



EDA 6061
Principles of Educational Administration
89017 902
Fall 2026

Instructor Name

Charles Vanover

University Course Description

Educational administration as a profession. Consideration of organization, control, and support of the educational system.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

Synchronous Sessions

Wednesdays 8/26/2006 – 11/11/2026

5:00 PM-7:45 PM

Face to Face Sessions:

Saturday, September 26 & November 14 1:00-4:00 in Tampa (please attend Professional Learning Alliance from 11:30-1:00).

Student Learning Outcomes

The course is aligned to Standard 3 of the FELS

Standard 3. School Operations, Management, and Safety. Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

1. Assistant principals:
2. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;
3. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;
4. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;
5. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;
6. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;
7. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;
8. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;
9. Develop and maintain effective relationships with the district office and governing board;
10. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;
11. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;
12. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and
13. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.
14. School principals:

15. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;
16. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;
17. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;
18. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;
19. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;
20. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;
21. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;
22. Develop and maintain effective relationships with the district office and governing board;
23. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;
24. Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;
25. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and
26. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

Course Objectives

This course is designed for Masters-level students in Educational Leadership and Policy Studies who are preparing lead within educational organizations in Florida. This class is often taken by M.Ed. students alongside the Administrative Practicum and is designed to support students in their practicum. It is also generally aligned with Florida Educational Leadership Standard 3: School Operations, Management, and Safety. **Effective educational leaders manage school operations and**

resources to cultivate a safe school environment and promote all students' academic success and well-being.

I have organized the course around 3 Goals that expose students to knowledge and practice that align with and sometimes extend the Florida Educational Leadership Standards (particularly Standard 3):

Goal 1

Students will analyze ways in which federal and state educational policies are implemented and aligned at the school and district level

This goal is aligned with the following FELS indicators:

- Standard 2, Indicator A: Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.
- Standard 3, Indicator F: Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.
- Standard 3, Indicator H: Develop and maintain effective relationships with the district office and governing board.

Questions that can inform our exploration of goal 1:

- What is political about education?
- Which key actors influence education policy?
- How do we come to understand how resources, values, and power are allocated across particular school communities?
- What does a particular policy mean for individuals in different positions within school districts and how does this inform our relationship with the district office and governing board?
- Why are problem definition, agenda setting, and evaluation important policy processes and how might I influence these processes in my actions as a local leader?
- In what ways do teachers, principals, and superintendents act as policy makers?

Goal 2

Students will analyze school finance and the ethical and optimal management of school financial and learning resources in order to optimize learning for all students.

This goal is aligned with the following FELS indicators:

- Standard 3, Indicator A: Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision-making, and accounting practices.
- Standard 3, Indicator B: Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.
- Standard 3, Indicator C: Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.

Questions that can inform our exploration of goal 2:

- What educational policies guide school funding and resource allocation?
- In what ways is Educational Legislation and are Educational Policies Funded?
- What is the Florida State Budget Development Process and your District Budget Development Process?
- What are the key parameters of the Florida Educational Finance Program and what do I need to know as a leader of my school?
- How does budgeting happen in my district and/or school? Who is responsible? What is the typical finance cycle in schools?
- How does accounting, purchasing, and financial reporting happen at my school?
- How does categorical funding work and what do I need to know about it as a school leader?
- What can get me in trouble as a school leader (ie student activity funding, etc.) and what safeguards do I need to put in place?
- If a budget represents an allocation of values, who and or what might be most valued in practice?
- If a budget does not represent valuing of all students, what can or should I do about it?

Goal 3

Students will apply approaches to making schools safer and more engaging organizations for all students.

- Standard 3, Indicator D: Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.
- Standard 3, Indicator I: Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.
- Standard 3, Indicator J: Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.
- Standard 3, Indicator K: Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.

Questions that can inform our exploration of goal 3:

- What educational policies guide school safety procedures and protocols?
- How are safety concerns continuously evaluated and improved upon in schools?
- What constitutes school safety?
- What is the relationship between engagement and safety?
- How do we build and sustain caring and yet secure school communities?
- In what ways can schools listen to students, community members, and teachers so that schools become safer places? How do we find voice in school?
- In what ways may equitable practices improve school safety?

I. Student Learning Outcomes

By the end of this course, you will be able to:

- a. Analyze educational policies and their impact from your position as a school leader.
- b. Collaborate with the school leaders, teachers, and students to create and maintain systems and structures that promote school

- security, safety, and care for all students.
- c. Analyze the utilization of financial and human resources at your school so as to consider best use of resources to support rigorous and equitable learning.
 - d. Conduct a school safety audit.
 - e.

Required Texts and/or Readings and Course Materials

Brown, L. & Oltman, G. (2023). *Promoting your voice on school safety: A practical guide for teachers*. Routledge/Eye on Education. ISBN: 978-1-032-28155-1.

Bynoe, T., Bounds, S., & Martínez, D. (2023). *The essentials of finance for school leaders: A practical handbook for problem-solving and meeting challenges*. Rowman & Littlefield. ISBN 978-1-4758-6176-1.

Mitra, D. (2022). *Educational change & the political process (2nd edition)*. Routledge Press. ISBN 978-1-0320-7967-7.

How to Succeed in this Course

You are expected to have read all assigned readings before class and to contribute consistently to discussions and activities in class. The assigned articles and syllabus are available through Canvas. Careful completion of the assigned readings is a vital and central student responsibility in this class. Students will be evaluated, in part, on the degree and thoughtfulness of their participation and are expected to demonstrate punctuality and engagement with the assigned readings in class discussions and Exit Ticket Discussions. Electronic communication devices should be used **only for class work** rather than to check/send emails or texts during class time or to search the web for other unrelated information. **Cameras should be on during class** and with rare exceptions, you should not attend class while driving. Make appropriate arrangements before class begins so that you can concentrate in class. Timely submission of required assignments, use of APA writing conventions, and engagement and reference to course content is vitally important in the class.

Grading Scale

Assignments should use APA 7 formatting unless otherwise indicated. All assignments should be submitted in Canvas as Microsoft Word Documents.

All assignments should be submitted with the last name of the candidate and the title of the assignment.

Candidate Last Name_ Assignment Title.doc

Grading Criteria:

Grades will be assigned on the basis of acceptable work completed as follows. There s no plus/minus grading in this class.

Grade Scale	
Grade	Percentage of points
A	90 – 100 %
B	80 – 89%
C	70 – 79 %
F	< 69 %

Grade Categories and Weights

See discussion of critical assignments for specific point values.

Graded Items Percent of Final Grade

School Resource Report 20%

Policy Implementation Analysis 20%

School Safety Audit 20%

Exit Ticket Reflections (15) 30%

Attendance and Engagement 10%

Instructor Feedback Policy & Grade Dissemination

Depending on the needs of the student I will provide written an/or recorded verbal commentary on critical, summative assignments. These comments will be shared through the Canvas system.

All grades are recorded through the Canvas system.

I will respond to email relevant to the course within 48 hours. Given the short timeline in this course, I will make every effort to provide feedback on assignments within one week of the posted deadline. You can access your grades at any time clicking on “Grades” in canvas.

The Educational Leadership and Policy Studies (ELPS) program assumes you will attend and be fully engaged in all synchronous class sessions. Your full engagement reflects a commitment to contributing to the learning environment for yourself and others in the class. Your commitment to engagement is demonstrated by following:

- Finding a quiet space for synchronous online classes in order to minimize competing tasks and distractions related to work or home.
- Attending all synchronous online classes and fully engaging in class activities. This includes logging in to class no later than the official start of class, maintaining a video/physical presence throughout the full duration of the class, and preparing for class by completing readings and assignments before class.
- Contributing thoughtfully and regularly throughout the entirety of the class.
- Collaborating constructively during small group activities by providing insight, demonstrating critical reflection, and posing questions during discussions and activities.
- Please note that these expectations cannot be met if students are driving or taking care of other home/work responsibilities during class. If there is an urgent need for an exception, please notify the instructor before class.

Major Topics and Course Schedule

Critical Tasks and Course Assignments

Students in the Educational Leadership & Policy Studies program are required to successfully complete Critical Tasks in program courses. In addition to presenting students an opportunity to apply their knowledge, these critical tasks document meeting the State of Florida Principal Leadership Standards. In this course the Critical Tasks are

the assignments for the course and are aligned with each of the 3 goals. Full assessment instructions and grading criteria are available in the Canvas course site.

Critical Task #1: School Resource Report

Assignment Overview:

This critical task challenges students to apply their educational finance literacy and resource allocation skills to address specific Florida Educational Leadership Standards and indicators. The focus is on collaborating with the school principal to effectively manage fiscal resources, scheduling, and overall resource optimization. As a newly appointed Assistant Principal, students are tasked with creating a School Resource Report for their designated school, facilitating strategic planning for the upcoming academic year.

Please organize this document around a specific continuous improvement model:

Consider Plan/Do/Study/Act from improvement science.

Florida Educational Leadership Standards Alignment:

- *Standard 3, Indicator A:* Collaborate to manage the school's fiscal resources responsibly and ethically.
- *Standard 3, Indicator B:* Collaborate to manage scheduling and resources, optimizing professional capacity for all students' learning needs.
- *Standard 3, Indicator C:* Organize time, tasks, and projects effectively to protect school personnel's work and learning, optimizing productivity and student learning.

Scenario:

The task presents a scenario where the student, as a newly appointed Assistant Principal, collaborates with the new school principal to plan for the next academic year. Drawing on their recent class covering school finance and resource issues, students are tasked with creating a comprehensive School Resource Report. The document should reference, and be organized around, a specific continuous improvement model.

Point 1: Financial Landscape Analysis (50 points)

Objective: Demonstrate a detailed understanding of the financial landscape of the school, district/network and the State of Florida

Requirements:

1. **Continuous improvement Model** (10 points): Provide a concise narrative description of the continuous improvement model guiding this effort. Reference research on this model.
2. **Setting the Context** (10 points): Provide a concise narrative description of the school-community context, including essential data such as the percentage of free

and reduced lunch, enrollment, faculty and staff numbers, and relevant student demographics.

3. **Funding Streams Analysis** (20 points): Investigate and outline the primary funding streams for the school, with a focus on the Florida Educational Finance Program. Include a detailed analysis of state, local, and federal funding sources.
4. **Budget Allocation Examination** (20 points): Analyze the school's budget, detailing the total budget, fixed costs, discretionary funds, and the allocation of resources across categories. Identify any patterns or trends in budget distribution and discuss potential rises or falls.

Point 2: Educational Values and Resource Allocation Implications (20 points)

Objective: Evaluate how budget allocations reflect educational values and alignment with the Florida Educational Leadership Standards.

Requirements:

1. **Alignment with Values** (10 points): Assess how the current budget aligns with the educational values and priorities of the school, district/network and the State of Florida. Consider the school's mission and goals in your analysis.

Point 3: Resource Optimization Recommendations (30 points)

Objective: Develop strategic recommendations for optimizing school-wide resource allocations and discuss implementation within a continuous improvement model.

Requirements:

1. **Priority Areas for Improvement** (10 points): Identify specific areas within the budget requiring improvements or reallocations. Justify choices based on student needs, alignment with standards, and school goals. Reference each standard when identifying priority areas for improvement.
2. **Innovative Solutions** (10 points): Propose innovative solutions for resource optimization, considering alternative funding sources, collaborative initiatives, or efficiency measures.
3. **Implementation within a continuous improvement model** (10 points): Describe how these solutions will be implemented and the plan to assess progress.

Please note that your total out of 100 will be converted to a 20 point scale.

Submission Guidelines:

- Submit a professionally written, well-organized report.
- Include supporting evidence, data, or references to academic literature where applicable.
- Adhere strictly to APA formatting guidelines for citations and references.

Critical Task Resources:

View on Canvas page: [Course Resources](#)

Grading Criteria:

Please use the grading rubric on Canvas.

Critical Task #2: Bill Analysis and Implementation Project

Assignment Overview: This collaborative project focuses on applying knowledge of educational policy development and implementation, aligning with specific Florida Educational Leadership Standards (FELS). In groups of 3-4, students select an education-related bill from the last three legislative sessions. The project involves a formal 20-minute presentation and encourages the submission of relevant supporting documentation that might not fit within the presentation's timeframe. The objective is to inform students' leadership practice by understanding and implementing policies.

Florida Educational Leadership Standards Alignment:

1. *Standard 2, Indicator A:* Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.
2. *Standard 3, Indicator F:* Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.
3. *Standard 3, Indicator H:* Develop and maintain effective relationships with the district office and governing board.

Project Elements:

Analysis of State Level Policy Development (45 points):

- Title and Aim (5 points): Identify the bill's title and its intended aim.
- Current Status (5 points): Describe the current status of the bill in the legislative process.
- Context and Problem Identification (15 points): Explain why the bill surfaced, detailing contextual factors leading to problem identification.
- Policy Objectives (10 points): Define the issue and articulate the bill's policy objectives.
- Values and Ideological Stances (5 points): Uncover values and ideological stances embedded in the bill.
- Media Reception (5 points): Describe the bill's reception in the media.

Analysis of Local Implementation (40 points):

- Resource Allocation (15 points): Assess if local districts need additional resources or if there will be a net gain.
- Implementation Issues (20 points): Identify potential or actual implementation issues and their implications for local stakeholders.
- Constituent Impact (10 points): Analyze who stands to gain or lose, describing the potential impact on different constituent groups.

Group Reaction (10 points):

- Provide the group's brief reaction to the policy, considering diverse perspectives within the group.

Critical Task #3: Safety Audit and Memorandum

Due Date: April 23.

Assignment Overview: In this critical task, students will actively apply strategies to enhance the safety and engagement of educational institutions. The assignment is intricately linked with Florida Educational Leadership Standards and Indicators, specifically focusing on collaborative efforts in utilizing data, technology, and communication systems. The goal is to deliver actionable information, improving the overall quality and efficiency of school operations, with a particular emphasis on safety, climate, and student learning.

Safety Audit Components:

1. Florida Educational Leadership Standards:

1. *Standard 3, Indicator D:* Collaborate with school leaders for actionable information to enhance safety, climate, and student learning.
2. *Standard 3, Indicator I:* Establish systems promoting school security for the safety of students, personnel, and the community.
3. *Standard 3, Indicator J:* Ensure compliance with school safety requirements outlined in relevant regulations.
4. *Standard 3, Indicator K:* Collaborate for continuous improvement in safety and security within the school environment.

Focus Areas for Safety Audit: To comprehensively assess and enhance school safety, the assignment requires a thorough examination of minimum components using one

instrument. This assignment also includes review of the Florida Safe Schools Assessment Tool (2015) and the Marjory Stoneman Douglas Public Safety Act. Specifically, the audit should address the following:

1. *Florida Safe Schools Assessment Tool (2015)*:
 1. Health and safety planning
 2. Discipline policies and code of student conduct
 3. School climate and community outreach
 4. Safety programs and curricula
 5. Safety of facilities and equipment
 6. Transportation safety
2. *Marjory Stoneman Douglas Public Safety Act*:
 1. Security, crime, and violence prevention policies and strategies
 2. Physical security measures
 3. Professional development training needs
 4. Examination of support service roles in school safety, security, and emergency planning
 5. School security and school police staffing, operational practices, and related services
 6. School and community collaboration on school safety

Assignment Execution: To successfully complete the task, students are required to perform a comprehensive safety audit, considering the specified categories in a tool that they choose in consultation with the instructor. Students should utilize class resources, including the course text. Active involvement of faculty or staff is recommended for a holistic perspective. Prior notification to the current administration is vital for potential assistance and data sharing.

Elements Evaluation:

1. **Set the Context (25 points):**
 - a. Provide a clear and concise description of the audit tool, sources, and relevant regulations guiding the audit.
 - b. Identify sources systematically, incorporating them into a comprehensive reference list.
2. **Complete Your Audit (35 points):**
 - a. Offer succinct yet insightful assessments of areas in place, missing, and effective practice-based recommendations.
 - b. Consider budget and resource constraints meticulously when formulating recommendations.
3. **Safety Audit Memorandum (40 points):**

- a. Craft a well-structured memorandum detailing the undertaken process, reasons, and present at least three critical, supported recommendations.
- b. Briefly explain the purpose and potential impact of each recommendation.
- c. Discuss implementation within a continuous improvement model.

Submission Guidelines:

- Ensure the submission of a professionally organized audit checklist and memorandum.
- Incorporate relevant evidence, data, or references to academic literature where applicable.
- Adhere strictly to APA formatting guidelines for citations and references.
- The audit tool and memorandum should be submitted as a single document on the Canvas platform.
- Anonymization of school details is encouraged if necessary.

Critical Task Resources:

View on Canvas page: [Course Resources](#)

Grading Criteria:

Please use the grading rubric on Canvas.

Additional Required Course Assignments**Exit Ticket Reflections**

Due Dates: 2 days after each class session

2 Points each-15 in total so worth 30 %

Students will complete 15 Exit Ticket reflections, each worth 2 points. The instructor will provide prompts for each of the reflections. These reflections provide a means for students to demonstrate understanding of course content and extend class discussion. The reflections should include:

- Discussions of **specific** concepts or arguments from the readings or class discussions
- Connection (or dissonance) of the course material with your practice and experience.
- Comment or extension of another student's post

Directions for posting to Canvas will be provided by the instructor and the instructor reserves the right to make any of the reflections in-class assignments. Students can choose to resubmit one time. Please consider the following in composing your reflection:

Suggestions.	
Organization & Structure	Ideas are presented logically, and meaning is clear. Statements that overgeneralize phenomenon are avoided.
Course Knowledge	Concepts and principles from class presentations, readings and discussions are reflected in the reflection. Systems perspectives are evident rather than individual perspectives or opinions.
Support & Critical Reflection	Reasons for opinions, implications and conclusions are stated. The “why” is explained. Multiple perspectives are considered and choices are defined.

APA Style

Attendance and Engagement

10 Points

Attendance is expected at all class sessions. You should prepare carefully for each class by completing the necessary readings and assignments before class. Missing more than 30 minutes of a class constitutes an absence. I make no distinction between excused and unexcused absences. You will also have 10 exit ticket discussions. If you miss a class or do not submit one of the exit ticket discussions, you will lose 1 point.

Throughout the class, each student is expected to contribute thoughtfully and regularly through class participation that reflects deep engagement with the readings. This

participation is a critical component of the course, and communication with others will be an important part of our learning together. You are expected to collaborate constructively during small group activities and to provide personal insight, critical reflection, and questions during the discussion of the readings and learning tasks. As such discussion should reflect each class member's ability to: (1) listen openly to opinions that differ from their own, (2) communicate disagreement constructively, (3) seek information for clarification, (4) solicit the participation of others, and (5) stay on the assigned topic of discussion throughout the conversation.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

See above for critical assignments and point values.

First Day Attendance Policy:

Students are required to post the Candidate Information Assignment to the Canvas Discussion Board and share their goals, skills, and contact information/hours with the class. Students who don't complete the first day activity run the risk of being dropped from the course.

Late Work Policy:

All work is required to be turned in on time--with the exceptions for accessing school data systems listed above. Students who turn in work late will lose one letter grade per business day. See discussion about accessing school data systems in the Expectations for Comportment section, below.

Make-up Exams Policy: Offer specifics about your policy on exam make-ups.

There are no exams in this class.

Extra Credit Policy:

Three small, low point value, community-building assignments are posted in the syllabus. There is no extra credit beyond these small assignments.

Rewrite Policy: Offer specifics about your policy on rewrites.

All students have the right to re-write one major, summative assignment per class. These rewrites must be arranged with permission of the instructor.

Exam Retention Policy: Describe how long you will keep graded work.

All assignments will be retained on Canvas and follow USF procedures for deletion. All critical assignments will become part of the Candidates ELPS portfolio and will be assessed as a requirement for graduation.

Essay Commentary Policy: Offer specifics about your policy on essays.

Depending on the needs of the student I will provide written an/or recorded verbal commentary on critical, summative assignments. These comments will be shared through the Canvas system.

Group Work Policy: Offer specifics about your policy on group work.

All students are assigned to a Networked Improvement Community, most students will be assigned to a NIC with other members of the district/network. These communities have two purposes. Students will meet voluntarily to help each other with the assignments. They will combine to create a graded PowerPoint presentation that will contribute formatively to their data analysis. All members will participate equally on this presentation.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

See above for suggestions on technology use during synchronous and F2F sessions. Please bring a lap top to the Saturday F2F sessions.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a

confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face

environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.

- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training

that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)