

**Maxine Goodman Levin College of Urban Affairs, Cleveland State University**  
**Fall, 2023**  
**Managing Urban Diversity, UST 453/512, 3/4 Credits Hours**  
**Web based primarily through BlackBoard Learn**

**Instructor:** Tameka L. Taylor, Ph.D., CDE, t.taylor1@csuohio.edu, 216-299-7335 (the best way to get to me), advising by appointment. If you anyhave questions, please reach out to me so we can resolve anything immediately. I want you to be successful.

**Course Description:** UST 453/512 Managing Urban Diversity

Study of diversity, including circumstances faced in urban settings that are exacerbated or affected by diversity factors; exploration of a range of social, political, and economic issues related to diversity.

Courses meeting the U.S. Diversity requirement must meet all the following criteria:

1. Have a primary focus on the experience of human diversity in the United States among one or more of the following groups: Native-Americans, Hispanic-Americans, Asian-Americans, women, LGBTQ (Lesbian, Gay, Bisexual, Transgendered, and Questioning) persons, and persons with disabilities.
2. Explore the concept of diversity as a contemporary phenomenon (a historical approach is acceptable if it leads to an understanding of the contemporary situation).
3. Provide students with knowledge of how the respective discipline analyzes the experience of human diversity.

This is a **General Education (Gen Ed)** course with an emphasis in **Critical Thinking** and **Group Work**.

The course will address critical thinking in the following ways: 1) Requiring students to attain skills beyond lower-level knowledge, thereby requiring: a. higher-order thinking (analysis, synthesis, evaluation). 2) The recognition of the importance and usefulness of knowledge and skills gained in the course (e.g., recognize the ability to and importance of working with others to solve intellectual problems).

The course will address group work in the following ways: 1) Provide deliberate instruction in the skills (e.g. team building, work distribution, planning, etc.) associated with group work. 2) Structured so students are evaluated based both on their overall group work and their individual contribution to the group. (See page 5 of this syllabus for Individual/Group).

**Students With Special Needs** - Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015, email at ods@csuohio or visit the Office's Virtual Front Desk at <https://www.csuohio.edu/disability/disability> to connect with a staff member.

Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

**Writing Assistance** – Students with difficulty writing or who want to strengthen their writing skills may contact the Writing Center for assistance at <http://www.csuohio.edu/writing->

[center/writing-center](https://www.csuohio.edu/writing-center). Tutors are available for online appointments; check out the guidelines on <https://www.csuohio.edu/writing-center/online-writing-assistance>.

Students should use the American Psychological Association (APA) format for citations and reference pages.

**Plagiarism** - Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one's own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

The penalties for plagiarism are found in full in the Student Handbook (Office of Student Life) under Academic Regulations and Procedures (3.1.2 Policy on Academic Misconduct) at the following link: <http://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

**Health and Safety syllabus statement** (Approved by Faculty Senate on 07/15/2020) – required in the syllabi for any classes meeting in a face-to-face or hybrid environment:

The COVID-19 pandemic is still present and serious. Before entering class, you should have completed your daily health assessment. While you are in class on campus, you are required to: sit in your designated seat, maintain physical distance, wear your facial covering (e.g., masks or face shields), always cough or sneeze into your elbow or tissue, use the materials provided to clean your desk and chair before and after use, and adhere to other public safety protocols and directives for your specific classroom/lab/studio.

Students who do not follow these health and safety requirements will be instructed to leave class immediately. Students who violate this protocol will need to leave the classroom and MAY be marked absent. Repeated violations of these health-saving protocols may lead to sanctions under the Student Code of Conduct (3344-83-04 [E] and [Z]) up to and including suspension or expulsion. The CSU community thanks you for your cooperation!

**Office for Institutional Equity** - CSU's Office for Institutional Equity (OIE) prepared the following statement to copy and paste into your syllabus (optional), describing OIE's role at CSU and ways to contact their office for assistance:

Federal law, including *Title IX*, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. To do this, the CSU Office for Institutional Equity (OIE) provides information, identifies resources (counseling, medical, advocacy, safety planning), issues academic accommodations (excused absences, extended deadlines, late withdrawals, alternative assignments) and other accommodations (No Contact Directives, changing living arrangements). Any student affected by discrimination, harassment and/or sexual violence and seeking assistance, should contact the Office for Institutional Equity by calling 216-687-2223, sending an email to [OIE@csuohio.edu](mailto:OIE@csuohio.edu), or visiting AC 236.

## Course Requirements

**Text:** Diversity in the Workforce: Current Issues and Emerging Trends (Theorizing Education) 2nd Edition, Byrd, M. Y. & Scott, C. L. (2018) Routledge Publishers.

**Expectations:** Grades are based on writing assignments (Weekly discussion posts, responses, individual papers, group papers, mid-term and final projects). Students are expected to:

- Read all textbook chapters and other assigned readings *before* beginning the

- respective on-line session;
- Participate actively in discussion board posts (at least 1) and responses (at least 4 times), challenge one another and ask clarifying questions (**This is an on-line class; therefore, you cannot excel without posting for each week of the class with your answers, thoughts and responses to your classmates' postings**);
- Prepare and submit all written assignments. Late assignments will be accepted with potential penalty (see late policy on page 5);
- Post all discussion postings (at least 1 per week) and responses to your classmates (At least 4 times per week; Please post directly to the discussion board and **DO NOT attach it in a word document**), emails and written assignments;
- Log on to the course site regularly to check for changes and/or additional Information through announcements and emails. **Please make sure you read all the emails and announcements that I send thoroughly. Usually once 1 student asks me a question, I try to send the answer all.**

**All weekly discussions and other assignments are due by the date specified in the Syllabus Course Schedule (unless changed by the professor).**

**Course Method:** The course will be conducted on-line in CSU's BlackBoard. Students must log onto the class's BlackBoard site regularly – daily – to monitor any updates or any changes in the class. Instructions for accessing BlackBoard are at the end of the syllabus. The class requires extensive use of the site. Information about using BlackBoard is available at: <http://mycsu.csuohio.edu/elearning/>

The course structure in BlackBoard is defined in the content module of the BlackBoard course. Here, you will find information for the week. Each week consists of the following materials and information:

- Learning Objectives
- Readings
- PowerPoint Summary of the topic (including most with a recorded narration)
- Assignments:
  - Paper preparation assignments as an individual and with assigned group members. Submit directly from the content module for that week or under "assignments" in BlackBoard.
  - Weekly discussions including a focus on diversity related current events. Submit directly from the content module for that week or under "discussions" in BlackBoard. Please post directly to the discussion board and **DO NOT attach it in a word document.**

Each week you will have some combination of short answer assignment, paper preparation assignment and discussions (your original post (at least 1) and your responses (at least 4) to your classmates) due. **You must login and participate in the BlackBoard class each week (at least 5 times between your posts and responses) to be successful in this course, including responding to your classmates.** Assignments and discussions are designed to cover the content covered in the text. Additionally, the discussions will focus on diversity related current events. Group paper preparation will be done with your assigned small group.

If you are unsure how to use the features in BlackBoard, please use the help button in BlackBoard or link to help and tutorials via the start here section.

Each week in the content module begins Monday and is due by Sunday. The assignments are due by the following Sunday by 11:00 p.m. Assignments submitted after 11:01 p.m. will be considered late. There are a few exceptions to accommodate holidays, etc. The exact dates

are listed in the syllabus and on BlackBoard. It is important to stay on track. It is easy to fall behind in an on-line class, so don't let that happen to you.

**Technology Management:** Students are responsible for managing the technology required for the course and need to factor this into planning and organization for the course. For example:

1. Keep copies of your homework in case they don't download correctly; and
2. Email or call (this is best to get the fastest response) the instructor immediately if your computer crashes, you will have to find another way to ensure your participation in the course (i.e., using computers at CSU, local library, etc., since Covid there are limited hours).
3. Problems with the students and BlackBoard, unless officially notified, are their responsibility.

For those who have permission to do schoolwork at your workplace and plan to do so, please be advised that many workplaces have computer safeguards in place that may prevent you from doing so. Workplace pop-blockers may block access.

**Attendance:** Each student is expected to fully participate in the on-line posts and responses several times (at least 5 times) a week.

I will keep track of the number of posts by each student weekly. I understand that things come up so proper communication is your responsibility as the student. Points will be calculated as a part of your grade at the end of the semester based on your participation in the discussion responses and posts. Students are not eligible for an "A-" or above if you miss 25% or more of the discussion posts and response posts. If you have an absence, the student is responsible for any assignments made or due during your absence. In the event of an emergency, please contact the instructor.

**Class Participation:** This class is highly interactive, and your success will depend on active participation in discussion postings and responses. Group work while meeting assignment requirements including deadlines.

1. This is an on-line course. Posts and responses on Blackboard are important.
2. Assigned reading is to be completed before the week begins. Be prepared to discuss and analyze reading while incorporating individual thoughts, opinions and personal experiences.
3. Additional readings and articles may be distributed throughout the term.

**Homework, activities and written assignments:** Homework and assignments are always **due by 11:00 pm on the following Sunday. FOR ALL ASSIGNMENTS, YOU ARE REQUIRED TO NAME THE HOMEWORK FILES WITH YOUR NAME** (Title with your name or group member names, Week of assignment, Assignment Name and Date; Ex: Tameka L. Taylor, Week #1, Individual Paper #1, September 1, 2023) as well on the document itself. Although the assignments are being posted on BlackBoard still **put your name on all assignments**, please.

**Assignment Guidelines: The syllabus is subject to change.**

**Readings:** See above

**Individual and Group work** - this course requires both individual reading and written homework, and out-of-class group discussion and group written homework. Group papers will be graded with all members receiving the same grade. Group members will have the opportunity to evaluate how well their group works together, as well as each individual's contributions to the group's work. If someone doesn't contribute to the group paper the group can decide not to include their name on it but must inform them of the group's decision ahead of time.

**Papers, Sources** - written papers for an individual assignment should incorporate information from

readings and research, and your personal perspective. Group papers may rely more heavily on objective information and less on personal reflection, although including a summary of the group's discussion on topics will add an element of personal perspective.

**Papers, format** – APA format, double-spaced, 12-point font (unless otherwise specified):

- Individual papers = 2-3 pages; 6-7 pages (graduate/honors students)
- Group papers = at least 4 pages
- Mid-term paper = 5-6 pages; 10-11 pages (graduate/honors students)
- Final group paper = 12-14 pages
- Title with your name or group member names, Week of assignment, Assignment Number and Date (Ex: Tameka L. Taylor, Week #1, Individual Paper #1, September 1, 2023)

**Late Policy:**

Late Papers are frowned upon. Students should have papers ready to turn in by 11:00 p.m. on Sundays as indicated on the syllabus the day that it is due. However, understanding that things sometimes happen, I will accept papers late **with a potential penalty up to 48 hours of when the assignment was originally due (Sunday then late acceptance is by Tuesday by 11:00 p.m.) through Blackboard.** Any questions or concerns regarding this please feel free to talk to me. Since this is an on-line class, don't wait until the last minute to submit assignments because technology is known for not always working, so leave yourself some slide time. You can always turn in things early.

**University Deadlines**

- For the current semester, the deadline for dropping a course is September 8, 2023.
- The last day to withdraw from the course is November 3, 2023.
- The final examination week is December 11-16, 2023 (the last week of class).

**Grading:**

<b>Activity:</b>	<b>Points:</b>	<b>Notes:</b>
Discussion/Participation/ Attendance	20 points	Expected during each week in the form of discussion board postings (at least 1 time) and responses (at least 4 times) and activities
Writing - Individual	20 points (5 points each x 4 papers) – undergraduates 20 points (4 points each x 5 papers) – graduates/honors	Graded based on content, critical thinking, grammar, spelling, APA format, etc.; Most of your own original writing is expected.
Writing – Group	20 points (10 points each x 2 papers)	Graded based on content, critical thinking, grammar, spelling, APA format, etc.; Most of your own original writing is expected.
Mid-Term Individual Paper	15 points	Graded based on content, critical thinking, grammar, spelling, APA format, etc.; Most of your own original writing is expected.
Final Group Project	20 points	Paper graded based on content, critical thinking, grammar, spelling, APA format, etc.; Most of your own original writing is expected.
Individual overall participation in group work	5 points (contribution, cooperation, communication, collaboration, follow through, etc.)	Individual contribution, cooperation, communication, collaboration, follow through, etc. to group work
	<b>100 points</b>	

**Note:** All writing is graded on content, critical thinking, grammar, spelling, proper citations, APA format, etc.

**Extra Credit:** Will be offered at various times throughout the semester.

- 1). Students are not eligible to earn an “A-” or above in the class without turning in a mid-term paper and/or participating in the Final Project
- 2). Students are not eligible for an “A-” or above if you miss 25% or more of the posts and responses.

**Student Grading**

CSU uses the following letter grades with plusses and minuses. In the Levin College the letter grades follow this numeric scale:

- A: 94-100; A-: 90-93 B+: 87-89 B: 83-86 B-: 80-82
- C+: 77-79 (there is no C+ grade for graduate students; C = 70-79 for grad students)
- C: 70-76 (for undergraduates, 70-79 for grad students)
- D: 60-69 (there is no D for graduate students)
- F: 59 and below for undergraduates, 69 and below for graduate students

**Grades of “I”**

I - Incomplete. The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

**An "I" grade can be assigned by the instructor when all 3 of the following are met:**

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.

**Group Ground Rules:** When discussing content in class and in homework groups, let's use some ground rules so that everyone can feel heard, respected and safe. There will be times that we will not all agree with one another.

- Speak for yourself, use "I" statements
- Participate
- Listen, listen, listen (even though you're reading)
- Become aware of judgments
- Be self-challenging and self-responsible
- Speak your thoughts and feelings
- Stay present, focus on learning
- Give each other respect & appreciation
- Agree to disagree at times
- Share the air
- Don't avoid discussing difficult or sensitive issues (Deal with them courageously without lapsing into superficial politeness)—Be honest
- Think through your responses before you type on the discussion board
- Once you post a message, it cannot be retrieved so make sure that the language you use is appropriate & respectful
- Honor confidentiality
- Have fun!/Breathe

**Class Schedule, Reading and Assignments:**

**Key to format:**

Week #: Date of week

**Topics:** To be covered **THIS** week

**Assigned Readings:** To be completed by **NEXT WEEK**

**Homework:** Due **by Sunday by 11:00 p.m.**

**Paper to be titled:** Title with your name or group member names, Week of assignment,

Assignment Number and Date (Ex: Tameka L. Taylor, Week #1, Individual Paper #1, September 1, 2023)

**Week 1 beginning August 28<sup>th</sup>**

Topics: Introduction to Class  
Introduction of Community Members  
Syllabus Review  
Ground Rules  
Book Overview  
Diversity in the News  
Diversity Definitions

Assigned Readings: Preface, Introduction, Introduction to Part I, Chapter 1  
Homework: Prepare to discuss Questions, Critical-Thinking Application page 24

**Week 2 beginning September 4<sup>th</sup>**

Topics: Introduction to Part I: Establishing Foundations of Diversity in the Workforce  
Historical Perspectives for Studying Diversity in the Workforce  
Overview of Group Members and Assignments  
EEO Overview  
Respect/Disrespect/Platinum Rule

Assigned Readings: Chapter 2, Privilege Articles (posted on Blackboard), Final Project (posted on Blackboard)  
Homework: Prepare to discuss Questions, Critical-Thinking Application page 46  
**Watch** the video: "The Miniature Earth" at [www.miniature-earth.com](http://www.miniature-earth.com)  
**Individual Paper #1: Complete all instructions (1 - 4) Option A (college campus) OR Option B (workplace) (posted on Blackboard)**

**Week 3 beginning September 11<sup>th</sup>**

Topics: Suggested Theories, Models and Frameworks Used to Address Emerging Diversity Issues in the Workforce  
The Miniature Earth  
Are You Privileged? (posted on Blackboard)  
White Privilege and Male Privilege (on Blackboard)  
Final Group Project/Presentation  
Mid-term Topic

Assigned Readings: Introduction to Part II, Chapters 4 and 6  
Homework: Prepare to discuss Questions, Critical-Thinking Application and Case Study pages 77 and 117-119  
**Watch** the video: Watch "A Tale of O" on YouTube  
**Individual Paper #2: Answer the questions at the end of either reading: To Be Asian in America OR Inventing Hispanics: A Diverse Minority Resists Being Labeled (posted on Blackboard)**

**Week 4 beginning September 18<sup>th</sup>**

Topics: Introduction to Part II Diversity in the Workforce: Current Issues  
Race and Diversity in the Workforce  
Ethnicity and Diversity in the Workforce

Assigned Readings: Part III, Chapters 5 and 16  
Homework: Prepare to discuss Questions, Critical-Thinking Application and Case Study pages 100-101 and 285-287



**Week 5 beginning September 25<sup>th</sup>**

Topics: Introduction to Part III Diversity in the Workforce: Emerging Trends  
Gender and Diversity in the Workplace  
Under-Representation of Diversity in the Scientific, Technical, and Film Workforce

Assigned Readings: Chapter 7

Homework: Prepare to discuss Questions, Critical-Thinking Application and Case Study pages 145-148

**Individual Paper #3: See Instructions on Privilege and Power Paper on pages 10 of this syllabus**

**Week 6 beginning October 2<sup>nd</sup>**

Topics: Developing Human Resource Development Competencies to Manage Sexual Orientation and Transgender Diversity Issues in the Workforce

Assigned Readings: Chapter 11

Homework: Prepare to discuss Questions, Critical-Thinking Application and Case Study page 224-226

**Week 7 beginning October 9<sup>th</sup>**

Topics: Linguistic Profiling in the Workforce

Assigned Readings: Chapter 15

Homework: **Prepare Mid-term Paper**

**Week 8 beginning October 16<sup>th</sup>**

Topics: **Mid-term Paper (Assigned from selected Topics, this is an individual assignment not a group assignment)**  
Cross-Cultural Teams: Workforce Opportunities and Challenges

Assigned Readings: Chapters 8 and 12

Homework: Prepare to discuss Questions, Critical-Thinking Application and Case Study pages 165-167 and 238-242

**Email Instructor to get approval on Organization for Final Project**

**Week 9 beginning October 23<sup>rd</sup>**

Topics: Social Class and Diversity in the Workforce  
Personal/Physical Appearance Stigmatizing in the Workforce  
Military Veterans

Assigned Readings: Chapter 9

Homework: **Group Paper #1: Research, compare and contrast 6 different religions (Could include beliefs, attitudes, and practices of people following that religion)**

Prepare to discuss Questions, Critical-Thinking Application and Case Study pages 185-186

**Week 10 beginning October 30<sup>th</sup>**

Topics: Spirituality and Diversity in the Workforce

Assigned Readings: Chapter 10 and 13

Homework: Prepare to discuss Questions, Critical-Thinking Application and Case Study pages 209-211 and 250-252



**Week 11 beginning November 6<sup>th</sup>**

Topics: Intergenerational Tensions in the Workforce  
Visible and Invisible Disabilities in the Workforce: Exclusion and Discrimination

Assigned Readings: Chapter 14

Homework: Prepare to discuss Questions, Critical-Thinking Application and Case Study pages 265-266

**Week 12 beginning November 13<sup>th</sup>**

Topics: Re-Emergence of Racial Harassment and Racial Hate Symbols  
Choosing a Board  
Hate Crimes and Radicalization

Assigned Readings: Chapter 3

Homework: Choosing a Board (posted on Blackboard)  
Prepare to discuss Questions, Critical-Thinking Application and Case Study pages 57-60

**Group Paper #2: Respond to Questions 2-5 (posted on Blackboard)**  
**Individual Additional Graduate/Honors Contract Student Paper (see page 11)**

**Week 13 beginning November 20<sup>th</sup> (Thanksgiving Week) Enjoy this time with your family and friends**

**Week 14 beginning November 27<sup>th</sup>**

Topics: Exploring the Relationship between the Organizational Culture and Diversity in the Workplace  
What Do Organizations Do to Manage Diversity? Examining Corporate Leadership, Training, Mentoring, Employee Resource Groups, and Social Responsibility Program

Assigned Readings: Chapters 17 and 18

Homework: Prepare to discuss Questions, Critical-Thinking Application and Case Study pages 301-304 and 317-319  
**Individual Paper #4: Immersion Paper Due by next Week (see instructions on page 10)**

**Week 15 beginning December 4<sup>th</sup>**

Topics: Social Identity Diversity and Leadership in the Workforce  
Re-Conceptualizing and Re-Visioning Diversity in the Workforce: Toward a Social Justice Paradigm  
Advocacy and Change  
Now What?

Assigned Reading: None

Homework: **Final Group Project: Prepare Group Papers (posted on Blackboard)**

**Week 16 beginning December 11<sup>th</sup> (Due Thursday this week, December 14<sup>th</sup>)**

Topic: **Final Group Project** (On Approved Organization-Must be Approved by Week 9 of class), **No Final Exam**;  
**Individual Group Evaluation Paper** - Separate from the group paper, every group member must turn in a 2-3 page paper evaluating your entire group experience (this will only be seen by the professor); Additionally in this paper you will evaluate each of your group members by name on their

follow through, communication, collaboration, cooperation, and contributions.

### **Privilege and Power Paper (Due October 1<sup>st</sup>)**

Your paper on understanding privilege and power, and how that relates to you should be the same length as your other individual papers. Use your response to the 2 privilege articles on Blackboard as the foundation of this paper, but feel free to use additional readings to reflect on this. While the readings primarily focus is on White and Male privilege, I want you to think about your own privilege from a broader diversity perspective (select 1 or 2 dimensions to focus on under sections a **and** b). Use the questions below to assist with your reflection.

- I. Read the Privilege articles posted on Blackboard.
- II. Write a paper which addresses some of the following:
  - a. How have the privileges of your gender, ethnicity, religion, age, ability, socioeconomic status, sexual orientation, etc. made life easier for you?
    - i. in your education
    - ii. in your work life
    - iii. in your relationships/friendships
    - iv. in your social environment/leisure activities
    - v. in your economic situation
  - b. How have the restrictions of your gender, ethnicity, religion, age, ability, socioeconomic status, sexual orientation, etc. made life more difficult for you?
    - i. in your education
    - ii. in your work life
    - iii. in your relationships/friendships
    - iv. in your social environment/leisure activities
    - v. in your economic situation
  - c. Identify your feelings and thoughts about these privileges and/or restrictions.
  - d. What do you see as your social responsibility; to individuals you meet, regarding your privilege? How can you impact social change?

### **Immersion Experience Paper (Due by December 3<sup>rd</sup>)**

- During this semester you must have an experience of an event/program/place that isn't where you would normally go or do that you are not a member of that group. Due to Covid, I'd prefer you not do it in person.
- Your reflection paper on your immersion experience (experience, feelings, thoughts, etc.)
- Can be turned in anytime during the semester, but no later than December 3<sup>rd</sup>
- Examples of Immersion Experiences (check with me about other opportunities)
  - Attend/Watch religious service of another faith tradition (not just a different domination); Watch a full religious service online (live stream, youtube, etc....)
  - Wedding or funeral of another faith tradition (online)
  - Event/program at the LGBT Center (online)
  - Meeting/event on campus for a Cultural or Religious Student Organization that you don't belong to already (virtually)
  - Attend/Watch Dancing Wheels Performance
  - Watch a movie that address a diverse culture (**must** get approval from me on the movie)
  - Other options that you come up with that are safe (**must** get approval from me)

### **Graduate/Honor Student Additional Individual Paper (Due by November 26<sup>th</sup>)**

- This additional paper is for Graduate/Honor Students only
- Select a diversity topic that you are either passionate or interested in learning about

- Use the same guidelines that you use for your other Individual Papers for the class
- Can be turned in anytime during the semester but no later than November 26<sup>th</sup>

### **Technical Requirements**

**You are responsible for managing your technology for this class.**

This course requires the use of BlackBoard, as well as MS Office or compatible software and Adobe Reader. It may also require the use of multimedia player such as QuickTime or Windows Media Player.

#### **1. TECHNICAL REQUIREMENTS**

Review “technical requirements” and “getting started with BlackBoard” from the Center for eLearning website. <http://mycsu.csuohio.edu/elearning/students/index.html>. In addition to the hardware, operating system, and internet requirements posted on that page, you will also be required to open various documents such as PDF files and Microsoft Office files including Word, Excel, and PowerPoint files.

- If you don't have Adobe Reader, download it for free from <http://www.adobe.com/products/acrobat/readstep2.html>.
- Obtain MS Office, specifically Word, Excel and PowerPoint to open files that will be posted on the BlackBoard site. In addition, assignments submitted as attachments should be in Word format. If you have other programs that will open these files, you may use those as long as you are able to work with them. If you are submitting assignments in something other than Word, save them as .txt files or MS Office compatible files. **Do not send files saved as Microsoft Works files. You may use this program if you are able to “save as” .doc or .txt.**

**A few options exist if you don't have the MS Office software:**

- As a student, you can buy it at a reduced rate from the CSU bookstore – a bargain in terms of Microsoft stuff.
- Out of cash? Try downloading Open Office for free. This is an open-source office suite. It will open and read files from MS Office. You can also create files and save them in MS Office format. The interface is very similar to MS Office. <http://www.openoffice.org/>

#### **2. COURSE ACCESS – THIS COURSE IS BEING TAUGHT ON BLACKBOARD LEARN (NOT BLACKBOARD CE)**

Once you are registered for the course via CampusNet, the course will automatically be loaded into your BlackBoard account. Course content is typically made available to students one week prior to the beginning of the semester.

- **To access BlackBoard, point your web browser to** <http://www.csuohio.edu/elearning/blackboard/bbindex.html>  
Choose “BlackBoard **Learn**” from the directory to go to the login page.

**Login using your CSU ID and password.**

#### **3. BROWSER CHECK**

Most difficulties encountered by students using BlackBoard relate to the internet browser (Mozilla Firefox, Internet Explorer, etc.). To prevent this, be sure to check your browser using the technical requirements from the start here folder.

#### **4. STUDENT TUTORIALS**

If you are not familiar with using some of the features in BlackBoard, you can get tutorials from the BlackBoard OnDemand Center at <http://ondemand.blackboard.com/>. This link is also provided from your BlackBoard page.

#### **5. ADD YOUR PHOTO AND PERSONAL INFORMATION**

You can edit your profile in the current version of BlackBoard Learn via the Global Navigation Panel in the upper right hand corner of the application window. See [http://ondemand.blackboard.com/r91/movies/bb91\\_myblackboard\\_profiles.htm](http://ondemand.blackboard.com/r91/movies/bb91_myblackboard_profiles.htm).

#### **6. NEED HELP?**

**Note:** If you have a question about assignments, course content, or other course activities, you should direct those questions to your instructor. This guide is intended to provide steps to take for seeking help with technical questions only.

#### **Cleveland State University now has live technical help for BlackBoard CE available 24/7!**

Students and faculty can get help around the clock by via email, chat or phone. To access, see <https://bblearn.csuohio.edu/MACAuth/LoginServlet>

**Forget your password? Contact the CSU Call Center via phone (216-687-5050).** Call Center hours vary during the academic year.