



Pitt Education

Doctor of Education (EdD) Program Competent Management of Student Personnel Services, ADMPS 3114

Fall 2020: Saturday 1:15-5:15 PM, 9/12/2020, 10/3/2020, 11/7/2020, 12/5/2020

Instructors: Mary Margaret Kerr (mmkerr@pitt.edu) and Ira Weiss (iweiss@wbklegal.com)** preferred email

Office Hours:

1. Email directly from your *Pitt* email. We may not answer emails that are not from a pitt.edu address.
2. In the subject line, it helps if you mention what you need, so we can look it up and respond faster. We cannot memorize all your monograms, so please sign all emails with your name.
3. You may need to have a conversation about something in the course. We will arrange either a telephone "office hours" or Zoom meetings on an as needed basis. Just email us and let us know your available time/days.

Mission/Vision of the School of Education

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.

Doctor of Education (EdD)

The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide Doctor of Education (EdD) program is grounded in this *commitment to excellence*. The program prepares working professionals to become **leader scholar practitioners** to develop *specialized knowledge in their area of concentration* and *apply their intellectual and practical skills to address and mitigate enduring problems affecting children, families, and communities*.

Program Learning Goals

As a result of attending the EdD program at Pitt, students and graduates become leader scholar practitioners who:

1. Identify problems of practice, including questions of equity, ethics, and justice.
2. Use data to inform decisions in daily operations and improvement projects.
3. Communicate and collaborate to work with diverse communities and build partnerships.

4. Lead change that improves practice.
5. Are committed to use improvement science to address problems of practice.

Course

I. Rationale:

As a district leader, you will face many complex problems that present a risk to you, your students and staff, and the school district. One only has to follow the news to comprehend the magnitude and breadth of issues that arise in the areas of employee-student relations, student bullying and harassment, legal compliance, homelessness, and litigation. We will help you understand the laws that govern student support services and special education. This course will also help you understand how to proactively assess and plan for a district's needs in the areas of health, mental health, special education, and crisis prevention and intervention.

To frame our work conceptually, we turn to the National Health, Mental Health, and Safety Guidelines for Schools. To understand the importance of this work as a District leader, consider the following:

“Health, mental health, and safety, as defined here, are inextricably linked to student achievement. Poor nutrition, impaired vision or hearing, dental pain, sleep deficiency, substance abuse, anxiety about home life, anxiety about relations with peers, exposure to violence, and any unaddressed symptom are examples of health and safety issues associated with less than optimal achievement in school. Sometimes the association between achievement and health, mental health, and safety is obvious (e.g., an injury or illness that causes a low school attendance rate). At other times the association between student achievement and health, mental health, and safety is not easily observed (e.g., when a teacher's health or mental health affects teaching and relationships with students or when a student's anxiety about a real or perceived threat of violence affects his/her attention to class work). Complementary to benefits of optimizing health and safety to improve student achievement is the understanding that an educated populace is a beneficial factor for the health and safety of the population” (description from National Guidelines).

II. Description

This course covers two strands: 1) student supports in health, mental health, and safety and 2) the laws governing K-12 public schools in the arena of pupil services.

- You will study the legal mandates for student support services (including special education). These topics include identifying potential legal problems, addressing and resolving them, and interacting with attorneys and investigators. Experts will guide you through cases that had severe consequences for superintendents and school communities.
- You will also learn about the components of a safe and healthy school, using the CDC's School Health Index.
- You will practice your skills through case studies, simulations, and interactive videos.
- Your major project will help you learn how to convince a school board to support *non-mandated* health, mental health, and safety initiatives.

III. Course Aims and Outcomes:

This course builds on intense simulation exercises and case studies to enable you to practice skills you will need as district leaders. By the end of this course, students should be able to:

- Analyze legal fact patterns and identify legal issues
- Competently give a sworn legal deposition
- Know how and when to hire a professional investigator

- Understand the psychology of crisis communications
- Design and deliver communications in simulated crises to various stakeholder groups
- Analyze and respond to crisis scenarios
- Assess the health and mental health policies and practices of your schools
- Based on your assessment, design a well-documented new initiative in a non-mandated area of health, mental health, or safety
- Deliver a mock board presentation to request support for your initiative

IV. Doctoral Requirements:

See PDE Competency Crosswalk posted on the course website

V. Format and Procedures:

This course is mostly a flipped classroom format. We do background reading before Zoom classes so we can use most of our class time to a) work with experts on case analyses and tools and b) participate in crisis simulations.

What happens in a flipped classroom when students do not complete the readings? A few people talk. The others “pretend” they understand the discussion. The discussions never reach real depth because not everyone is familiar with the terms and concepts. Misunderstandings about critical issues happen. These can affect our leadership and practice negatively. In this course specifically, failure to study the assigned readings and complete preparatory exercises before coming to class will also result in poor performance in-class exercises, including simulations.

To get started with Canvas, please use the following link to access our class and its materials:

<https://canvas.pitt.edu>.

- Log in with your Pitt User ID and password.
- Navigate to the dashboard to find this class.

If you experience any issues using Canvas, you can click the Help button *within Canvas*, which includes 24/7 chat or telephone support. If you have problems logging in to Canvas, call the 24/7 University Help Desk at 412-624-HELP [4357].

VI. Course Requirements:

1. Crisis readings and quizzes



a) Textbook. Kerr, M.M. & King, G. (2018). *School Crisis Prevention and Intervention*. Waveland Publishers, Inc. **Be sure you buy the 2018 edition! The old edition has a similar cover, so don't be confused.** It is available on Amazon and from the publisher. The price is ~\$30.00 print or \$14.00 Kindle. [Please note that Dr. Kerr donates to the School of Education fund for student support an amount higher than the royalties I receive (~\$2.25 per book), in keeping with Pitt's ethics policy.] I wrote the book especially for school leaders, which is why I adopt it. **Bring your book to class sessions, because you will need to refer to it while doing activities.**

(b) See the course website for crisis book **chapter quizzes**. Two quizzes 50 points each =100 points

2. Active engagement, contribution to others' learning, simulation performance: You will be graded on your performance in each class. Specifically, you may earn points for being actively engaged in the

activities as evidenced by active listening, note-taking, asking questions, offering feedback and help to others, showing preparedness by citing the readings for that class, and being punctual.

Your performance in simulations will be evaluated on your ability to stay in your assigned role, deliver persuasive communications that best reflect your assigned role, show your understanding of the readings, and thoughtfully accept feedback from your instructors. Simulations will focus on school and community crises, public communications, and your school health or suicide prevention initiatives. Points possible: 50 x 4 classes=200

3. Legal Exams: Competent oversight of pupil services requires considerable legal knowledge. Therefore, you will receive legal resources for developing your expertise. To ensure that you understand the regulations and their application, you will analyze cases and outline actions that adhere to the regulations. Because these are graded assignments, please do not seek help from another individual anywhere to complete the legal exams. You are welcome to consult course readings and legal presentations. These exams will be due the first Sunday of each month at 11:59 pm on October 4, November 1, and December 6. Points possible: 50 x 3=150

4. Health/Mental Health/Safety Initiative: The major assignment calls on you to conduct a school health, mental health, and safety inventory, then design a **narrated slide presentation** for your school board that

- meets good design standards
- uses your SHI data
- meets the needs of your audience (the school board)
- clearly outlines major activities and timelines
- and promotes best practices in the field.

Your initiative should be one of two types: a) professional development in an area of need or b) a planning committee to further study a problem you uncovered. These choices make the scope more manageable than a full initiative.

Because of the large file size, you will submit this via BOX, as instructed. This project is due in two segments. Draft due October 25; Final due November 25; 50 points x 2=100 points. You will receive an evaluation checklist in advance.

VII. Feedback and Grading Procedures:

Feedback: Feedback is essential for high-quality learning and teaching. Therefore, we are committed to giving you individual, detailed, and timely feedback so that you can improve your future assignments. Specifically,

- You will receive scores on the legal self-assessment quizzes and legal exams. **Bring any follow-up questions to class so we can help you.**
- Within two weeks, you will receive written feedback on your major project draft. If you are not succeeding, we can schedule a call to review your work.
- You will receive feedback during class exercises. Please don't hesitate to ask questions if something is unclear.
- You will receive no credit or feedback on late or missing assignments or exams unless you ask us in advance and have an urgent reason, or you have an emergency. **Please enter these assignments, dates, and times into your calendar:**

Due Date	Assignment	Points Possible
Sept 12 and Oct. 3	Crisis text readings	100
In-class sessions	Active engagement in class activities, contributions to the learning of others, performance in simulations	200
October 4, 11:59 pm	Legal Exam 1; submit online.	50
October 25, 11:59 pm	Health/Mental Health/Safety Initiative, draft; submit online.	50
November 1, 11:59 pm	Legal Exam 2; submit online.	50
November 25, 11:59 pm	Health/Mental Health/Safety Initiative, final presentation, submit online via BOX	50
December 6, 11:59 pm	Legal Exam 3; submit online.	50
Points Total		550

Letter Grade	Percentages
A+	98-100
A	93-97
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
F	<68

Grading Scale:

Incomplete Grades

For this course, an “I” (Incomplete) Grade will be granted only if the student has actively attended to the course requirements but needs extended time to complete the required work to meet minimum expectations. If an Incomplete grade becomes necessary, the instructors will require you to propose a plan of action outlining how you will complete the work within no more than one term from the end of the course (and preferably a shorter period of time).

VIII. Policies

Attendance

Regular and prompt attendance in the Saturday class sessions is an essential part of the educational experience in the EdD program. Each course meets only four times throughout the term --- missing one of those sessions constitutes a significant portion of the time for face to face interaction with instructors and peers.

Although students are expected to attend all Saturday class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions may be made for a **required work-related commitment, illness, or valid emergency**. In such cases, students need to contact the course instructor to determine if there is any way to make up missed classwork. If you are going to be absent for class because of a required work-related commitment, illness, or valid emergency, please follow the following instructions:

- Email the course instructor(s) and your advisor with the reason for missing the class.

- Complete the course or instructor specific make-up requirements for missed classes before the next class meeting.
- Adhere to the acceptable reasons for missing class outlined in the policy above. Please note that they do not include vacation and/or personal events.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648---7890, drsrecep@pitt.edu. (412) 228---5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for these courses.

Inclement Weather Policy

Only the Chancellor may officially close the Pittsburgh campus of the University. The University will remain open in all but the most extreme circumstances. Cancellation of classes **does not imply** that the University is closed.

The University offers an Emergency Notification Service (ENS) which is used to communicate with subscribers through voice, text, and email messages, as deemed appropriate in the event of an emergency. For instructions on how to register, please refer to CSSD's website:

<http://technology.pitt.edu/services/emergency-notification-service>.

Any changes to normal University operations will be announced as early as possible through the ENS, the University's official website (www.pitt.edu), Twitter ([@PittTweet](https://twitter.com/PittTweet)), and local news media outlets.

Academic Integrity Guidelines

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the [University Guidelines on Academic Integrity](#).

Provided here is the School of Education [Academic Integrity Policy](#). Please read the policy carefully. The rights and responsibilities of faculty and students are described in the [University's Academic Integrity Guidelines](#).

Departmental Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the EdD program believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (See below) by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

The more specific procedure for student grievances is as follows:

1. The student should talk to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant department chair or associate chair (if the issue concerns a class) or his or her advisor.
3. If the matter remains unresolved, the student should talk to the chair of the EdD program, Dr. Tom Akiva.
4. If needed, the student should next talk to the SOE associate dean of students. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer

The School of Education [Policies and Forms](#) page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

IX. Resources

Education Library Guide

See this Hillman Library [customized libguide](#), a gateway to resources for education students and faculty,

Religious Observances

See the [Provost's annual memo](#) about religious observances.

Emergencies

Do you have Pitt Police saved on your mobile phone? 911 works, or Pitt Police, 412-624-2121

Office of Diversity and Inclusion (ODI)

Resources, consultation, and bias incident reporting: <https://www.diversity.pitt.edu/>

Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence: <https://www.titleix.pitt.edu/>

Catalogs

The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.

- [Pittsburgh Campus Graduate and Professional Studies](#)

Student Mental Health

Counseling Center, in the Wellness Center in Nordenberg Hall: <https://www.studentaffairs.pitt.edu/cc/>
Call 412-648-7930, any time.

Sexual Assault Response: 412-648-7856

Care and Resource Support Team (CARS): Email pittcares@pitt.edu or see: <http://www.studentaffairs.pitt.edu/cars/>

Student Affairs Summary: [Faculty and Staff Guide for Helping Distressed Students](#)