



Pitt Education

Doctor of Education (EdD) Program: Spring 2021

ADMPS 3209 Higher Education Institutional Assessment & Accreditation

Class Times

Please reserve 1pm- 5pm:

Saturday, January 16th
Saturday, February 6th
Saturday, March 6th
Saturday, April 10th

Online:
via Zoom
<https://pitt.zoom.us/j/8593280093>
Meeting ID: 859 328 0093 Passcode: Peace
(by phone if necessary: 877 853 5247)

Via Canvas
canvas.pitt.edu

Note: I do not intend to have us together for 4 hours straight. The time will be divided between synchronous time and asynchronous time. I will provide a schedule of the format for class days. You will be expected to be available during these days and time periods.

Instructional Team

Jill A. Perry, PhD

Associate Professor of the Practice
Educational Foundations, Organization, and Policy/
Exec Director, Carnegie Project on the Educational Doctorate (CPED)
jperry@pitt.edu
[301-204-2644 \(text/call\)](tel:301-204-2644)
Meetings By appointment: <http://calendly.com/jperry-9>

The syllabus is a required text. Please read it carefully!

Note: Syllabus is subject to change as the course unfolds and I reassess student needs in an online learning community.

Pitt Doctor of Education (EdD) Program

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 Doctorate of Education (EdD) is the highest attainable academic degree for educational practitioners. The degree prepares working professionals to become **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.

Edd Program Learning Goals: As a result of attending the EdD program at Pitt, students and graduates become 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 Aims and Outcomes

Aims

The overarching objectives of this course are to familiarize you with and develop basic skills in policies, processes, and procedures for designing assessments and understanding and reporting regional accreditation requirements.

Specific Learning Outcomes

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

1. Interpret regional accreditation challenges within a historical and contemporary socio-political, economic, and global context.
2. Implement institutional research planning and processes to measure progress toward institutional goals, student learning outcomes, and other measures of institutional effectiveness.
3. Design an assessment project for measuring institutional, school, departmental, and/or program effectiveness, or student learning outcomes.
4. Demonstrate, both verbally and in writing, the integration of assessment, institutional effectiveness, and regional accreditation knowledge gained through this course.

Doctoral Requirements: You will work toward completing requirements of your program in this course. Please see the program handbook for more information.

Course Format and Procedures

This course will be structured as a seminar, largely aimed at supporting the development of your individual improvement projects. Group learning will take place during the scheduled class times (Saturday mornings). Students are expected to participate in synchronous and asynchronous activities during the class timeframe. I will do my best to make this time productive and engaging. In between Saturday classes, asynchronous work and activities are expected to be completed in between each session. This work will support the development of your individual improvement project and Dissertation in Practice.

Readings

Books:

The following books are required for the course.

Schuh, J.H., Patrick Biddix, J., Dean, L.A., & Kinzie, J. (2016). *Assessment in Student Affairs*. 2nd Edition. Jossey-Bass. We have the unlimited access e-book.

https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g3767/alma9984848723406236

Suskie, L. (2014). *Five dimensions of quality: A common sense guide to accreditation and accountability*. John Wiley & Sons. We have unlimited access to the 2014 and 2015 editions:

2014: https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g3767/alma9998491877006236

2015: https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g3767/alma9979592843406236

Additional Readings:

Additional Readings will be provided in CANVAS

Assessment of Learning

The following projects/activities will comprise your grade. Detailed instructions for each are in Canvas.

- | | | |
|--|--------|--|
| 1. MSCHE Accreditation Self-Study: Group Project | 25pts | Due: April 25 th 11:59pm |
| 2. Program Assessment Plan
& Presentation: Individual Project | 35pts | Due: Part I Feb 21 st 11:59pm
Part II Mar 21 st 11:59pm |
| 3. 5 Reflection Questions: related to readings | 30pts | Due: (see schedule) |
| 4. Class preparation and participation | 10pts | Due: Sync Mtgs |
| | 100pts | |

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 learning on future assignments. Students will receive feedback from one of the instructors throughout the semester. Additionally, students will receive feedback from peers and colleagues. Please note assignment descriptions for type of feedback that students can anticipate. Students can expect to receive instructor feedback online within one-two weeks of assignment submission.

Grading Scale:

Point Total	Final Letter Grade	Point Total	Final Letter Grade
94-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-

84-86	B	60-69	D
80-83	B-	59 or below	F

G grades and I grades. Under certain conditions you may receive an "G" or an "I" grade for the course. The Graduate Catalog explains the difference between two kinds of Incompletes, the G grade and the I grade as:

G Grade: The G grade signifies unfinished course work due to extenuating personal circumstances. Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. After the deadline has passed, the G grade will remain on the record, and the student will be required to reregister for the course if it is needed to fulfill requirements for graduation.

I Grade: The I grade signifies incomplete course work due to nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars.

As of August 16, 2018, G grades after one year automatically become non-changeable NG grades (no credit, no impact on grade point average).

Use of Technology: This course uses Canvas as the its learning platform provided through the University. To access the course Web site, go to <http://canvas.pitt.edu> and log on using your Pitt user name and password. Or, you can go to www.my.pitt.edu and access the Canvas site there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. The instructors cannot assist you with log-on problems.

Course Format: Hybrid (Synchronous & Asynchronous for SP2021)

A hybrid course is not a reduced-time course. According to the University's definition of a credit hour, a one-credit course should have 14 contact hours, where a contact hour is 50 minutes of instruction. Thus a 3-credit course should have 2100 minutes of instruction (50 minutes/hour x 14 hours x 3 credits = 42 hours), and a two-credit course has 1400 minutes or 28 hours of instruction. In addition, students are expected to spend a minimum of 1.5 hours outside of class for each in-class hour. Therefore, you need to spend 1.5 x 28 course hours = 42 hours across 11 weeks, in addition to the core of 28 hours. This includes reading, completing weekly exercises, and working on graded assignments.

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 synchronous 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:

1. Email the course instructor(s) with a copy to your advisor with the reason for missing the class.
2. Complete the course or instructor specific make up requirements for missed classes prior to the next class meeting.
3. 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.

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).

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 (Dr. Shedrick McClendon). If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer (Dr. Shedrick McClendon).

Federal and State Background Checks and Clearances

All SOE students are now required to have federal and state clearances on file if they are working with or observing children as part of any university class or requirement. We are putting in place a new system that will be in place soon to make sure that we are in compliance. For now, see [how students can get their clearances](#).

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.

Communications

Email

1. Email directly from Canvas or your Pitt email. I do not generally answer emails that are not from a pitt.edu address.
2. Tell me who you are and help me figure out what you need: In the subject line, it helps if you mention what you need, so I can look it up and respond faster. Please sign all emails with your name.
3. **Telephone Calls or Office Appointments**
You may need to have a conversation about something in the course. Please sign up for a time to meet with me at [Calendly.com/jperry-9](https://calendly.com/jperry-9). If none of the times fit your schedule, please email me to set up another time to meet.

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 will work but try 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](#)

Course Schedule

Dates	Week Number	Topic	Required Readings	Assignments Due
16-Jan	Class Meeting	Accreditation	Read CHEA Overview of Accreditation; Read section 1-2 on https://www2.ed.gov/admins/finaid/accred/index.html ; Watch https://www.youtube.com/watch?v=yGGfBNTLSBI&feature=youtu.be AND https://www.youtube.com/watch?v=BP3dqwqMWAI&feature=youtu.be	
Jan 17-24	week 1	Getting Familiar with Accreditation	Read: Overview of Accreditation (USDOE); Brittingham (2009); Spellings Report 2006	
Jan 25-31	week 2	Standards of Accreditation	Read Suskie Chpts 1-4; Read MSCHE Revised Standards & watch accompanying videos https://www.msche.org/standards/	Reflection Question #1
Feb 1-7	week 3	Understanding Assessment	Read Schuh et al Chpts 1; Read Levy et al (2018); Read Making Assessment Work Pitt Case study: https://sr.ithaka.org/publications/making-assessment-work/	
6-Feb	Class Meeting	Assessment		
Feb 8-14	week 4	Tools for Designing an Assessment Plan	Read Schuh et al Chpts 6-9; 12	
Feb 15-21	week 5	Assessment Plan Time		Part 1 Assessment due

Feb 22-28	week 6	Accreditation Team time	If you haven't already, look at the materials in the assignment module and begin preparing.	
Mar 1-7	week 7	Dimensions I & II of Quality	Read Suskie Dimension I/Chpts 5-6; Dimension II/Chpts 7-8	Reflection Question #2
6-Mar	Class Meeting	Assessment & Accreditation		
Mar 8-14	week 8	Sustainable Assessment	Read Schuh et al Chpts 13-14	
Mar 15-21	week 9	Assessment Plan Time		Parts I & II Assessment due
Mar 22-28	week 10	Dimensions III of Quality	Read Suskie Dimension III/Chpts 9-12	Reflection Question #3
Mar 29-Apr 4	week 11	Accreditation Team time		
Apr 5-11	week 12	Dimensions IV & V of Quality	Read Suskie Dimension IV/Chpts 13-16; Dimension V/Chpts 17-18	Reflection Question #4
10-Apr	Class Meeting	Presenting Assessment Plans		Presentations
Apr 12-18	week 13	Wrapping up Quality	Read Suskie Chpts 19-21; Schuh et al Chpt 11	Reflection Question #5
Apr 19-25	week 14	Team Time		Accreditation Self-Study Design Due