University of Pittsburgh
School of Education

Doctor of Education (EdD) Program: Summer 2025

Practitioner Inquiry 1 (EDUC 3001):   **The Science of Improvement**

Foundations 1 (EDUC 3002):   **Becoming a Scholarly Practitioner**

Class Days & Times	

8am- 5pm (with an hour for lunch):
  Saturday, May 10
  Mon, June 23- Fri, June 27
  Saturday, July 12
  Saturday, Aug 2
	Course materials available via canvas.pitt.edu
	
	Course Location: Posvar 5601 (Colloquium Room)

Instructional Team	
François Guilleux, PhD Adjunct Assistant Professor Teaching, Learning, and Leading fjg6@pitt.edu **Esohe Osai, PhD** Assistant Professor Health and Human Development esohe.osai@pitt.edu	**Emily Koren, PhD** Instructor Postdoctoral Fellow, University of Southern California erk68@pitt.edu **Additional Guest Instructors to be announced!**

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

Integrated Summer Courses

Rationale: The first summer term in the EdD program consists of *an integrated 6-credit experience* that is designed to provide you with a transition into doctoral studies and the tools you need to be successful in the program. The courses provide an understanding of becoming a Scholarly Practitioner and the tools to identify, frame, and consider ways to thoughtfully engage in systematic inquiry focused on important Problems of Practice in education and health.

Description: The two summer courses are connected through readings, activities, assignments, and a single instructional team. These two required, integrated courses share a website (via Canvas). There are no specific pre-requisites for these two courses. Though not associated with completion of specific EdD program milestones, the skills and strategies you develop in these courses are critical to your successful completion of the program and associated projects.

Foundations 1: Becoming a Scholarly Practitioner
This course will help you establish your identity as a scholarly practitioner and leader. The Scholarly practitioner is defined by the Carnegie Project on the Education Doctorate (CPED) as one who blends practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice; uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals (CPED, 2010).

Learning outcomes: By the end of Foundations 1, students will...
- Understand what it means to be a scholarly practitioner and leader, including knowing how to locate and use literature, the value of a scholarly mindset, and the language of research.
- Have a perspective on the importance of context and equity in education in the U.S.
- Understand where the EdD fits in the educational landscape and how the EdD program works (courses & milestones).

Practitioner Inquiry 1: The Science of Improvement
At the center of practitioner inquiry is the ability to use data to understand the effects of innovations that seek to improve problems found in practice. It is the process of posing significant questions, using various research, theories, and professional wisdom, and designing innovative solutions to address complex problems of practice. In this course, we will introduce students to Improvement Science methodology as a process for doing inquiry as practice.

Learning Outcomes: By the end of Practitioner Inquiry 1, students will...
- Have a working knowledge of the principles, tools, and methodology of improvement science.
- Understand the nature, characteristics, and importance of problems of practice.

- Have a perspective on the connection between improvement approaches and addressing inequities in education and health.

Course Format and Procedures

Attendance: Given the condensed nature of the summer courses, we expect all students to be present for every course meeting. See the complete attendance policy later in this document.

Blended Course Format: These two courses are designed to meet in-person on the scheduled days, from 8a – 5p, including a one-hour lunch break. For each course, in addition to the class time outlined in the schedule, you are expected to spend an additional 12 hours outside of the daily class time in active exploration of resources, reading, completing assignments, and accessing resources. This includes online assignments as well as resources related to your problem of practice. Additionally, you can expect to spend time preparing for class by reading, studying, and completing assignments.

Read ahead: Because these two courses are paired and meet in an intensive stretch of back-to-back all-day classes, you will need to plan ahead to meet the reading load for the summer, especially for the intensive week. As indicated on the course schedule, you are expected to read and take notes on nearly all the assigned course readings prior to June.

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

Grading

The course is based in the instructional strategy and educational philosophy of mastery learning. This means that we aim to provide substantive feedback on all assignments with learners redoing work until mastery is achieved. We refer to this as an 'A or redo' grading method. Assignments are to be submitted electronically via Canvas (except as noted). Because of the condensed nature of the summer course, we cannot make allowances for late work. Late work slows down the process of review and your progress on subsequent assignments. We will grant exceptions for documented illness or emergency. Assignments submitted through our Canvas site will be filtered through Turnitin, a software that checks for instances of plagiarism and misattribution. As doctoral students, we expect your rigorous engagement with the course materials and assignments. We provide rubrics and feedback for the larger assignments.

Readings   *Note – we may add to supplemental readings as the semester unfolds.*

Books: *The following books are required for the course. They will be used throughout the entirety of the EdD program. Available through the library or for purchase at the University bookstore as well as online (e.g., Amazon.com):*

Bryk, A., Gomez, L.M., Grunow, A., & LeMahieu, P.G. (2015). *Learning to improve: How America's schools can get better at getting better.* Harvard Education Press.

Perry, J. A., Zambo, D., & Crow, R. (2020). **The improvement science dissertation in practice: A guide for faculty, committee members, and their students.** Myers Education Press.

Hinnant-Crawford, B. N. (2025). **Improvement Science in Education: A Primer** (2nd ed.). Myers Education Press.

We also recommend (but do not require): *They Say/ I Say: The moves that matter in academic writing*, by Graff & Birkenstein. The current edition is 4th but any edition (even 1st) is fine.

Additional Readings: *In addition to the required books above, we will read the following articles. All will be available through Canvas (additional readings may be posted on Canvas as well):*

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). Introduction to research in education. Cengage Learning.

Ferri, B. A., & Connor, D. J. (2005). In the shadow of Brown: Special education and overrepresentation of students of color. *Remedial and Special education*, 26(2), 93-100.

Gawande, A. (2007). Better: a surgeon's notes on performance. New York: Picador. Excerpt chapter: On Washing Hands

Hasson, R. E., Brown, D. R., Dorn, J., Barkley, L., Torgan, C., Whitt-Glover, M., Ainsworth, B, & Keith, N. (2017). Achieving equity in physical activity participation: ACSM experience and next steps. *Medicine & Science in Sports & Exercise, 49*(4), 848-858.

Ladson-Billings, G. (2014). What it means to be critical: Beyond rhetoric and toward action. *A companion to research in education*, 259-261.

Lamott, A. (2005). Shitty first drafts. In P. Eschholz, A. Rosa, & V. Clark (Eds.), *Language awareness: Readings for college writers*. (pp. 93-96). Bedford: St. Martins.

Meyer, A. (2021). The journey of improvement: Solving problems with Improvement Science. Unpublished.

The National Commission on Social, Emotional, and Academic Development. *From a nation at risk to a nation at hope.* Washington, DC: Aspen Institute. Available at http://nationathope.org.

Patel, L. (2021). *No Study Without Struggle: Confronting Settler Colonialism in Higher Education*. Beacon Press. Excerpt chapter 5: The study to struggle is vulnerable.

Perry, J. et al (2020). New Mindsets and a New Dissertation Frame. In *The Improvement Science Dissertation in Practice: A guide for faculty, committee members, and their students (pp 23 –50)*. Myers Education Press.

Perry, J. A. (2015). The EdD and the scholarly practitioner. School Administrator Magazine. pp 21-25.

Vossoughi, S. & Tintiangco-Cubales, A. (2020). "Radically Transforming the World: Repurposing Education & Designing for Collective Learning & Well-Being." Equitable Learning & Development Project, *Framework for Liberatory Education: First Installment*. Chicago: Next System Learning Collaborative.

Wheatley, M. J. (2002). Willing to be disturbed. *Turning to one another: Simple conversations to restore hope to the future. San Francisco, CA: Berrett-Koshler Publishers, Inc.*

Assessments of Learning

The course includes three types of assignments: Self-guided online, Major exploration, and written. We do not provide feedback or grades for the Self-guided or Major exploration assignments but will provide feedback for the written assignments.

Self-guided Online Assignments

Please complete the following self-guided assignments as part of your participation in the two courses. Each assignment needs to be completed for you to receive your final grade for the course. Several assignments are due prior to the first class. Please see the self-guided assignment sheet (provided at orientation) for in-depth procedural information for completing these assignments.

1. **APA tutorial.** Before class begins, complete the online tutorial at https://apastyle.apa.org/instructional-aids/tutorials-webinars. Nearly all scholarship in education is presented in the standard writing style of the American Psychological Association (APA). You will find that some journals, particularly work influenced by humanities disciplines, follow the Chicago Manual of Style. For this course, you will be expected to demonstrate facility with APA in your written work. Of particular importance are the **citation and reference** conventions of APA. We encourage you to purchase the APA manual in spiral-bound form to use as a desktop reference throughout your doctoral studies and beyond. The Online Writing Lab (OWL) at Purdue University (https://owl.purdue.edu) is also an excellent resource.

2. **Academic integrity/plagiarism tutorial.** We expect all students' work from the very beginning of the course to reflect the highest standards of academic integrity. From time to time, we all need reminders on how to cite and reference prior work with integrity. Everyone in the course is required to review the University of Pittsburgh's Academic Integrity/Plagiarism Tutorial by the first class meeting. Access the Integrity Tutorial here: https://pitt.libguides.com/academicintegrity/plagiarism.

3. **IRB certification.** The University requires that all researchers complete human subjects research training before submitting any studies for review. For more information about the IRB and your expectations as a student researcher, see the Education section of the IRB website:

http://www.irb.pitt.edu/student-research. Complete the two required online modules on **Social & Behavioral Research – Basic/Refresher,** and **Social & Behavioral Responsible Conduct of Research.**

Allow at least 6 hours to complete the modules and quizzes. Upon completion, the system will grant you an online certificate. Present certificates on the date indicated on the course schedule. You are required to be IRB certified in order to receive a grade for the course.

If you already have IRB certification through Pitt's CITI portal, you may submit proof of those. If you have CITI certification outside the Pitt system, you are still required to complete the CITI certification through the Pitt portal. Access the Pitt CITI page here: http://www.citi.pitt.edu

4. **Personal Video Introductions via Canvas.** The EdD program was intentionally designed to include a large, diverse group of students reflecting a variety of experiences and perspectives related to education. The cohort is made up of individuals across seven areas of concentration: Educational Leadership; Health & Physical Activity; Higher Education; Out-of-School Learning, Education Policy and Social Change; STEM; Special Education; and Urban Education). All of you share a common goal: to achieve the highest degree available in your professional fields as you become expert scholar-practitioners. One challenge in such a large group is getting to know everyone. Toward that end, we ask that each of you post a brief video bio online so that we can begin to come to know this shared community. And please watch each other's bios as they are posted. You can post your bio from any device that has a camera, including desktop computer, laptop, and Android or iOS mobile device. You'll find the link on Canvas.

Major Exploration Assignments

Your Major group (formerly known as Area of Concentration (ARCO)) is an extremely important feature of the EdD program. Your Major guides all aspects of your EdD experience, including the four Major classes and your ongoing consideration of PoPs and areas to focus your study. In the summer programs we provide several opportunities for you to get to know your (and others') Major.

5. **Group presentation.** The group presentation assignment has two goals: to allow you to get to know your academic major and to help you understand the other majors and students in your EdD cohort. Each academic major group (and multiple groups in the case of large majors) will put together and conduct a ~10-minute presentation with Q&A.

6. **Panopto Video: Major connections.** After academic major groups present in class, we will set up a grid for each major. For this assignment you do not need to post to your own major's grid (though feel free to respond to others' posts); rather, pick one or two *other* major grids to post in. In your post, discuss how that group's interests overlap with your major and how you can connect and learn from the major, in a compare/contrast with your major. For example, if you

are in the out-of-school learning (OSL) major, you may decide to post in the STEM major on the similarities and differences between OSL and STEM.

7. **Panopto Video: Equity & Justice and my major.** In this assignment you will post and reply at least once (see calendar) *within* your major about how opportunity gaps and the context of educational inequity or the social determinants of health play out in your concentration area. How does structural inequality manifest within your major?

Written Assignments

FOR ALL WRITTEN ASSIGNMENTS: Use APA style, as explained in the APA tutorial, for all citations and references. Submit work in an easily readable 11- or 12-point font, double-spaced. No title page (or running head) is needed for any assignment. Attend to the page ranges specified in the assignments. We will provide additional guidance and rubrics for these assignments.

8. **Learning from Literature.** This assignment guides you through a literature search process to introduce you to the intellectual work of a scholarly practitioner. In this assignment you will identify six sources related to a topic of interest (at least four sources should be peer-reviewed). You will conduct annotations for each source and write a synopsis (300-500 words) for the entire assignment.

9. **Practice Problem of Practice (PoP) Statement.** In your major course in the spring of your first year, you will draft a PoP Statement, which is your first program milestone. This assignment is a practice version of that program milestone and the guidelines for this assignment parallel the guidelines for the milestone.

10. **Final Paper (turned in as draft and as final).** This final paper will center on a plan of action that you create based on your learning and problem of practice development over the summer. It will include your revised PoP Statement, a reflection on the course and your scholarly identity, and an action plan.

Course Calendar

Date/*Topics* (class days are shaded)	Reading/Texts Due[1]	Assignments Due
May 9		Personal Video Introduction – **Post by May 5** Watch others' videos before 1st class
May 10	*Prior to class read:* Syllabus EdD Handbook Bryk et al. (2015): Preface and Introduction Gawande (2007) Perry (2020) Wheatley (2002)	*Prior to first class complete:* APA Tutorial Academic Integrity Tutorial IRB Certifications
June 9		Learning from Literature
June 23 – 27	*Prior to week-long session read:* Ary et al. (2018) ch. 1 Bryk et al. (2015) ch. 3 Ferri et al. (2005) Ladson-Billings (2013) Lamott (2005) Meyer (2021) Patel (2021) ch. 5 Vossoughi et al. (2020)	Major Presentations during the week (exact dates TBD)
By July 11		Flipgrid Major Connections Post Practice PoP Statement

July 12	*Prior to class read:*
	The National Commission on
	    Social, Emotional, and
	    Academic Development (2019)
	Hasson et al. (2016)
	Ogawa (2020)
	Hinnant-Crawford (2025)	

By July 18		Video Equity & Justice Post Revision of Practice PoP Statement
Aug 2	TBD	Video Equity & Justice Replies
August 6 (by 11:59pm)		Final Paper

[1] Please note: We have tried to limit the readings as much as possible to make the workload manageable. **We plan to provide additional, optional readings related to course materials here and may add more as the course unfolds.**

Optional/Suggested Readings:

Improvement Science

Hinnant-Crawford, B., Lett, E. L., & Cromartie, S. (2023). Using Critical Race Theory to Guide Continuous Improvement. *Continuous improvement: A leadership process for school improvement*, 105.

Special Education

David Hernández-Saca & Mercedes Adell Cannon (2019). Interrogating disability epistemologies: towards collective dis/ability intersectional emotional, affective and spiritual autoethnographies for healing. *International Journal of Qualitative Studies in Education*, 32:3, 243-262, DOI: 10.1080/09518398.2019.1576944

Smith, P. S., & Myers, B. (2024). Narrating Access and Agency: Students With Intellectual Disability Share Their Experiences With Higher Education. Remedial and Special Education, 0(0). https://doi.org/10.1177/07419325231226109

Urban Education

Johnson, L. L., Bryan, N., & Boutte, G. (2018). Show us the love: Revolutionary teaching in (un)critical times. *The Urban Review, 51*(1), 46-64.

STEM

McGee, E. O. (2020). Interrogating structural racism in STEM higher education. *Educational Researcher, 49*(9), 633-644.

HIGHER EDUCATION

Kezar, A., Bertram Gallant, T., & Lester, J. (2011). Everyday people making a difference on college campuses: the tempered grassroots leadership tactics of faculty and staff. Studies in Higher Education, 36(2), 129–151. https://doi.org/10.1080/03075070903532304

OSL

Baldridge, B. J. (2020). The youthwork paradox: A case for studying the complexity of community-based youth work in education research. Educational Researcher, 49(8), 618-625.

Education Leadership

Green, T. L. (2018). Enriching Educational Leadership Through Community Equity Literacy: A Conceptual Foundation. *Leadership and Policy in Schools, 17*(4), 487–515. https://doi.org/10.1080/15700763.2017.1326148

Education Policy and Social Change

Turner, E. O., & Spain, A. K. (2020). The multiple meanings of (in) equity: Remaking school district tracking policy in an era of budget cuts and accountability. Urban Education, 55(5), 783-812.

Policies and Tips

Use of Technology: This course uses a Canvas web site provided through the University. To access this, go to http://canvas.pitt.edu and log on using your Pitt username 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.

Statement on Use of AI: We recognize the emergence of a variety of artificial intelligence (AI) programs now available to assist writers, most prominently ChatGPT. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer—and in the EdD, writing is an important context for thinking; the two are intertwined as you seek to understand and enact improvement. However, AI tools are and will increasingly become important tools. As we move forward together in this brave new world, we'll have to figure out ways to take advantage of these powerful tools in responsible ways.

Course Format: 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.

Attendance: Regular and prompt attendance in the class sessions is an essential part of the educational experience in the EdD program. Due to the hybrid nature and limited face-to-face/synchronous time, missing any given session constitutes a significant portion of the time for interaction with instructors and peers.

Although students are expected to attend all 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).

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. For any recorded synchronous Zoom meetings, the instructor will let the students know ahead of time and they will have the option to leave their video off the screen. These recordings will only be shared with other students in the class.

Email Communication: Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

Statement on Scholarly Discourse: In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

Equity, Diversity, and Inclusion: The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the Civil Rights & Title IX Compliance web page.

We ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be filed online. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

Accessibility: The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Specific details regarding individual feature compliance are documented and updated regularly.

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, (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.

University Notifications: 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), and local news media outlets.

Gender Inclusive Language Statement: Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Academic Integrity Guidelines: 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.

Provided here is the School of Education Academic Integrity Policy. Please read the policy carefully.

School of Education 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 their EdD advisor; (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 their doctoral advisor.

3. If the matter remains unresolved, the student should talk to the coordinator of the EdD program, Dr. Tom Akiva.

4. If the matter remains unresolved, the student should next talk to the SOE associate dean of students (Dr. Andrea Zito).

Ombudsperson: The Pitt School of Education Ombudsperson assists graduate students and postdocs with resolving conflicts and issues that arise in the course of their education and training that they believe have not or cannot be addressed within their academic department. The Ombudsperson can help mediate conflicts and provides information about institutional policies related to the student's issues, including the University's grievance procedures. The Ombudsperson directs students and postdocs to further resources on campus as appropriate. For more information see: https://www.education.pitt.edu/student-services/ombudsperson

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.

Your Well-being Matters: College/Graduate school can be an exciting and challenging time for students. Taking time to care for yourself and seeking appropriate support can help you achieve your academic and professional goals. You are encouraged to maintain a healthy lifestyle by eating a balanced diet, exercising regularly, avoiding drugs and alcohol, getting enough sleep, and taking time to relax.

It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources. The University Counseling Center is also here for you. You can call 412-648-7930 at any time to connect with a clinician. You can also visit the Counseling Center website.

If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930.

You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

If the situation is life threatening, call the Police:

- On-campus: Pitt Police: 412-268-2121
- Off-campus: 911

COVID-19-related Considerations: Acknowledging that we are living during an ongoing public health crisis, it is important that we address considerations of how to exist in a learning space and remain healthy and safe. As of April 2022, the University of Pittsburgh is mask optional. Please see this link for the university's health rules - **https://www.coronavirus.pitt.edu/healthy-community/pitts-health-rules**. A few additional notes, as we prepare for our in-person class sessions. The university recommends that every member of the community is vaccinated and boosted. If you have symptoms and/or are traveling in, please use a COVID test before attending class. If you test positive, please

do not come to class. If you must miss class because of COVID, please follow our absence policy. When in class, be considerate to classmates' potential health concerns. Gauge classmates' comfort level with hugs and closeness. Maintain cleanliness through covering up if coughing or sneezing and thoroughly washing with soap and water when necessary.

Additional University of Pittsburgh 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