



University of  
**Pittsburgh**

School of  
Education

## **Doctor of Education (EdD) Program**

### **EDUC 3003: Leadership in Groups and Organizations**

**Spring 2022**

Hybrid (In-Person & Zoom) Meetings:

8:00 AM-11:00 AM EST

January 15 (Zoom-only meeting), February 5, March 5, April 2

#### **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.

## Rematriation Statement

We join one another on the land and near the rivers originally in the care and protection of the Adena and Hopewell Nations, and the Monongahela Peoples, and shared over time by many Indigenous Nations—including the Delaware, Iroquois, and Shawnee Tribes—as a place of gathering and exchange. We join you also on the land and near the rivers cared for and cultivated as a site of Freedom, from the Underground Railroad to global uprisings for racial justice.

As a process of Rematriation, we acknowledge our connection to place and honor the land as a relative.

### Source:

[Dr. Sabina Vaught](#)

Department of Teaching, Learning, and Leading  
School of Education  
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

## Doctoral Requirements

This course is a required course in the Foundation sequence of the EdD program.

# About The Course (EDUC 3003)

## Course Facilitators



Tom Ralston, EdD: [tralston@pitt.edu](mailto:tralston@pitt.edu)



Beatrice Dias, PhD: [beadias@pitt.edu](mailto:beadias@pitt.edu)

**Office Hours:** By appointment. We are happy to schedule a mutually convenient time to meet via Zoom or phone.

If you need to have a conversation about something in the course, we can arrange a meeting on an as-needed basis. Just email us and let us know the dates+times you're available. We will be glad to schedule a conference between 9am and 5pm Monday through Friday, at a mutually convenient time. You can email us directly through Canvas or from your *Pitt* email.

## Rationale and Description

This course is designed to prepare educators for leadership in educational professions. For this spring 2022 semester, we will be primarily working from the course structure and syllabus designed by Dr. François Guilleux, who developed and taught this course for several years. More specifically, this syllabus is an adaptation of the Spring 2021 EDUC 3003 syllabus developed by Dr. Guilleux and Dr. Kucan, with components of Dr. Sabina Vaught's Syllabus woven in.

The course provides students with tools with which to address problems of practice. The overarching framework for the course is **Adaptive Leadership** as represented by Heifetz, Grashow, and Linksy in their book *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World* (2009). That book is the core reading and reference point for the course.

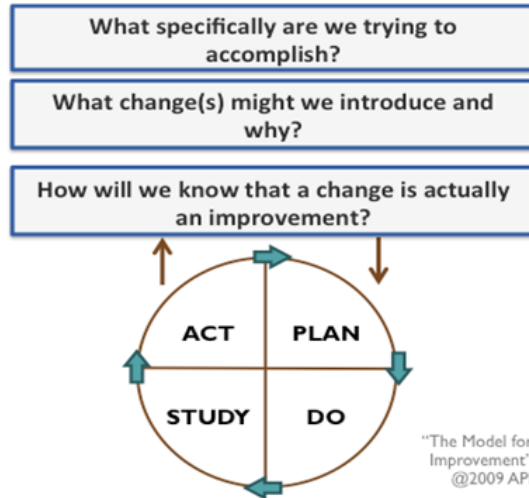
Ellen Schall in her presidential address to the Association of Public Policy and Management said, “We must invent more ways to teach reflective practice and prepare people to learn systematically from their own experience so that they might better navigate the messy realities of day-to-day public management” (1995, p. 202).

Traditional teaching methods in leadership courses fall short of preparing students for the complex realities of leadership in organizations (Darling-Hammond, 2007; Heifetz, et al., 1989). Data on change management points out that change initiatives do not fail due to a leader’s lack of knowledge *about* leadership (Bregman, 2014). Organizational leaders across industries and the world describe the need for leaders with the capacity to inhabit more complex situations (IBM, 2010). Anderson and Adams (2015) argue that an organization’s structure and performance is limited by its leaders’ level of consciousness and Caruci (2016) points out that organizations will not succeed in change unless the leaders are themselves willing to change.

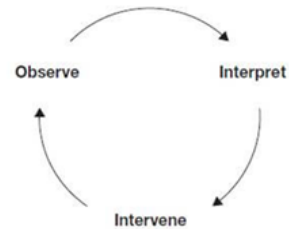
Schall (2002) and others call for leadership education that is reflective, experiential, and integrated in work. Our goal in this course is to create a space for leadership education grounded in the integration of **adult development** (Garvey Berger, 2009, 2019; Kegan, 1994) and **adaptive leadership** theory (Heifetz, Grashow, & Linsky, 2009). Drawing on participants’ personal and professional experience as leaders and learners, we invite participants to take a deep dive into the development of their leadership effectiveness through the application of course concepts to their work environment and to a problem of practice.

A **problem of practice**, according to the Carnegie Project on the Education Doctorate (2010), is a persistent, contextualized, and specific issue embedded in the work of a professional practitioner. When the practitioner addresses the problem, there is potential to improve understanding, experience, and outcomes associated with the matter (Buss & Zambo, 2014). We connect problems of practice to what Heifetz, Grashow, and Linsky (2009) refer to as an **adaptive challenge**, or “the gap between the values people stand for (that constitute thriving) ...and the reality that they face (their current lack of capacity to realize those values in their environment).”

In addition to the parallels between problems of practice and adaptive challenges, the systems-focused cycle of Improvement Science (Plan, Do, Study, Act) aligns to the adaptive leadership principles of Observe, Interpret, Intervene and the Experiment-To-Learn mode of acting in Complex Adaptive Systems that are central to the course.



The adaptive leadership process



(Heifetz, Grashow & Linsky, 2009)

## Course Aims

- To engage intellectually and experientially in the practice of leadership and adaptive change as they relate to groups and organizations (Leader, Scholar)
- To demonstrate personal courage, creativity and risk-taking when solving problems and experimenting with new behaviors (Leader, Practitioner)
- To develop the theoretical and practical skills needed to facilitate action learning groups in professional learning environments (Leader, Scholar, Practitioner)

## Format and Procedures

The course is divided into 4 thematic modules aligning with the four dimensions of adaptive work. These are:

- Module 1: Diagnose the System
- Module 2: Mobilize the System
- Module 3: Self as System
- Module 4: Deploy Self

Each module will span three to four weeks, with the first module being the longest. Weekly readings and assignments will be posted under each module. **Course weeks begin on Monday and end on Sunday.** Unless otherwise noted, assignments may be submitted at any time during the week, but will be due by 11:59 pm on Sunday night for that week. Due dates and times help to keep us on track in the course. If

you need more time to complete a specific assignment, or are experiencing difficulties with the pace of the course, please let us know as soon as you can.

The class will meet four times for three hours on Saturdays (8 AM-11 AM EST) as per the published schedule. Each class provides an opportunity for large- and small-group work. In addition, you will be assigned to a consultation group with 6 to 7 of your peers. **Consultation groups will meet up to 8 times for one-hour meetings during the semester, outside of the Saturday classes. We recommend that 4 of those meetings happen in the 4<sup>th</sup> hour (i.e. 11am to 12pm) of the scheduled Saturday morning class sessions.**

## Our Assumptions

1. It is our assumption that leadership is integral to the education doctorate. It is also our assumption that leaders who seek to transform educational systems need themselves to be open to transformation. Therefore, we expect each student to exhibit the courage to take risks when addressing problems of practice in their professional and personal lives.
2. We also assume that the work of transforming our current organizations into more equitable, just, and inclusive organizations is adaptive work that we must engage in both individually and organizationally. Therefore, the growth one needs to lead more adaptively supports the growth of leadership habits one needs to lead more inclusively.

## Relational Responsibilities

*(Source: Sabina Vaught Syllabus)*

In order to build a respectful and caring learning community, we will adopt Dr. Sabina Vaught's 'Relational Responsibilities' as a grounding guide for this course.

## Our Collective Responsibilities

Our collective responsibilities are grounded in our interdependent relationships and are expressed through our active engagement with one another and ideas and through our dedication to learning. We will undertake relational praxes of:

- Studying deeply
- Contributing meaningfully to one another's learning
- Engaging generously:
  - generating possibilities
  - seeking out connection
  - deepening of understanding

- practicing complexity over critique
- Abiding the principles of reciprocal relationality
  - It is your responsibility to co-create a rigorous and productive learning environment in which you challenge one another's ideas in a scholarly manner but never insult or disparage one another.
  - It is your responsibility to engage the ideas, discussions, and materials provided in this class in ways that enhance and strengthen your own interests.

## **Avoid Unintentional Censorship**

Our responsibility is to engage with difficult readings and ideas as we undertake the study of repressive systems and oppressive institutions. Not all class members will respond to the readings in the same manner, and some readings will upset some students more than others. In light of this, there is no clear way to warn students in advance. Moreover, we as a community do not want to unintentionally engage in censorship. Read the article: [No trigger warnings in my class: Why you won't find them on my syllabi.](#)

- Recognize and affirm that affective responses to readings and discussions are part of a just intellectual project
- Check-in with one another in ways that honor our differences but affirm our membership in a community of conscience
- Excuse ourselves when need be and without explanation in order to take necessary space.
- Attend carefully and attentively to one another's experiences and ideas, recognizing those as gifts to the community
- Make culturally-specific requests as soon as/if you realize you need to

## **Expectations**

### **Student Expectations (Source: Sabina Vaught syllabus)**

Active participation in this course is vital to developing a community of inquiry, practice, and learning. Active participation entails attending Saturday course sessions, logging into your canvas course, interacting with instructional materials, and completing learning activities by specified due dates and times. Please know that we will work with you to extend due dates if the deadlines are challenging to meet. We strive to build a learning community by recognizing our strengths in our collective knowledge, personal and professional experiences. We can achieve this by sharing the artifacts we develop, experiences, strategies, and making contributions in the discussion forums. We know that there are many aspects of our lives (internal and external factors) that distract us, but we hope that we can do what Dr. James

Lang urged educators to do - to create our learning environments as classroom retreats or what Dr. Sabina Vaught described as "retreat spaces." We hope that this course serves as a retreat to interact with each other and build on our collective wisdom.

We will be utilizing our Saturday class time to build community, and engage in meaningful activities and discussions that support our course aims. During the interim weeks we will connect through our Canvas course platform. We will also use the announcement tool to disseminate course-related information.

### **Inclusion and Diversity (Source: Sabina Vaught syllabus)**

The course aligns with the School of Education's mission to ignite learning and deliver a respectful, inclusive, and equitable learning experience. We behave professionally, and we communicate mindfully while feeling free to share contrasting viewpoints and ideas. We create an open learning environment for students from diverse backgrounds and perspectives. The diversity denoted by the intersections of race, gender, disability, sexuality, age, socioeconomic status, ethnicity, and culture that we all bring to this course is advantageous in serving as a strength and resource in our learning community.

"As the course instructors, [we are] committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, and non-gender-normative. This includes fostering an environment that is as safe and inclusive as possible. [We] intend to name and correct any actions on [our] part that fall short of these commitments as best as possible.

The University of Pittsburgh prohibits and will not engage in discrimination or harassment based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran. The University is committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages." (Roop, L., 2020).

In particular, we are committed to including the voices of minoritized groups in this class, including those of womxn and other people of color, transgender people, LGBTQIA+ people, non-Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable due to your social identities and background or how they are perceived, please let us know. If you do not feel comfortable talking with the instructors, you can contact the [Office of Equity, Diversity, and Inclusion](#).



**Preferred Names and Pronouns:** You can use the NameCoach feature in Canvas to indicate your preferred pronoun. You can use [NameCoach with Canvas](#) to add your pronouns.

## Course Requirements

### Core Text

Heifetz, R., Grashow, A., & Linsky, M., (2009). *The practice of adaptive leadership: tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press. This book is available online through the Pitt library system: visit this [Permalink](#) to access a digital copy of the text. If you have trouble accessing the book, please let us know as soon as possible.

Additional **required readings, videos and podcasts** will be made available electronically through Canvas.

**Optional material** will also be posted on Canvas for most weeks of the semester. While these optional content is not required, we encourage you to skim the ones that you find yourself curious about.

### Grades

Participation for this course entails attending the four Saturday class sessions and engaging in Canvas discussions. **Your participation will be graded as complete/incomplete.** In addition to your course participation, there are three types of graded, written assignments that will provide opportunities for you to provide evidence of your learning. **Each written assignment will be graded as an A or a 'Revise'.** If you receive an A, then your work is complete. If you receive a 'Revise', then you have an opportunity to submit a revision that addresses the comments from your instructor. The revision must be submitted within 1 week of receiving feedback from your instructor.

## Coursework

Coursework	Due Date	Feedback Due Date
<a href="#">Participation</a>	<ul style="list-style-type: none"> <li>● Join Saturday class sessions               <ul style="list-style-type: none"> <li>○ January 15</li> <li>○ February 5</li> <li>○ March 5</li> <li>○ April 2</li> </ul> </li> <li>● Engage with Canvas course discussions:               <ul style="list-style-type: none"> <li>○ Contribute a post to at least <b>two</b> Canvas discussions</li> <li>○ Respond to at least two peers' posts within the Canvas discussions you join</li> </ul> </li> </ul>	<p>Participation is reviewed as 'Complete/Incomplete'</p>
<a href="#">Leadership Challenge Case Study</a>	<ul style="list-style-type: none"> <li>● Narrative: January 23</li> <li>● Presentation and summary about comments: dates will vary depending upon decisions in your consultation group (summary due: April 3)</li> <li>● Reflection: April 10</li> </ul>	<ul style="list-style-type: none"> <li>● February 6</li> <li>● 1-2 weeks after summary is submitted</li> <li>● April 24</li> </ul>
<a href="#">Journal Entries</a>	<p>One journal entry per course module - for a total of <b>four</b> journal entries. Journal entries are due by the end of each course module.</p>	<p>Within 2 weeks of your journal entry submission</p>
<a href="#">Final Paper</a>	<p>April 17</p>	<p>May 1</p>

## Course Participation

Participation in course sessions and discussions are critical components of building our learning community, and supporting each other's scholarship and praxis. Please make it a priority to attend all four Saturday class sessions. If you do need to miss a session, please let us know as soon as you can, so we can ensure you have access to materials and concepts covered during the class. Our class sessions will be held 8am to 11am on the following four Saturdays:

- January 15 (Zoom only)
- February 5
- March 5
- April 2

In addition to attending class sessions, we ask that you actively engage in at least two Canvas course discussions during the semester. This engagement entails contributing a discussion post, and responding to at least two peers' posts in that discussion thread. Discussion posts and peer responses will be due on Sunday night (11:59pm) in the corresponding week.

## Leadership Challenge Case Study<sup>1</sup>

*The purpose of the Leadership Challenge Case Study is for you to apply course concepts to a real-life situation in your own experience.*

The Leadership Challenge Case Study includes 3 tasks:

- Narrative about a Leadership Challenge
- Presentation of the Challenge to Your Consultation Group and Summary of Comments
- Reflection

### **Narrative about a Leadership Challenge (3-5 pages)**

- Choose a situation from your own experience in which you were or are currently challenged as a leader. The situation should be one for which unresolved questions remain, one you might even consider as a failure on your part as a leader. Choose a situation that when you think about it and if you were to pay attention to it, you would recognize some sort of bodily response (a knot in your stomach, a tightening of your chest or shoulders, etc.). While a professional experience is preferred, you can draw upon any experience in

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<sup>1</sup> Case Study Writing Guide adapted with permission from KSG PAL-101 Mobilizing Group Resources.

which you are attempting to exercise leadership and experience frustration, challenge, and maybe even failure.

Excellent cases in the past have sometimes drawn on experiences at various levels of a system, including work organizations, family, university, and volunteer situations. You might consider a situation where you have personally struggled with a specific problem in your professional practice.

- Write a narrative of the situation as a case study.

**You will need to submit an initial draft of your case study on January 23.**

**Presentation of the Challenge to Your Consultation Group and Summary of Comments (1 page)**

Your Consultation Group will consist of 6-8 peers. Each group member will present their case to the group across the semester. The presentations and consultation should take 45-60 minutes. Your group should decide when they can meet for the 8 presentations. These meetings will take place outside of class sessions.

We have designed the four class sessions for 3 hours. We are leaving the fourth hour as a time that can be used for one of the presentations. If you use that fourth hour for each of the four class sessions, then you will need to schedule up to 4 more meetings to complete the presentations for all the members in your group.

Prepare an outline to help you present your case to the group. Your oral presentation should take 10 minutes or less in order to leave time for the group to identify and analyze the problem and to come up with diagnostic or action options that might have led to a better outcome.

***Suggestions for your case presentation:***

- Posing one or two questions that you want your group to consider may help frame the group's work. Without those questions, the group may not have a frame of reference to use in listening to your problem. Your questions could be variations on some of the following Adaptive Leadership informed questions:
  - Was my failure primarily caused by diagnostic mistakes, action mistakes, or mistakes in personal style?
  - What diagnostic and action options did I fail to consider that might have led to a better outcome?

The specific form your questions might take will depend on what you want to learn about your leadership behavior in this case.

- Describe your experience of the challenge and tell it like a good story. For example, instead of saying, "I had a problem with my superiors...," you might begin, "In January, I began to notice something unusual when someone said to me..." In other words, begin by telling the chain of events that led you to become aware of the problem.

In thinking about what to include in your presentation, consider answering some of the following questions from your point of view in your story:

- What is the mission of the organization or group at the center of this case?
- In light of this mission (purpose), what challenge was the organization facing? Did the challenge emerge from changing values or priorities within the organization or changing conditions externally? What were the adaptive and technical aspects of this challenge?
- What is your role in the organization and what is your perspective on the challenge?
- Who and what were the relevant parties to the challenge, and what were their points of view on the adaptive challenge?
- Where did the conflicts emerge, at the level of orienting values and mission, or more specific strategy, objectives, and tactics?
- What work avoidance mechanisms might have been operating to control the conflict and maintain equilibrium?
- What authority and resources did you have to manage the organization and its environment?
- What options did you see, and what did you do?
- Describe only what you think the group needs to know in order to analyze the problem. Guard against getting lost (and letting the group get lost) in unnecessary detail.
- Sum up by clarifying both the systemic challenge and your leadership dilemma in the situation.
- **Submit a summary (1-page)** of the most helpful comments provided by your consultation group and **the date of your consultation.**
  - What made the comments helpful?
  - What stories did you tell yourself about comments that you considered to be less helpful?
- Work with your group to ensure that all presentations can occur by April, so that you can **submit your summary by April 3rd.**

### **Reflection (1-2 pages)**

It will have been several months since you created your case study narrative. Reflect on this narrative based upon what you have experienced in this course since January.

Ask yourself how you might describe this challenge now and how you might advise yourself based upon your understanding of adaptive leadership, complexity, and related course concepts.

### **Journal Entries (1-2 pages)**

*The purpose of the journal entries is to connect with course facilitators around your reflections on your learning and challenges in the course, and the application of the course concepts in your work environment. The online dialogue with course facilitators offers an opportunity for feedback and additional perspectives as you exercise adaptive leadership practices.*

You can base your journal entry on any aspect of that course module that resonated with you. To be substantive, a journal entry should provide an authentic and meaningful reflection on core material (readings/media) or class session, or a thoughtful analysis of experimentation with course concepts in your work environment. **Submit one journal entry for each of the four course modules - for a total of four entries.**

There are three options for the framing of your journal entries. We encourage you to try each of them throughout the course. Choose one of the following options for each of your journal entries:

- What **wonderings or questions or take-aways** about your leadership, organizational change, or the class were inspired for you by the core material (readings/videos/podcasts) explored through this course module?
- What **behaviors** have you been experimenting with in your own organization? The On the Practice Field (OTPF) sections in Heifetz et al. offer good suggestions for such experiments. For this journal entry option, complete one of the On the Practice Field (OTPF) suggestions from the Heifetz et al. chapters assigned for this course module, and reflect on your learning from this experiment. If there are no Heifetz et al. chapters assigned for this module, choose an OTPF from a previously assigned chapter.
- What **connections** are emerging for you between Adaptive Leadership, improvement science, and your potential problem of practice?

Course modules run for three to four weeks - you can choose to submit a journal entry during any of the weeks corresponding to a course module. This offers you some flexibility in timing your journal entry submissions. Just be sure to submit each journal entry by the final week of each course module.

## Final Paper (3-5 pages)

*The purpose of the final paper is to apply the concepts and learning from this course to your Problem of Practice by focusing on the stakeholders and others in your professional context who will have an influence on how you will be able to address your problem of practice. The analysis that you do for this final paper will be used in a future course when you work on your Applied Inquiry Plan.*

*According to Heifetz, Grashow, and Linsky (2009, p.133), "People who think politically discern the formal and informal exercise of power and influence among individuals in their organization. They take time to understand the interests, loyalties, fears of everyone who has a stake or might be affected by the change. And they understand that relationships count."*

To complete the final paper, review Chapter 10 in *The Practice of Adaptive Leadership* (pages 133-148).

- Create a table like the one on pages 146-147.
- Fill in each cell, using the explanations in Chapter 10 to guide your analysis
- Write a 1-page reflection about what you discovered by completing the table. How has your analysis helped you to think politically about your proposed problem of practice?
- As appropriate, cite sources from the course readings that support your analysis.

## Tentative Course Schedule

The course is organized into four sections which follow the four dimensions of adaptive work:

- 1) Diagnose the System [tentatively Jan 17th - Feb 13]
- 2) Mobilize the System [tentatively Feb 14 - Mar 6]
- 3) See Yourself as a System [tentatively Mar 14 - Apr 3]
- 4) Deploy Yourself [tentatively Apr 4 - Apr 22]

Each week we will explore chapters from the core text and application readings, and readings, videos and other media that apply the theme of that week to a particular context or to the work of leadership for equity and justice. All course material will be posted in our Canvas modules.

# Course Policies

## Incomplete Grades

For this course, an “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).

**G grades and I grades. Under certain conditions you may receive a “G” or “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 re-register for the course if it is needed to fulfill requirements for graduation.*
- **I Grade:** *The I grade signifies incomplete course work due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars.*

After one year, G grades automatically become non-changeable NG grades (no credit, no impact on grade point average. Please visit <http://www.pitt.edu/~graduate/reggrades.html> for University Grading Policy for Graduate Study.

## Attendance

Regular attendance in the Saturday 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 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 instructors 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) and 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.

## **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.

## **University Policies**

### **Disability Services**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#). (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto: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 this course.

### **Academic Integrity**

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). 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. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands- on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#).

## 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 (currently Dr. Shederick 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.

## 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.

# 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](mailto:pittcares@pitt.edu) or see: <http://www.studentaffairs.pitt.edu/cars/>
- Student Affairs Summary: [Faculty and Staff Guide for Helping Distressed Students](#)