a mini-literature review highlighting current research and its application in the school or classroom of their choice. Students will also add the information to their annotated bibliography with no less than five new sources.
- The mini-literature review should not exceed 12-15 pages and should follow appropriate content (Mertler, 2019) and APA formatting.

3. Embedded Clinical Experience

- Students will attend at least one event in the school community or the community at large designed to highlight issues of diversity and/or cultural proficiency. Students will reflect on their experience at the event and determine, using the tools discussed in class, their impression of the formal and informal leaders at the meeting and/or in the community. Students will discuss their experience via BlackBoard discussion board postings and comment on at least two other student posts as it relates to this area.

Criteria for Determination of a Grade:

Module		Activity	Point Value
1	Defining Social Emotional Learning and Well-Being	Anchor Task: Research Task <ul style="list-style-type: none"> • Students will explore the contemporary research base as it relates to the topics covered in the first module. Students will select one topic from the first module and produce a mini-literature review highlighting current research and its application in the school or classroom of their choice. Students will also add the information to their annotated bibliography with no less than five new sources. • The mini-literature review should not exceed 12-15 pages and should follow appropriate content (Mertler, 2019) and APA formatting. 	10

2	The Role of Leadership in Ensuring Support Systems Function at High Levels	Anchor Task: Threaded Action Research Students will use the resources available to them from the Mertler (2019) text to analyze and report data collected through the parent feedback survey. Students will submit a brief, three-part explanation of the process by denoting the following information about the parent feedback data: <ul style="list-style-type: none"> • The methodology employed to collect the data • Results of the survey • Conclusions and recommendations 	10
3	Culturally Responsive Classrooms	Anchor Task: Embedded Clinical Experience <ul style="list-style-type: none"> • Students will attend at least one event in the school community or the community at large designed to highlight issues of diversity and/or cultural proficiency. Students will reflect on their experience at the event and determine, using the tools discussed in class, their impression of the formal and informal leaders at the meeting and/or in the community. • Students will discuss their experience via BlackBoard discussion board postings and comment on at least two other student posts as it relates to this area. 	10
4	Positive Behavior Interventions and Supports (PBIS)		10

5	Tools for Assessing Addressing the Social-Emotional Health of the organization		10
6	Alternative Education Settings		10
7	Special Populations		10
8	Trauma-Informed Care		10
Hallmark Assessment Task (HAT)		<p>Anchor Task- (HAT) Students will collect annual professional development plans from at least four schools spanning at least two years. Students will analyze the plans, using qualitative methods for archival document review, to determine trends in professional development for the schools. Students will report the data using the information from the Mertler (2019) text.</p> <p>In the Conclusions and Recommendations section of the reporting, students will provide an analysis of the professional development plans as they relate to any topics from LEAD 720.</p> <ol style="list-style-type: none"> 4. Were any of these topics covered in professional learning for the staff at any of the school plans you analyzed? 5. If they were addressed, to what extent? 6. Can you determine whether systems of support exist for students based on these professional development plans? 	20

	7. Make any recommendations you see fit in general or school-specific based on the data you analyzed.	
--	---	--

Determination of grade:

90-100 points= A (98 = A+), (93-97 =A), (90-92 = A -)
80-89 points = B
70-79 points = C
60-60 points = D
<60 points = F
Incomplete = I

Hallmark Assessment Task (HAT):

Students will collect annual professional development plans from at least four schools spanning at least two years. Students will analyze the plans, using qualitative methods for archival document review, to determine trends in professional development for the schools. Students will report the data using the information from the Mertler (2019) text.

In the Conclusions and Recommendations section of the reporting, students will provide an analysis of the professional development plans as they relate to any topics from LEAD 720.

- a. Were any of these topics covered in professional learning for the staff at any of the school plans you analyzed?
- b. If they were addressed, to what extent?
- c. Can you determine whether systems of support exist for students based on these professional development plans for the schools?
- d. Make any recommendations you see fit in general or school-specific based on the data you analyzed. Be specific when making school recommendations.

Hallmark Assessment Task (HAT) Rubric:

Required Elements	Insufficient Evidence	Developing	Target	Exemplary
	Zero points			

At least four school professional development plans were consulted spanning at least two years for a minimum total of eight professional development plans.	Missing	Incomplete with less than four schools and/or less than eight plans	Complete with at least four school and eight plans	Exceeded four schools and eight plans
Students used qualitative methods as described in class to analyze data and reported the data as required	Data missing or incomplete; analysis missing or incomplete	Data present but with errors in reporting; analysis mentioned but not explained	Data present with no errors in reporting; analysis is complete and logical	Data present with no errors in reporting; analysis is comprehensive and logical
Conclusions and Recommendations	Missing or incomplete	Most elements present but not for each school	All elements present for each school	All elements present for each school and recommendations are comprehensive and school-specific
Rhetoric Paper is free from surface errors and follows APA formatting and sourcing guidelines	Paper is plagued with distracting surface errors and/or formatting does not follow APA	Paper has few surface errors. APA formatting errors are limited in the paper and/or the sourcing.	Paper is free from surface errors. APA format is appropriate with few, if any errors, for the paper and the sourcing.	Paper is free from surface errors. APA format is exceptional with no errors for the paper and the sourcing.

This HAT assesses the following standards holistically:

- PSEL 5: A, B, C, D, E, F
- PSEL 8: H, J
- PSEL 9: A
- PSEL 10: A, B, G, I

Bibliography:

Home. (2019). Retrieved from <https://www.pbis.org/>.

Lindsey, R. B., Robins, K. N., Terrell, R. D., & Lindsey, D. B. (2019). *Cultural proficiency: a manual for school leaders*. Thousand Oaks, CA: Corwin, a SAGE Company.

Mertler, C. A. (2019). *Introduction to educational research*. Thousand Oaks, CA: SAGE Publications, Inc.

Trauma-Informed Care. (2019). Retrieved from <http://traumainformedcareproject.org/>.

Foliotek Electronic Assessment System (EAS):

Foliotek's electronic assessment system will replace LiveText in Spring 2020. This web-based system contains portfolios of courses and assessments based on requirements outlined 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 for you are located on the College's website, www.louisville.edu/education/foliotek. These include step-by-step guides and videos. You can also access the "Resources" and "Help" areas in Foliotek to find information on getting support via telephone, live chat, and email.

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

- You are not charged for the use of Foliotek.
- 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.
- 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.
- 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 assignments.
- You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s), PDF files, video files, etc.
- If there is an issue with the system, you can click on "Resources" or the "Help" link to find appropriate resources.
- The "Help" menu offers directions for contacting Foliotek via email, live chat, or toll-free phone number.
- CEHD email and phone number for assistance with assignments are foliotek@louisville.edu or 502-852-1360.

Writing Resources:

The University of Louisville is home to a vibrant and responsive writing center on the Belknap Campus. You may access the many resources of the writing center by following this link: <http://louisville.edu/writingcenter/>

Syllabus Disclaimer:

This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. As a general rule, the Modules in BlackBoard should be the guide you follow. Changes can be made easily there, so always consider the Module as the final, definitive direction for the week. Whenever changes are enacted, communication will be sent to all students via BlackBoard announcements. Please ensure you can receive the announcements in a timely fashion either through your university email (the default email) or by forwarding your university email to your personal, preferred email account.

Written Submissions:

Written submissions must reflect the appropriate level of knowledge and expertise for graduate-level course work. Please be sure that:

- Your writing is clear and grammatically correct. Points will be deducted for errors in grammar, spelling, punctuation, clarity, and APA style.
- Papers are double-spaced with a 12 – point font size. Papers that do not adhere to these requirements will be returned to the student for revision.
- Assignments are submitted on time.
- Properly cite sources using APA style.
- Personal reflection and application are evident.

Course Expectations:

Students are required to participate in all live and/or online activities, whether synchronous or asynchronous, by being active in all discussion forums, and complete reading and written assignments.

Confidentiality—the purpose of class discussion and/or on-line module postings, is to share perspectives, debate, and learn from one another. We must all remain sensitive to information learned through forum posts and papers and use discretion when talking and writing about the work viewed during this class.

Communication—the course will require regular posts as well as additional assignments as indicated in the modules. Build on others' postings—do not reiterate ideas, reference them. Each post must take the discussion further and all students are expected to post their original thoughts in a personal post and comment weekly on at least three other postings by classmates.

Netiquette: Communication Courtesy--All members of the class are expected to follow rules of common courtesy in all e-mail messages, threaded discussions and chats. Threads of discussion should continue to the end and students should maintain the professional language in posts and responses. No personal criticism is permitted and no inappropriate language is permitted.

Readings—students are expected to read the assigned material before any class participation which includes posting on discussion forums. Additional outside readings may be assigned throughout the course to help fully understand concepts and to provide scholarly support for ideas that may arise through our work together.

Class Participation—You will participate with others in the course through live and online discussions. We are all expected to value everyone's opinions and perspectives and provide points and counterpoints in a professional manner. Students must participate in all discussion forums. The instructor will read your discussion threads but will not be a contributor herself. It is expected that students will contribute a thoughtful response (with appropriate citations from the readings or outside sources—approximately 2-4 paragraphs) to weekly instructor posed questions and respond (approximately 1 to 3 paragraphs) to a minimum of three other students during each week. Weekly modules may include one to three questions and will open and close on Sunday evenings.

Interactions and/or Participation

The following guidelines will be used to evaluate class participation including, but not limited to, online participation in asynchronous discussion board postings, responses to postings, as well as synchronous and/or live class interactions:

- Outstanding Contributor (5): Contributions reflect exceptional preparation. Ideas offered are based on a review of the readings as well as outside sources. Outside sources are cited and credited. This individual enhances the quality of discussion and provides engaging insights for class members.
- Good Contributor (4): Contributions reflect thorough preparation. Ideas offer insights that often provide direction for the class.
- Adequate Contributor (3): Contributions reflect satisfactory preparation. Ideas sometimes offer insights but seldom provide direction for the class.
- Unsatisfactory Contributor (2): Contributions reflect inadequate preparation and do not help move conversations along. Most comments are either unrelated or demonstrate a lack of understanding of course content.
- Non-participant (1): This individual contributes nothing to the class discussions. While this individual may respond to posts they never provide insight to help move discussions forward.

APA Citation--Educational Administration and Policy Program Area requires students to exhibit graduate-level writing skills and to comply with the requirements of the APA Manual for all written work unless notified otherwise by the instructor.

Included in the format is:

- Double spacing using the 12-point font (Ariel or Times New Roman, preferred)
- Numbered pages and make your name and title of the work visible
- Check your work for grammar and spelling

For further information, please consult the American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Conceptual Framework Summary:

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that include 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 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 practices to solve real-world problems. Under the construct of ***Advocacy***, and through dedicated, committed ***Service*** to their peers, university, community, and the 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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions</i>	Exhibits a disposition to inform practice	Exhibits a disposition to improve	Exhibits a disposition to affirm principles of social justice and

<i>Reflected in Candidates</i>	through inquiry and reflection	practice through information, knowledge, and understanding	equity and a commitment to making a positive difference
------------------------------------	-----------------------------------	--	--

Relationship to Conceptual Framework:

The conceptual framework for certification and degree programs in educational administration is the Collaborative Leadership Model. This framework has four parts: (a) Standards Driven, (b) Theory to Practice, (c) Leadership and Collaboration, and (d) Diversity. These characteristics are embedded in the Administrator Standards and the accompanying Performances particularly relevant to this course. All ten Administrator Standards are addressed in this course. These Standards are addressed through all class activities, field experiences, readings, and assignments. Thus, the conceptual framework is embedded in this course.

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.

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 any other non-consensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Technology Expectations:

Bring a laptop to class. Blackboard will be used for reading distribution, some class participation, and for assignment collection/grading. Assignments are to be word-processed. Daily checking and reply to on U of L e-mail address are expected. There may be further expectations by the program and by the instructor.

All Assignments required to be uploaded into BlackBoard must be in MS Office or PDF. Links to on-line editable programs is not permitted.

Plagiarism Statement:

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.

Academic Integrity and Dishonesty:

All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission unless otherwise noted through explicit and appropriate citations.

Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- Cheating [Using or attempting to use unauthorized materials during any academic exercise, copying or attempting to copy another person's work during any academic exercise, preparing work for another student, procuring or using tests or examinations, etc.]
- Fabrication [Inventing or making up data, research results, information, or procedures]
- Falsification [Altering or falsifying information]
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism [Representing the words or ideas of someone else as one's own in any academic exercise]
- Complicity in Academic Dishonesty" [Helping or attempting to commit an academically dishonest act] ([UofL Code of Conduct, Section 5](#))

Date Prepared and by Whom: Powers, Fall 2019