EDLF 7807: Contemporary Issues in the Principalship
Leadership Experiences, Applications, and Development (LEAD) I: School Organization

ZOOM link:
https://virginia.zoom.us/j/91214448424?pwd=wATFTQoUu4ZRAXYDCtoRobX7CKf3Wu.1

Canvas website:
LEAD I (Fall 2025) (virginia.edu): https://canvas.its.virginia.edu/courses/145928

Fall 2025
Wednesdays, Aug 27 - Dec 7
  via Zoom, 5:00-8:00 pm
Saturday, Nov 22
  TBD (in person or online), 9:00 am - 4:00 pm
Primarily online, 3 credit hours[1]

Dr. David Eddy-Spicer
  Email: dhe5f@virginia.edu
  GDoc share only: drdavideddyspicer@gmail.com
  Office hours: schedule a Zoom meeting

W0: Aug 21	Syllabus released	W8: Oct 12	SSA due
W1: Aug 27 (SYNC)	*5:00-8:00 pm*	*W9: Oct 22 (SYNC)*	*5:00-8:00 pm*
W2: Sept 2-9 (individual)	Proposal consults	W10: Oct 26 (ASYNC)	Submit FOCUS
W3: Sep 10 (SYNC)	*5:00-8:00 pm*	*W11: Nov 5 (SYNC)*	*5:00-8:00 pm*
W4: Sep 15	begin FOCUS (PDSA) phase	W12: Nov 14 (ASYNC)	
W5: Sep 24 (SYNC)	*5:00-8:00 pm*	*W13: Nov 22 (TBD)*	*9:00 am - 4:00 pm*
W6: Sep 29-Oct 6	FOCUS consults	W14	*Happy Thanksgiving!*
W7: Oct 8 (SYNC)	*5:00-8:00 pm;* FOCUS consults (cont.)	**W16: Dec 7**	**Final assignment due**
Notes: "W1" indicates Week 1.			

Also see:
- Checklist of due dates of course activities and major assignments
- Calendar view of course phases

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[1] Three credit hours are earned based on 42 hours of structured learning activities. In addition to these contact hours, students are expected to spend double the contact time on independent activities (e.g., course readings and preparing assignments), generating a total of 84 non-contact hours or 126 total hours of effort for this course. These requirements are set by SACS, our accrediting body for the university.

Course Description

Official Course Description

The role of the principal is complex and demanding, but no other individual in a school is better positioned to impact student achievement and faculty morale. Students consider the school as an organization and examine the routines and tools school leaders and teachers use to analyze and act on its management and climate, and then apply improvement science to carry out causal analyses on a focused problem of practice, construct a working theory of practice improvement, and conduct several cycles of small-scale testing (PDSAs) to improve organizational operations.

Overarching Course Goals and Questions

Students are invited to learn about themselves as a leader, while refining their understanding of key standards of leadership. Continuing the exploration, which began during the first semester of study, the learning activities concentrate on dimensions of leadership related to organizational operations of the school. This course extends the invitation to explore the performative dimensions of your leadership as you discover how you move through the world—especially when leading—and where you might want to grow as a leader. The overall goal for this course is that you leave with increased insight into the practice of leadership. This course supports your reflective practice as a leader as you consciously seek to create workplaces where teachers and their students thrive and grow.

Questions We Will Consider:

- How does a leader foster the success of all students by supporting, managing, and overseeing the organizational operations of the school and the use of resources to improve those operations?
- How does a leader foster the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe climate for all stakeholders?
- What contemporary educational leadership models, organizational routines and tools, can be drawn upon to shape educational leadership practice?
- What do we understand about educational leadership practices that positively impact student success in K-12 settings?

Learning Objectives

In the context of these goals and questions, we will work towards the following objectives throughout our work together.

Objectives

1. Develop fluency in research-based leadership frameworks towards initiating change in your own work setting and developing your individual leadership practice.
2. Apply quality improvement principles and tools to understand, analyze, and improve organizational operations in ways that promote student achievement and equity.
3. Demonstrate knowledge and skills associated with Virginia's competencies for leadership preparation two, three, four and five as noted below.

Why is this course a part of a program of studies for leadership candidates?

The Virginia Board of Education requires all candidates seeking licensure in school administration to take and pass the *School Leaders Licensure Assessment (SLLA)* that determines proficiency in the acquisition of knowledge and skills defined by the Virginia

Department of Education. This course emphasizes the following components of Virginia Competencies for the Preparation of School Leaders 2, 3, 4, and 5:

> *2. Knowledge, understanding, and application of leadership and organizations, including;*
>> 2c. Information sources and processing, including data collection and data analysis strategies;
>> 2d. Using data as a part of ongoing program evaluation to inform and lead change;
>> 2f. Developing distributed leadership strategies to create personalized learning environments for diverse schools.
>
> *3. Knowledge, understanding, and application of management and leadership skills that achieve effective and efficient organizational operations and sustain an instruction program conducive to student academic progress, including;*
>> 3i. Application of data-driven decision-making to initiate and continue improvement in school and classroom practices and student achievement
>
> *4. Knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community including;*
>> 4b. Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;
>
> *5. Knowledge, understanding, and application of the purpose of education and the role of professionalism in advancing educational goals, including:*
>> 5e. Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

Modes and Materials We'll Use for Learning

Instructional Methods

We will work towards our Learning Objectives using a combination of small- and large-group dialogue, critical analysis and application of course concepts, personal assessments and reflection, and a major performance assessment assignment. Consider yourself a co-constructor of this course; your full engagement as a learner and your willingness to challenge your own and others' ideas and work are essential to creating a high-quality, meaningful experience. You will be challenged to step up as an informal leader in your school and initiate change efforts.

Canvas - Our Learning Management System

Our course uses Canvas, a learning management system. Whether you are brand new to Canvas or you have used Canvas at another institution, we recommend that you review the "Student Getting Started Resources Guide" from Canvas to learn more about the features of this learning management system.

Assessment Methods

We will assess our learning in four main ways listed below throughout the course. Please refer to the course schedule below for specific assignment due dates.

Applying Your Learning -10%	Field-Based Learning Application-65%

As a learner, you will consider the course content by demonstrating your understanding of readings and class discussions. Class exit tickets will ask you to reflect on the learnings and discussion of the time together, in addition to providing the professors feedback and constructive criticism.
● Session Exit Tickets (7 @ 1-point each)
● Final course evaluation (3 points)
[No rubric - C/NC]
	A major component of this course is the opportunity to serve your school community by identifying a problem of practice (POP) and working collaboratively to inform change. This "POP" will focus on an issue of equity aligned with teaching and learning in your school and span the entire semester, encompassing several assignments. [Various rubrics]
	0. Proposal-Week 2 (0)
	1. SCAN-Week 4 (10 pts)
	2. FOCUS (10 pts)
	    a. Week 6 (cycle 1 & consult)
	    b. Week 10 (FBLA, Part 2)
	3. SUMMARIZE-Weeks 11 & 13 (10 pts)
	4. COMPETENCIES CHART - Week 12 (15 pts)
	5. EXECUTE-Week 16 (20 pts)

Analysis of Practice-15%	**Participation & Engagement-10%**
The analysis and interpretation of learning are significant in this area of learning. You will apply your understanding of content to real-world practice, describe and interpret data, and identify implications for practice. [SSA Rubric] ● School Study Analysis-Week 8	Participation & engagement includes synchronous sessions and workshops; individual consultations; and asynchronous activities. You will be assessed based on your reflection on course work, contributing in generative ways to course discussions (sync and async), engaging with peers, and supporting others' thinking and contributions. (Rubric) ● 6 SYNC Sessions ● 1 Saturday Workshop ● 3 1:1 Consults & Open Office Hours ● Asynchronous activities

Session Participation & Presence

As members of the A&S community, we will all hold ourselves to standards of professional and personal respect. This includes, but is not limited to the following practices:
- Attend all class sessions unless previously arranged with the instructor.
    - It is possible to be physically present for class but not engaged in the learning. Attendance includes both your physical and mental attendance.
    - This is especially true for synchronous, online sessions. Please give the same mental attendance to the instructors and your colleagues as you would during an in-person class session.
- Arrive to class and submit work in a timely manner such that everyone is present and prepared to begin sessions and discussions on time

- o *Synchronous Online Sessions*: For optimal performance, please restart your computer and then sign in at least 5 minutes before class, connect your headset, check the performance of your video and microphone, and turn on your camera.
  - o *Asynchronous Online Sessions*: Please complete all tasks on time such that your colleagues and/or instructors can review and respond to your work.
  - o *Fieldwork:* As this course hosts one of your major performance assessments in the program, students are expected to apply their learning through field-based cycles of improvement.
- Respectfully communicate both in-person and digitally.
- Prepare completely prior to class (readings, assignments, presentations, etc.) such that everyone can fully engage with and deepen their understanding of the course concepts.
- Positively contribute to group discussion and activities
  - o Participate actively in group discussions and activities with an open mind to new ideas and perspectives, especially during unfamiliar activities.
  - o Contribute equitably to group assignments.

Flexibility

Disruptions may occur. In our course, flexibility includes negotiable deadlines with as much advance notice as possible, adjustments to workload and work expectations depending on circumstances; modifications to assignments for relevance and feasibility. Flexibility also includes communication. We encourage you to have a plan for communicating with us in case you become ill. In the event that I become ill, I will contact a colleague and/or make arrangements with the A&S Program Coordinator, Dr. Michelle Beavers (<mmb2sb@virginia.edu>). I will ensure that you are well informed about how our course will proceed. Please pay close attention to email communications and/or Canvas announcements throughout this semester.

Course Texts

Required
The are no materials required for purchase. All readings will be provided on CANVAS and most are listed on this reference page which will be updated regularly.

Course Schedule and Outline

SAC accreditation requirements and UVA policy both call for 126 hours of work for a 3-credit class (including contact time and up to two hours of homework for every hour of in-class time). This class is structured to meet those guidelines. As a hybrid class, some class meetings are face-to-face and some will be synchronous (i.e., you have to be online at a specific time with others) and some will be asynchronous (you can work online at your own pace).

In addition to the 126 hours of work, this course has an embedded field-work component, providing internship credit hours. Students can expect an additional 25 hours of work, earning 25 clock hours towards the internship experience.

The following table provides an OVERVIEW of topics and assignments. *ALWAYS reference CANVAS for DUE DATES. Class size, discussions, and etc., dictate the pace of the class and impact changes in due dates. CANVAS will always reflect those changes. You can also find a helpful overview of dates, listed in a checklist or presented in calendar format. If you notice any inconsistencies in dates, please contact me! The dates in Canvas are always the most current.*

Date	Mode	Tentative Focus	Session readings due
Leadership Standards: How does a leader foster the success of all students by supporting, managing, and overseeing the school's organizational operations and use of resources?			
Week 0	ASYNC	Begin: Proposal for your semester improvement plan	Familiarize yourself with syllabus, Canvas site, course resources
Week 1: Aug. 27	SYNC	Learning Agreements Proposal & SCAN Phase overview Introduction to VA leadership standards Overview of FBLA-Report and final products **DUE W2-Sep. 1: FBLA Part 0 - Proposal** ***W2 -Sep. 2 - 9 - 1:1 Consults***	
Week 2 Sep 2-9	ASYNC	*Proposal - individual consultation #1 with instructor* Prepare VA Competencies readings for W3 session. Begin SCAN Phase	Review leadership preparation and performance standards (see below)
Week 3: Sep. 10	SYNC	Review of standards & Standards Activity Introduction to OLF Workshop SCAN Phase draft (sections 1-6) Final proposal consultancies & alignment ***W4-Sept 14 SCAN DUE bring draft to Week 3 session***	Virginia's competencies for leadership preparation Virginia Uniform Performance Standards and Evaluation Criteria for Principals [Download the Word doc Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals]
Week 4	ASYNC	*Core Topic: Ontario Leadership Framework (see Canvas for readings)* Prepare OLF Readings for W5 session Understanding the FBLA & standards alignment; **DUE W4-Sept. 14: FBLA Part 1 - SCAN PHASE** ***Sept 15: Begin Focus Phase: Cycle 1, Schedule 1:1 consult when you have completed your first cycle, documented and completed PDSA form.***	

Leadership Frameworks: Why a focus on organizational management and operations?			
Week 5: Sept. 24	SYNC	Improvement methodology (PDSA cycles) & practical measurement. OLF activity Introduction to Distributed Leadership (DL) Process mapping Overview: School Study Analysis Assignment (draft slides due W7, 10/8; final due W8, 10/12)	Read for this session in Canvas: Ontario Leadership Framework (OLF) (Revised 2013) An overview of the OLF by Kenneth Leithwood Podcast: Improvement as Learning
Week 6: Sep 29 - Oct 7	ASYNC	*Core Topic: Distributed Leadership (see Canvas for readings)* Prepare DL Readings for W7 session Field Experience: PDSA Cycles (Focus Phase) Continue working on School Study - DRAFT slides due Week 7 PDSA Cycle 1- individual consultation #2 with instructor ***DUE W6-Sep. 28: Submit PDSA Cycle 1 and complete 1:1 consult***	
Distributed Leadership: How do schools promote their best efforts focused on leadership and learning? What theories and practices will guide my personal and professional practices as I develop as a leader?			
Week 7: Oct. 8	SYNC	Field Experience: PDSA Cycles Understanding Reflections for preparing summarize (FBLA Parts 3C & 4) Connecting OLF & DL to FBLA & School Study Analysis Introduction to School Climate Peer review and feedback: School Study Analysis draft slides ***DUE W8-Oct. 12: SCHOOL STUDY ANALYSIS***	Read for this session in Canvas: Distributed leadership readings
Week 8	ASYNC	*Core Topic: School Climate (see Canvas for readings)* - Prepare School Climate Readings for W8 session Field Experience: Complete PDSA cycles School Study Analysis DUE 10/12	
Short-cycle Planning & Improvement: How does the 90-day plan create sustainability in an effort to improve organizational operations and management?			
Week 9: Oct. 22	SYNC	Field Experience: PDSA Cycles Peer Consultancies School Climate Discussion Introduce Successful School Leadership	Read for this session: School Climate readings

		Summarize: Review final FBLA phases, Parts 3 & 4 ***DUE W10-October 26: FBLA Part 2 - FOCUS phase***	
Week 10	ASYNC	*Core Topic: Successful School Leadership (see Canvas for readings)* Complete FBLA Part 3a ***DUE W11-November 2: FBLA Part 3a - SUMMARIZE: EXEC SUMMARY (FBLA-R)***	
Week 11: Nov. 5	SYNC	Discuss: Successful School Leadership Review competencies & Successful School Leadership Summarize: Review final FBLA phases, Parts 3 & 4 Refining thinking of deliverables & manual of implementation. ***DUE W12-November 9: FBLA Part 3b - SUMMARIZE: DESCRIPTION OF WORK & RESULTS (FBLA-R)***	Read for this session: Successful School Leadership, Revisited

Week 12	ASYNC	*Core Topic: Understanding Role-making & Role-taking in Leadership Performance (see Canvas for readings)*
		Individual Consults, as needed (Summarize & Execute - Nov. 10-19)
		Grounding our reflections in literature and experience,
		   part II
		SUMMARIZE Phase - Revising conclusions and
		   recommendations, return to process mapping
		EXECUTE Phase - Writing reflections, incorporating
		   literature and standards; scripting and recording SBAR
		   presentation
		DUE W13-November 17: FBLA Part 3c - SUMMARIZE: CONCLUSIONS & Recommendations (FBLA-R)	

Week 13: Nov. 20	Saturday Workshop (TBD)	Discuss: Role-making & Role-taking Workshop & Final presentations	Read for this session: *Understanding Role-making & Role-taking in Leadership Performance*
Weeks 14		*Thanksgiving Break*	
Week 15	ASYNC	Revise and refine FBLA-R, all sections Review course readings and literature related to your topic	
Week 16: Dec. 7	**FINAL DUE**	***DUE W16-Dec. 8: FBLA Part 4 - EXECUTE: Open Questions, Reflections, Appendices, FINAL PRESENTATIONS: SBAR, Recorded SBAR Deck***	

Grading
Course grades will be determined from a combination of the following assignments and the indicated weighting. Points are subtracted for late assignments unless prior arrangements are made with the instructor. The grading scale for graduate programs at UVA is the following:

Grades		
A+=100	A=96-99.9	A-=91-95.9
B+=87-90.9	B=83-86.9	B-=80-82.9
Grades are based on points in a 100 point scale. No graduate credit is awarded for grades below B-.		

Engagement Expectations
Attending class and engaging in class discussions and activities is an essential first step to succeed in our learning goals of gaining foundational knowledge, communicating with others, and making connections between the texts. Synchronous zoom meetings will be discussion-based. In order to prepare to be an active participant it is essential to do the reading and give thought to any reading discussion questions provided prior to each class.

Late Work Policy
EDLF 7807 is a three-credit masters level course. You are expected to keep pace with the course schedule and to engage with all learning activities and major assignments, adhering to all associated due dates. *Late submissions without consultation with me in advance will result in grading penalties*.

Required assignments (e.g., FBLA Parts 1-4, School Study Analysis, etc.) are purposefully mapped out throughout the semester to allow time for me to provide you with high quality feedback for you to integrate into subsequent assignments. I understand that you are busy working professionals and that unexpected events may arise such as illness, emergencies, and family related needs. If you will need to submit an assignment after the due date, you are expected to seek a reasonable extension from me prior to the due date. Communication is one of the key competencies required of any leader. It is expected all work will be turned in on time, however, each of you has personal and work commitments as well. Please understand, I hope you have committed to this program as a priority to your leadership development; however, if you have an extenuating circumstance and an assignment must be late, please contact me through CANVAS in advance to request additional time.

Additionally, submitting a required assignment late may impact the depth and breadth of feedback that you receive from me. If you find that you need to submit more than one required assignment after the due date, I will require that you develop and submit a written plan for keeping pace with the course schedule while completing the late assignment(s).

Accessing Grades & Feedback in Canvas
You can view your grades using the GRADES button in the course navigation links. Review the Canvas Guide on how to review feedback from an instructor:
https://community.canvaslms.com/docs/DOC-10542-4212352349

Drop or Withdraw from a Course
All distance education courses currently follow the policy of the School of Education and Human Development (SEHD): https://education.virginia.edu/drop-withdrawal-and-refund-policy-grounds. In order to avoid getting an W or F for the course, it is your responsibility to officially withdraw from the class prior to the deadline.

ASSESSMENTS

All available templates and directions appear in the Canvas Module: Templates & Directions. Rubrics for each of these assessments appear in the corresponding assignment submission page in Canvas.

NOTE: To ensure that I am able to access any Google Docs that you create, please use the blue SHARE button in GDocs to add the following address as "Commenter" or "Editor": drdavideddyspicer@gmail.com. (My UVA address does not work for GDoc sharing.)

Participation & Engagement 10%:

DUE: Ongoing

Participation & engagement include synchronous sessions and workshops; individual consultations; and asynchronous activities. You will be assessed based on your reflection on course work, contributing in generative ways to course discussions (sync and async), engaging with peers, and supporting others' thinking and contributions. (See Rubric in Canvas)
- 6 SYNC Sessions
- 1 TBD Saturday Workshops
- 3 1:1 Consultations with instructor
- Asynchronous activities

Analysis of Practice - School Study Analysis-SSA 15%:

DUE: Week 8

PURPOSE: Critically reflect on your understanding of school climate, distributed leadership, and the Ontario Leadership Framework in practice.

TASK: Examine an innovative design or practice in your school/division and present a four-slide presentation reflecting on the tools, structures, routines, tasks and leadership domains present.

Field-Based Learning Application 65%- *This assignment provides you 25 internship hours*

DUE: Multiple Due Dates

PURPOSE: This performance assessment will help you to plan for acquiring experiences and, from them, preparing artifacts that demonstrate your knowledge and skills for educational leadership. You will build coherence of practice (as illustrated by Fullan) by analyzing your school data and selecting a problem of practice viewed through an equity lens within the school environment that encompasses the assigned competencies from **Standard I: Instructional Leadership in the Virginia Uniform Performance Standards and Evaluation Criteria.**

TASK: Conduct a modified 90-day cycle to carry forward an improvement aim with relevant constituents**.** The work will be known as your "Field-based Learning Application" (FBLA) The final report, which serves as a portfolio of your work, is known as your Field Based Learning Application Report or FBLA-R . The FBLA-R comprises Parts 3 and 4, described below.

Tasks will be divided between many "smaller tasks" that will culminate in your final work for the semester. These sub-tasks are known as:

> **FBLA Part 0 - PROPOSAL**: Submit a proposal of your plan and participate in a consultation with your instructor for feedback.
>
> **FBLA Part 1 - SCAN**: Conduct the research and complete the SCAN Phase. Participate in small group consults.
>
> **FBLA Part 2 - FOCUS**: Iterate on the instrument of improvement, using teaching and learning data to inform change. Consult with your instructor for feedback.
>
> **FBLA Part 3 (FBLA-R) - SUMMARIZE**: Analyze and summarize your results for submission.
>
> **FBLA Part 4 (FBLA-R) - EXECUTE**: Submit final innovation products, present your work and reflect on your leadership practice.

Class and University Policies

Grading, Engagement Expectations, and Late Work Policy

Please see above.

Inclusive Teaching & Learning

We recognize and value the many perspectives that our students bring to their participation in this course. Many factors—social identities, visible and invisible disabilities, family circumstances, physical location, mental health, access to the internet—all influence the experiences that every individual can have in our learning this and every semester. We are committed to building an environment to support your learning, one in which you will be supported and rewarded for going out on a limb to communicate and defend your ideas.

Anti-racist Educational Practice

Attention to equity and the development of our awareness of our roles as educators and educational leaders in perpetuating systemic inequities are foundational perspectives of this course. We acknowledge that racism and white supremacy are baked into both the history of UVA as an institution and the history of higher education as a whole. We believe that our pedagogical philosophies and practices can either reinforce inequities or work to eliminate them. The instructors of this course are committed and actively working to be better, more careful listeners; continuing to learn about the ways systemic injustices disadvantage Black students and colleagues and other students and colleagues of color in and out of the classroom; and advocating for and implementing anti-racist educational practices. We will hold ourselves accountable, encourage you to help us do so, and invite you to join us in this work.

Course Communication

Announcements

Announcements will be posted in CANVAS on a regular basis. They will appear on your CANVAS dashboard when you log in and/or will be sent to you directly through your preferred method of notification from CANVAS. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

Email

In this course we will use the INBOX feature (located in the far left navigation menu) to send email for private messages. You can either check your messages in the CANVAS system or set your notifications to your preferred method of contact. Please check your messages regularly.

When submitting messages, please do the following:
o   Put a subject in the subject box that describes the email content with your name, week and message subject. For example: YOURNAME WK2 ASSIGNMENT.
o   **Do not submit** your assignments by canvas email message.
o   Make certain to check your messages frequently.

Questions

In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the **QUESTION FORUM** which you can access by clicking the DISCUSSIONS button in the course navigation links. This is an open forum, and you are encouraged to give answers and help each other.

Discussion

Discussion spaces are a way for you to engage with each other about the course content. Online discussion is most successful when you visit and participate in this space regularly.

Virtual Office Hours

Appointments can be made via the Office Hours scheduling link on the first page of this syllabus.

Turnaround/Feedback

During the week (M-F) I will check email and monitor the discussion board every weekday afternoon. If you have a concern and send us a message, you can expect a response within one business day. I aim to return assignment feedback within one week and will let you know in advance if I am not able to do so.

Regarding Communication with Faculty

Members of the University Faculty are required to report bias and threats made to students or by students. If you disclose information regarding violence or assault to us, whether it be in person or part of an assignment (reflection paper, diary, journal, etc.), we are required to report it to the Title IX Office and the *Just Report It* system. Just Report It. (JRI) http://justreportit.virginia.edu/. is the University's online system for reporting:

● Sexual and Gender-Based Harassment and Violence
● Bias and Discrimination/Harassment
● Hazing
● Clery Act Compliance (by CSAs)
● Interference with Speech Rights

If a report is made, you will be contacted and offered support if you desire. You are not required at that time to report anything or accept any assistance. The system is designed to support you. You

may access [Confidential Resources.](#) if you wish to discuss a concern or incident without reporting to the University at this time. Information you share with Confidential Resources will not be disclosed to University officials or any other person except in extremely [limited circumstances..](#)

Technology Requirements
If you are taking this course, you have already mastered technology requirements for successful participaltion in our M.Ed. course sequence. Please see Canvas for any updates or links to the most up-to-date technology resources and requirements.

University Email Policy
Students are expected to activate and then check their official U.Va. email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

University of Virginia Honor System
According to the UVA Honor Committee, "All students at the University of Virginia are bound by the Honor Code not to commit Academic Fraud, which is a form of cheating." Consequently, it is required or implied that all work conducted by students conform to the following honor pledge: "On my honor as a student, I have neither given nor received aid on this assignment." If you are not familiar with or require further information about the honor system, please see
http://www.virginia.edu/honor/.

Honor & Use of Generative Artificial Intelligence (AI)
The work we will do during the course of this semester will often require you to seek ideas and inspiration from our course readings as well as external sources. I encourage the consultation of high-quality, pedagogically sound sources when designing instruction, but I require you to keep track of and cite the sources that you use – written, visual, auditory, and personal. It is essential to provide proper attribution and citation for the ideas you borrow and adapt from others, and you will be expected to do this on each assignment.

During our class, we may use generative AI tools such as ChatGPT. You will be informed when, where and how these tools can be used, along with guidance for attribution. All of us take responsibility for understanding the limits of AI tools, including the potential for bias, as outlined below:
- Poorly or minimally developed prompts will elicit low quality results. We will need to refine our prompts in order to get high quality outcomes, and this will take practice and thoughtfulness.
- We should assume that numbers or facts provided by AI are wrong unless we know the answers ourselves and/or can verify them with another source. Given the lack of transparency of these tools, we should assume that certain ideologies may be privileged over others, introducing bias into the results. We must all bear personal responsibility for errors, omissions, and potential bias inherent in the tool and results.

- AI is a powerful tool and one that we need to acknowledge using. Any assignments for which AI is used should include a paragraph explaining what the AI was used for and what prompts yielded the results. Models of such attribution statements will be provided in class.
- We must all be thoughtful about when this tool is useful, and we should not use it if it is not appropriate or if an assignment has been designated as "AI-free," meaning that AI cannot be used for the assignment.

Failing to provide proper attribution and citation of any external source is considered academically dishonest. Consequences of such behavior range from failure on an assignment to failure in the course to dismissal from the university. Honest mistakes can be prevented. If you have any questions about what is appropriate, please consult the instructor(s).

Accommodations for Students with Disabilities
All students with special needs requiring accommodations should present the appropriate paperwork from the Student Disability Access Center (SDAC). It is the student's responsibility to present this paperwork in a timely fashion and follow up with the instructor about the accommodations being offered. Accommodations for test-taking (e.g., extended time) should be arranged at least [insert preferred # of days] days before an exam. SDAC is located in the Department of Student Health and can be contacted at 243-5180/5181.

Students Experiencing Distress
Students experiencing distress can contact Counseling and Psychological Services (http://www.virginia.edu/studenthealth/caps.html) to access information about resources that may be available in your area.

UVA Student Support services offers free access to a counselor 24/7 via a TeleHealth app, which you can access up to 12 times a year. For additional information, visit the link: https://timely.md/schools/index.php?school=UVA

If you are concerned about another student, call 434-243-5150 during business hours, and request the consulting clinician.

Your mental health is important. To help find supporting resources in your area visit: https://www.mentalhealth.gov/get-help

Virtual Classroom Recording Policy
If we need to record synchronous, virtual class sessions during the semester, we will adhere to the SEHD Classroom Recording Policy. To review SEHD's recording policy, please visit: https://curry.virginia.edu/sites/default/files/uploads/currypolicies/Classroom%20Recording%20Policy%2005-04-18.pdf