Seminar – Governance and Ethics

EdLd 607 – 3 Credit
University of Oregon – College of Education - Department of Educational Methodology, Policy, and Leadership

2015 Summer Term Syllabus

Class is Friday & Saturday July 24, 25; July 31 and August 1; August 7 and 8. Times are Friday: off line & Saturday: 08:00-15:50


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<tr>
<th>Consuelo Yvonne Curtis, D.Ed.</th>
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Course Description
Governance and Ethics allow students to begin clarifying their areas of research interest in line with the three concentration areas. Each week (following the first class), new readings are to be completed that can guide the decision process.

Course Objectives
In this course, you will:

1. Apply personal strengths and systems thinking to adaptive challenges for the purpose of leading a public school and district through transformative change
2. Apply business practices to the public school context
3. Develop a practice of making interpretations and designing effective interventions
4. Understand how to analyze team dysfunctions and develop a high functioning team designed to achieve results
5. Develop a reflective practice and capacity to see yourself as the system and how every part of the system influences the entire system
6. Develop and utilize the five competencies of equity leadership to eliminate systems of advantage and disadvantage
7. Understand the important concepts in leading transformational change
   a. Adaptive leadership practices
   b. Systems thinking
   c. Application of business practices, strategies and frameworks
   d. Reflective practice
   e. Asking and Listening to open honest questions
   f. Leading from personal strengths
   g. Equitable leadership practices
8. Meet Continuing Administrator Licensure competencies

Textbooks & Reading Materials

1. Strength Finder 2.0 by Tom Rath
3. The Five Dysfunctions of a TEAM: A Leadership Fable by Patrick Lencioni
4. The Star Model http://www.slideshare.net/dsoock/star-model-9962182
5. Project RED http://www.schooldata.com/pdfs/ProjectRED_TheTechnologyFactor_Intro.pdf
Course Structure
This course is a combination of readings, lectures, presentations, and class/small group discussions.

Course Format and Rhythm

Friday night
Reading and reflective writing

Saturday Morning

Connecting through quick write and sharing
Chat #1 sharing of reflective writing about personal leadership reflections in triads/pairs
Discussion of concepts led by Yvonne, members unmute when they are ready to speak
Chat #2 Sharing of reflective writing in triads/pairs
Teaching through a case study by Yvonne
Discussion of the Case Study led by Yvonne, members unmute when they are ready to speak
Teaching about a framework or business practice by Yvonne
Discussion about the framework of practice led by Yvonne, members unmute when they are ready to speak
Application activity completed by individuals offline
Lunch

Saturday Afternoon

Connecting through learning about a sharing protocol
Chat #3 Sharing of application activity in triads/pairs
Identification and Discussion of key learning by each triad
Teaching/Discussion led by Yvonne, group members unmute when ready to speak
Clarification of homework and next Friday night’s work
Closure

Required Papers
Four forms of writing are required:
1. Journal entries reflecting on Friday night readings described in the “SCHEDULE OF READINGS AND DISCUSSIONS”
2. Application Project applying the concepts learned in the course to a real adaptive challenge
3. Logic Model for Intervention
4. Final Reflection

SCHEDULE OF READINGS AND DISCUSSIONS

Module #1 – July 24, 25

Learning Objectives
1. Apply personal strengths and systems thinking to adaptive challenges for the purpose of leading a public school and district through transformative change
2. Apply business practices to the public school context

July 24 [or before] – offline

A. Leadership Strengths
Read the book Strength Finder pages 1-99.
Complete the online survey.
Reflect as you read each section describing your five strengths and highlight the phrases in the descriptions that when
you read them, you are thinking, “yes, that’s me”.
Write a short reflection explaining your top five strengths and how each describes you.
*Be ready to share your reflections during our introductions at the beginning of class tomorrow.

B. Adaptive Leadership

1. Adaptive vs. Technical Challenges
Reflect by identifying examples of technical and adaptive challenges you have experienced in your work settings. Use the chart on page 20 to help you distinguish the difference.
Write a short reflection addressing the following questions:
- What are the examples of personal technical and adaptive changes you have worked through?
- What are some examples of technical and adaptive challenges your team/staff have worked through?
- What was the key indicator for you that the challenge was adaptive?

2. Distinguishing Leadership from Authority
Reflect when have you had the opportunity to lead when you had not been given the authority to address an adaptive challenge?
Write a short reflection addressing the following questions:
- What did you observe about the challenge?
- What did you interpret from your observations?
- What intervention did you apply? (Or knowing what you know now about how to address an adaptive challenge, what would you suggest for an intervention).
- What was going on for you both above and below the neck?

3. Diagnosing the System
View and reflect upon the organization in which you currently serve “from the balcony”.
Write a short reflection addressing the following questions:
- How does the culture in your organization operate?
- What is the impact of this reality on your organization’s ability to deal with adaptive challenges? (See page 53)
- List the distinguishing norms in your organization – not what you say are the norms, but what are the real norms you operate within. (See page 54)

Apply the balcony view analysis to a recent adaptive challenge your team has experienced.
Write about the adaptive challenge and including the following:
- Describe the events leading up to the challenge, as far back as you can
- Describe the different outcomes people desired and the roles people played outside of their formal job to generate those outcomes.
- Describe the valuable new behaviors, attitudes and ways of doing things that emerged during the process of generating the desired outcomes.
- Explain how these new strengths might be used to deal with adaptive challenges that arise in the future. (See page 54)

3. Cultural norms and forces
Apply your learning by designing an activity or process for learning about the cultural norms and forces at play in your organization. Think about ways to learn about the folklore, rituals, group norms, and meeting protocols.
Write a short description of the process you will use to learn about the cultural at play in your organization.

4. Diagnose the Adaptive Challenge
Reflect on an adaptive challenge you face as you begin this new school year. Some ideas to think about might center on
digital conversion, equity and race work, common core state standards, smarter balanced assessments, teacher evaluation, etc. Really think about the difference between adaptive and technical challenge.

*You do not have to write about this, but tomorrow after more discussion about this, you will be asked to select an adaptive challenge and develop an intervention for addressing this challenge applying what you are learning.

July 25 – online

8:00 – Connecting 45 min.
Welcome and Introductions
Yvonne – Share my experience and why I want to teach this course, my hopes for the group, my strengths, what I believe about strengths, what I have learned about developing my own strengths and how we are using this in our organization.

Group – share name, place and current role. Share your top strength and the part you own about this strength.

8:30 Chat #1 Strengths – Triads 15 min.
Protocol for sharing during chats
Partner A shares all five strengths.
Partner B and C listen and affirm Partner A.
Continue process until each person in the triad has shared all five strengths

8:45 – Course Review
1. Discuss the design of the class and learning objectives - Yvonne

2. Discuss the Focus Concepts for this class - Yvonne
   a. Adaptive leadership practices
   b. Systems thinking
   c. Application of business practices, strategies and frameworks
   d. Reflective practice
   e. Asking and Listening to open honest questions
   f. Leading from personal strengths
   g. Equitable leadership practices

3. Discuss Personal Leadership development - Yvonne
   • Leading from personal strengths
   • Cultural proficiency
   • Reflective practice

5. Discuss the homework readings and reflection journal; and application project

9:30 Adaptive Leadership – Share Reflections from reflective writing
Discuss Poem Deep Listening and the benefit of attentive listening for the speaker and the rare opportunities we get to think aloud.

9:40 Chat #2 Technical vs. Adaptive Change – Triads – 6 minutes each
Utilize Chat Protocol to discuss:
1. Share what you learned about yourself and your organization as you reflected upon Adaptive vs. Technical Challenges, authority, the culture of your organization, and the spoken and unspoken norms

2. Share what you discovered about your organization when you reflected upon a recent adaptive challenge your organization faced.

3. Share the activity or process you designed to learn about the folklore, rituals, group norms, and meeting protocols at play in your organization
10:00 - Diagnose the Adaptive Challenge

**Case Study**

**Teaching** by Yvonne using a case study approach about a Forest Grove challenge and the visioning and strategic plan process applied.

**Discuss** the adaptive challenge facing Forest Grove School District

**Questions for Discussion**

What are the elements you believe I saw from the balcony?  
What part of this challenge was adaptive? Why?  
Where is the evidence that I assessed my personal capacity and augmented?  
How did application of business practices serve as an intervention?  
What shifts occurred in the system?

**Teaching** about Visioning Process, Star Model, Strategic Plan and Monitoring Process by Yvonne  

**Discuss** the application of business practices to school district work led by Yvonne

11:00 Application Project – Individual – offline

**Diagnosing the System**

A. Identify and describe an adaptive challenge you are currently facing in the coming school year. Use the Diagnostic Framework on pages 74-75 to diagnose the problem.  
B. Describe the people who have been involved and will be involved in trying to address the challenge. Who are they? What degree of authority do they possess? How effective have they been so far? Who else do you need to develop as a leader?  
C. Think about the Four Adaptive Challenge Archetypes. Design questions for you to explore by yourself and with your team to further diagnose the challenge from the balcony.
   1. Gap between espoused values and behavior  
   2. Competing Commitments  
   3. Speaking the unspeakable  
   4. Work avoidance

D. Think about the political landscape. Identify the stakeholders involved in this challenge. For each stakeholder, describe how you will gather the information about what is at stake, the outcomes, level of engagement, degree of power and influence, values, loyalties, losses at risk, and hidden alliances (guiding question on page 90). Some of you will be able to describe from your view on the balcony, but for others, you will need to design a way to get the information. Identify how and who will get the information. Design a chart for tracking this information and fill in those that you think you already know. (This way you can check your assumptions as well.) See an example of a chart on page 100. Attach the chart.  

E. Describe your leadership capacity to lead this adaptive challenge in terms of your strengths and skills. Describe your gaps and how you will address these gaps. Think about the timing. Think about what framework you could use or identify your process for identifying a framework for outlining the work.

12:00 Lunch - offline

1:00  
**Teaching** by Yvonne of “Touch Stones.” Discuss why touchstones are necessary when engaging in personal work that touches the heart and soul.

**Teaching** by Yvonne of “Open Honest Questions” and the protocol for discussion.

1:30 Chat #3 Diagnosing the System – Triads – 15 minutes each

**Open Honest Questions Protocol**

Partner A shares diagnosis for 5 minutes.
Partner B and C write and ask open honest questions for diving deeper into the diagnosis for 7 minutes. (Two or three good questions is sufficient.)
Partner A can respond or simply reflect.
Partner B and C send questions to Partner A
Partner identifies further areas to explore for 3 minutes.
Switch roles until all three have shared.

*As a Triad, identify key learning to share with the entire group and questions to ask about both the process of asking open honest questions and the adaptive challenge application project.

**2:45 – Whole Group report out**
Each group shares key learning and questions that came up for the group.
Debrief the process

**3:15**
Teaching by Yvonne about the search for frameworks, protocols and processes for addressing the adaptive challenge Examples Star Model, Visioning Process, Strategic Plan Template, Project Red Checklist, Logic models...

**3:30 – Clarify Homework**
**3:45 – Closure**
Teach the idea of “watching self” without changing anything. What are you noticing about your leadership strengths and about the idea of adaptive challenges?
*At the beginning of class next Saturday, you will be asked to do a quick write about your “noticings”. Please wait until Saturday to write, thus giving yourself the entire week to “observe yourself”.

**Module #2 July 31 and August 1**

**Learning Objectives**
1. Understand how to analyze team dysfunctions and develop a high functioning team designed to achieve results
2. Develop a practice of making interpretations and designing effective interventions

**July 31 [or before] – offline**

**A. Developing Effective Teams**
Read The FIVE Dysfunctions of a TEAM: A Leadership Fable pages 3-99. (Read quickly like you would read a novel.)
Reflect about the graphic on page 97.
Write about one dysfunction that comes to your mind as the biggest challenge for your team.
Write about one dysfunction that comes to your mind as the dysfunction that your team seems closest to overcoming.

**B. Adaptive Leadership**

1. **Making Interpretations**
Read The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World pages 113-123.
Reflect upon the process you will use to interpret the challenge
Write the questions you will use to check assumptions thinking about how you will move your group from unproductive to productive interpretation.

2. **Designing Effective Interventions**
Reflect on your next steps.
Write a timeline for the steps you will take in designing the intervention

Reflect on what you can and will do to build an adaptive culture as you think about the following questions:

- Name the elephants you can see will be present and write about how you will describe them.
- Identify the troublemakers and how you will protect them.
- How will you nurture shared responsibility?
- How will you encourage independent judgment?
- How will you model, encourage and reward smart risk taking?
- How will you take action by running small experiments?

Write about the small experiment you can run?

Skim The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World pages 149-175

C. Background for Case Study

Project Red http://www.schooldata.com/pdfs/ProjectRED_TheTechnologyFactor_Intro.pdf

Skim Project Red Chapter 2, Chapter 3

Review charts in Chapter 4.

Read - Appendix A: Roadmap for Large-Scale Technology Implementations pages 128 -131.

August 9 – online

8:00 Connecting – Whole Group -

Quick write about what has been cooking for you? What have you noticed as you have “watched yourself and how you work”? What strengths, new learning about adaptive leadership and leading the development of a high functioning team are influencing your thinking about the adaptive challenges in your environment?

8:15 Chat #1 Share in triads what is “cooking for you?” – 5 minutes each.

Protocol for sharing during chats
Partner A shares writing 5 min.
Partner B and C listen and affirm Partner A
Continue process until each person in the triad has shared writing

8:25 Discussion of concepts led by Yvonne, members unmute when they are ready to speak

Review the visioning process
Review the Star Model
Review the Strategic Plan template
Review the monitoring process

9:00 Chat #2 Sharing of reflective writing in triads from the homework

Protocol for sharing during chats #1
Partner A shares reflective writing insights for 5 min.
Partner B and C listen and affirm Partner A.
Continue process until each person in the triad has shared reflective insights.

9:15 Break

9:30 Teaching through a case study about Digital Conversation in Forest Grove by Yvonne

From goals to strategies to plans
First Steps creating an urgency, changing the culture
The Intervention - Ownership by the team – Brian’s Process

10:15 Teaching about a Project Red Checklist as a framework or business practice by Yvonne

10:30 Discussion of the Case Study and Project Red Framework led by Yvonne, members unmute when they are ready to speak. Project Red http://pearsonfoundation.org/downloads/ProjectRED_TheTechnologyFactor.pdf Read Project Red
Questions for Discussion
Describe the relationship between first order and second order change with technical and adaptive change.
Describe the magnitude of change between 1st and 2nd order change.
What is important to remember about the 9 implementation factors?
Which of the 7 findings was new information for you?
What is the value for you of the Project Red Checklist?
What area is most overlooked by your school/district? Why?

11:00 Application activity completed by individuals (connected to lunch)
Designing an Intervention
Think about how the visioning, strategic plan process, star model and use of tools like the Project Red Checklist can help you design an intervention.
F. Describe the history and current context of your challenge.
G. Describe your vision and identify themes that are emerging for you.
H. Describe the elements of the star model that will help you think about your intervention?
I. Describe your intervention?
J. Identify your next steps and the timeline?

12:00 – Lunch

1:00 – Review Open Honest Questions what is and what is not an Open Honest Question.

1:15 Chat #3 Sharing of application activity in triads
Open Honest Questions Protocol
Partner A shares describe the history, current context, vision, themes, application of the Star Model and description of intervention for 5 minutes.
Partner B and C write and ask open honest questions for diving deeper into the diagnosis for 7 minutes. (Two or three good questions is sufficient.)
Partner A can respond or simply reflect.
Partner B and C send questions to Partner A
Partner identifies further areas to explore for 3 minutes.
*At the end of the protocol the triad will identify key learning to share with large group.

2:00 Discussion of key learning by each triad as a whole group

2:15 Teaching by Yvonne of logic models

2:45 Discussion of Logic Model Assignment – Develop adaptive challenge intervention into a logic model plan.
Yvonne provide a sample Logic Model for Full-Day K program.
*Be prepared to share your Logic model and receive feedback next Saturday during Chat #3.

3:30 Closure

Module #3 August 7 and 8

Learning Objectives
1. Develop a reflective practice and capacity to see yourself as the system and how every part of the system influences the entire system
2. Develop and utilize the five competencies of equity leadership to eliminate systems of advantage and disadvantage
3. Understand and apply the important concepts in leading transformational change
   a. Adaptive leadership practices
   b. Systems thinking
   c. Application of business practices, strategies and frameworks
d. Reflective practice

e. Asking and Listening to open honest questions

f. Leading from personal strengths

g. Equitable leadership practices

August 7 [or before] – offline

*Leading system transformation depends on your capacity to reflect and see yourself as the system and as a part of the system. Your capacity to lead from an equity stance will determine the extent to which you will be able to eliminate systems of advantage and disadvantage and develop a critical mass of equity advocates.*

A. Seeing Yourself

1. See Yourself as a System


*Reflect and Write.* How do your behaviors, emotions, and decision-making patterns change depending on whom you are with and what situation you are in? Pick a specific issue where you felt pulled in more than one direction. See if you can map the loyalties that were pulling you in multiple directions. Create a diagram depicting your loyalty groups and the key factions within them, like the chart #14-1 on page 188.

2. Identify Your Loyalties


*Reflect and Write* about which of your loyalty groups (colleagues, community, ancestors), and which of the factions within each of them, do you believe has the strongest hold on you?

3. Know Your Tuning


*Reflect and write* about your hungers and carrying other people’s water. Where are your personal hungers being fulfilled and where do you need to attend to these hungers? Think about whose water are you carrying and why are you carrying it.

4. Broaden Your Bandwidth


*Reflect and write about* what do you do when you’re feeling overwhelmed by chaos, confusion, or conflict, or when you sense that others are feeling that way? Do you make a joke? End the conversation? Assign the work to someone? Suppress emotion? What do these tactics suggest about your tolerance? If you have a low tolerance for chaos, confusion, and conflict, what might you do to build it up?

5. Understand Your Roles


*Read and Reflect* on what roles have been assigned to you? What other roles would you like to play instead of these assigned roles? Which of these roles do you have a capacity to play? Which roles do you need to learn how to play?

6. Articulate your Purposes


*Reflect and write:*

- Make a list of the ten purposes to which you feel most connected with the first being the most important.
- Make a line below the top five.
• Next to each of the top five, write what you have done on behalf of that item in the last three weeks.
• Write an R next to the ones you have responded proactively and an N next to the ones you have responded reactively.
• Now, as a last step, write a few things you could do for each of the top five purpose that you have been unable or unwilling to do before.

*Be ready to share what you have learned about yourself from all these six reflections with your triad as we open this class in the morning. Because the reflection is especially personal, only share what you want to share.

**B. Developing Effective Teams (continued)**
Read The FIVE Dysfunctions of a TEAM: A Leadership Fable pages 100-184. (Read quickly like a novel.)
Complete the team assessment on pages 192-193 thinking about the team you will work with to address the adaptive challenge.

**C. Equity Leadership**
Read the OEIB Equity Lens (reading and reflection should take about 1 hour)
Reflect as you read the belief statements.
Write about which statements you can support and which will be difficult for you and/or for staff in your organization. Select the most difficult belief and write about what it would take for you personally to hold this belief.
Read the questions in the addendum.
Write about the questions you will use in your process of addressing your adaptive challenge.
Read the definitions.
Write about one or more that are new to you and difficult for you to hold.

**Application Project**
*Applying an Equity Lens*
K. Write about how you will address equity issues; racial disparities and those disparities that exist for students learning English and with special needs as you develop this process for addressing your adaptive challenge. Incorporate your ideas from your reflections on the OEIB Equity Lens.

**August 8 – online**

8:00
Discussion led by Yvonne about the perceptions and uses for the Five Dysfunctions of a TEAM. Share about the Overcoming The FIVE Dysfunctions of a TEAM: A Field Guide.

Discussion Questions
How might you use the fable and the field guide?
What concerns would you have about using these two books with your team(s)?
What are you pondering about the framework provided in this book?

8:30
Chat #1 pairs share reflective writing about two dysfunctions you wrote about for Module #2 and share your assessment of the Team Assessment on pages 191-194. Discuss what you learned most about yourself from the reading, reflecting and writing about “Seeing Yourself as the System”.

*Protocol for sharing during chats #1*
Partner A shares reflective quick write and equity in intervention for 5 min.
Partner B and C listen and affirm Partner A.
Continue process until each person in the triad has shared reflective insights.

9:00
Teaching by Yvonne about the “The Green Line” and “The Five Competencies of Equity Leadership”.
Highlight bullets under each competency that jump out at you as the work you need to do with yourself. Quick Write about the competencies on which you will focus as you lead your adaptive challenge intervention.

**9:30 Chat #2** Share your quick write and the your ideas about how you will address issues of equity in your intervention project.

**Open Honest Questions Protocol**  
Partner A shares quick write and how you will address issues of equity in your intervention project for 5 minutes.  
Partner B and C write and ask open honest questions for diving deeper into the diagnosis for 7 minutes. (Two or three good questions are sufficient.)  
Partner A can respond or simply reflect during this time.  
Partner B and C send questions to Partner A  
Partner identifies further areas to explore for 3 minutes.  
*At the end of the protocol the triad will identify a key learning to share with large group.

**10:30**  
Teaching through a case study by Yvonne about Equity work journey and a sample of a project to address an equity issue.  
*Share Hiring Process

**11:00 – Discuss Tuning Protocol for sharing Logic Models**  
Presentation - The presenter shares the logic plan. The participants listen and take notes as needed. They do not interrupt the flow of information the presenters are delivering. (8 min.)

Clarifying Questions - The participants ask clarifying questions of the presenter, questions that have a brief and factual answer regarding the content of the presentation. (2 min.)

Probing Questions - The participants ask probing questions of the presenter. These questions should be worded so that they help the presenter clarify and expand his/her thinking regarding the content of the presentation. The presenter responds to the participants’ questions, but there is no discussion by the team. (6 min.)

Pause to Reflect - The participants make note of warm/supportive feedback and cool/distanced comments. Generally, no more than one example from each participant. (2 min.)

Warm and Cool Feedback - The participants share feedback by making comments and suggestions on the presentation. The presenter is silent. The facilitator may try to give some focus by reminding participants of an area of emphasis shared by the presenter. (2 min.)

Presenter’s Response - The presenter responds to the comments/questions he/she chooses. Participants are silent. A whole group discussion might then take place depending on time and need. (6 min.)

Debriefing - Presenters share: How did the Tuning Protocol process help my thinking? What frustrations, misunderstandings, positive reactions were experienced? (2 min.)

**11:30 Presentation #1**

**12:30 Lunch**

**1:30 Presentation #2**

**2:00 Presentation #3**

**2:30 – Break**

**2:45 Debrief the Tuning Protocol**
Questions for Discussion
What was helpful for you?
What was not helpful?
What did you discover about yourself in both the preparation and the sharing?
How might you use this protocol?
What next big step will you take as a result of the feedback you received? Why?

3:00 Third Things
Discuss the idea of using third things when you want your team to go deep in a non-personal way.
Read “The Wood Cutter.” (Unmute mikes) Identify a line that stands out to you and speak it to the group.
Invite the group to listen deeply to discover the “bell stand”.
Reflect on “The Wood Cutter” as a metaphor for how you will think deeply about your process of implementing your intervention/logic plan.

3:15 Evaluation
Think about our use of books, poems, reflective writing, case studies and frameworks or tools. Think about the format of the class where each session was front-loaded on Friday nights with reading and reflection. Our time together on Saturdays designed for explicit teaching, application and sharing.

Write a final reflection for me explaining how the resources and format of the class worked for you. Which were most helpful in helping you grow? Which were not helpful? Would you recommend this class to other colleagues? Why? Will you lead differently as a result of this experience? Have I left a legacy in you?

3:30 Closure – Whole Group
Read Hopi Elders Speak - Yvonne and whole group
Share the line that stands out to you.
Last night you read about seeing yourself as the system and seeing the system as a whole in every part. I believe *Hopi Elders Speak* focuses us on both the system as a whole and how we are and how we respond/behave determines our capacity to transform our system.

Share a metaphor for how you are thinking about you as a leader right now.

COURSE POLICIES

Grading
This course can be taken GRADED or PASS / NO PASS. Your final grade for this course will be determined based on the following course activities and assignments: attendance/participation in discussion sections, in class assignments, and author response papers.

Course Incompletes
Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see http://interact.uoregon.edu/pdf/sas/AlncGrdCon.pdf.

Attendance
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor’s voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

Course Absences
Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or taking quizzes as scheduled. Messages can be left on the instructor’s voice mail or e-mail at any time prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to complete an assignment due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.
Expected Class Behavior
Classroom expectations include:
1. Participating in class activities
2. Respecting the diversity of cultures, opinions, viewpoints in the classroom
3. Listening to fellow students, professors, and lecturers with respect
4. Arriving on time, prepared for class
5. Attending for the duration of class
6. Not reading other materials, books, newspapers, or using laptops for other activities
7. Turn off cell phones and other electronic devices
8. Racist, homophobic, sexist, and other disrespectful comments will not be tolerated

Diversity
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
1. respect the dignity and essential worth of all individuals.
2. promote a culture of respect throughout the University community.
3. respect the privacy, property, and freedom of others.
4. reject bigotry, discrimination, violence, or intimidation of any kind.
5. practice personal and academic integrity and expect it from others.
6. promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

Mandatory Reporting [note to faculty: You can opt to use the longer or shorter version]
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academic, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

- Outside the College, you can contact:
  - UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
  - Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
  - Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

Grievance Policy
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.
In Case of Inclement Weather
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the News section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses