Doctor of Education (EdD) Program

Practitioner Inquiry 3 - EDUC 3007, Section #1500

Spring 2026

Class Times	
Please reserve 8am- 12pm for face-to-face classes in <u>Wesley W. Posvar Hall, Room 1502:</u> • Saturday, Jan 10th • Saturday, February 7th • Saturday, March 7th • Saturday, April 11th	**Online activities will be conducted** via canvas.pitt.edu

Co-Instructors	
Keith Trahan, PhD Assistant Professor of Practice Department of Educational Foundations, Organizations, and Policy keithtrahan@pitt.edu 5502 Posvar Hall **Office Hours:** by appointment **Phone:** 412-624-7240	**Brett Ranon Nachman, PhD** Assistant Professor Department of Educational Foundations, Organizations, and Policy bnachman@pitt.edu 5518 Posvar Hall **Office Hours**: by appointment **Cell Phone:** 602-618-0000

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

Doctor of Education (EdD)

*The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide 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 using improvement science to address problems of practice.

Course

I. Rationale:

Practitioner Inquiry 3 is the third course in the four-course series designed to teach students to understand and use improvement science and apply quantitative and qualitative research methods to improve their actionable problem of practice.

II. Description:

In this course, EdD students will continue their improvement journey moving from understanding their problem of practice and local system to developing a theory of improvement and an aim for improvement with an equity and justice lens. Students will develop a driver diagram, identify specific places in their organizational system where change might impact or improve that system, and develop and implement small personal and professional improvement (PDSA) cycles. Students will also learn about quantitative and qualitative data collection and analysis methods and continue to refine those skills through hands-on activities.

III. Course Aims and Outcomes:

Aims

There are three overarching aims in the course: (1) To further students' knowledge about Improvement Science and inquiry methods and how to apply them to their professional practice to solve problems of practice through taking the next steps in developing a theory of and plan for improvement; (2) to provide students with experience developing and implementing improvement (PDSA) cycles; and (3) to gain knowledge and skills in quantitative and qualitative data collection and analysis methods.

Specific Learning Outcomes:

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

1. Develop aim statements for improving problems of practice
2. Identify system drivers of change
3. Develop a theory of improvement
4. Consider change ideas that could lead to improvement

5. Develop and implement improvement (PDSA) cycles
6. Design and implement survey and focus group protocols
7. Perform data management, transcription, analysis, and reporting

IV. Doctoral Requirements:
Completion of **a Theory of Improvement** to inform the dissertation in practice.

V. Format and Procedures:
This is a hybrid course with four monthly in-person meetings (one Saturday per month) and asynchronous weekly readings, activities, and assignments between classes on Canvas (https://canvas.pitt.edu; see Course Schedule for details). We expect that you will come to class prepared and ready to engage the materials and your peers. During asynchronous times, we expect that you will complete and upload assignments in accordance with the dates outlined in the Course Schedule section of the syllabus. Additionally, you can expect to spend time preparing for class by reading, studying, and completing assignments.

Our goal is to foster deliberation as a group, learn together, and improve our ability to name and address problems of practice. As instructors, we are committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, non-gender-normative, and inclusive. This pedagogy includes fostering an environment that is as safe as possible. It is our intention to name and correct as best as possible any actions on our part that fall short of these commitments. If everyone in the class is likewise committed, the work should be more easily facilitated.

VI. Course Requirements:
1. Course readings and where they are available:

1. Perry, J.A., Zambo, D., & Crow, R. (2020). *The improvement science dissertation in practice: A guide for faculty, committee members, and their students*. Access e-book at: https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g3767l/alma9998620040906236

2. Hinnant-Crawford, B. N. (2020). *Improvement science in education: A primer*. Gorham, ME: Myers Education Press. Access e-book at: https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g3767l/alma9998874550006236

3. Bryk, A. S., 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.
    a. Available online at: https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/1sjtb5p/alma99100635345306236

4. Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). *A guide to practitioner research in education*. SAGE Publications Ltd, https://dx.doi.org/10.4135/9781473957770;
    a. Available online at : https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/i25aoe/cdi_askewsholts_vlebooks_9781446241103

5. Hall, J. N. (2020). *Focus Groups : Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation.* (1st ed.). Myers Education Press.
    a. Available online at: https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g3767l/alma9910307434090623 6

6. Saldaña, J. (2021). *The coding manual for qualitative researchers* (4E [Fourth edition].). SAGE.
    a. Available online at: https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/1sjtb5p/alma9999361871906236

****Additional readings and viewings will be available on Canvas****

2. Assessments of Learning

A. Theory of Improvement - 35 Points

As a reminder, the Theory of and Plan for Improvement is the title of Chapter 2 in the Dissertation in Practice template. In this course, you will develop and complete your introduction and theory of improvement for your Chapter 2. Then, in your PI4 course this summer, you will develop and complete your measures and plan for your change work. In your second summer course, you will work to combine your Problem of Practice from PI2 with your Theory of and Plan for Improvement from PI3 & PI4 into your overview to submit for review by your DiP committee in Fall term. In this course, you will develop much of your DiP's Theory of Improvement in 3 assignments to be submitted at different times during the semester:

1. Aim Statement (5 Points)
2. Driver Diagram & Theory of Improvement (10 Points)
3. Final Aim Statement, Driver Diagram, and Theory of Improvement (20 Points)

Students will complete each part, receive feedback, and incorporate feedback into the next assignment, with the final version being shared with their advisors.

B. Personal and Professional PDSA Cycles – 15 Points

The Plan, Do, Student, Act cycle is a central aspect of improvement science. In this course, you will develop, conduct, and report two basic PDSA cycles, one personal and one professional. The goal of these two activities is to learn how to develop, implement, and use a PDSA cycle as a means for improvement.

1. Personal PDSA cycle (5 Points)
2. Professional PDSA cycle (10 Points)

C. Protocol Design & Analysis - 40 Points
Through various assignments, you will engage in the research inquiry process, applying both quantitative and qualitative methods, from designing protocols, to collecting and managing data, to cleaning and analyzing data. This process and training will culminate in a final presentation.

1. Survey Protocol (10 points)
2. Focus Group Protocol (10 points)
3. Data entry, Transcription, and Preliminary Analysis (10 points)
4. Results Presentation (10 points)

D. Participation (10 points)

4. In-Class participation (1 point per class)
5. Asynchronous peer discussion and feedback (2 points each)
6. Sharing final aim statement, driver diagram, and theory of improvement with advisor (2 points)

VII. Feedback and Grading Procedures:

Feedback:
Feedback is essential for high quality learning and teaching. Therefore, we are committed to giving you individual, detailed, and timely feedback so that you can improve your learning on future assignments. Students will receive feedback from one of the instructors throughout the semester. Additionally, students will receive feedback from their peers. Please note assignment descriptions for the type of feedback that students can anticipate. Students can expect to receive instructor feedback online within one week of assignment submission.

Grading:
Grading for this course is letter grade. Students will be divided into two grading groups—see Canvas for your assigned group.

This course involves assigning letter grades to students. Each assignment has a description in the syllabus and on the course's Canvas site listing the criteria being assessed. Please closely read and follow instructions. Please ask us questions in advance of the assignment to make sure you are on track. Additionally, students will have the option to revise and resubmit 2 assignments of their choosing if full points were not rewarded initially. Upon posting of grades for an assignment, students have 48 hours to email their grading instructor and request to revise and resubmit. Revised assignments must then be submitted within five days of the request. Please remember that revised and resubmitted assignments cause a delay in instructor feedback, which in some cases is necessary for subsequent assignments. If you foresee problems with assignments and timelines, please reach out to your grading instructor as soon as possible to plan a course of action.

Grading Scale:

Point Total	Final Letter Grade	Point Total	Final Letter Grade
94-100	A	77-79.99	C+
90-93.99	A-	74-76.99	C
87-89.99	B+	70-73.99	C-
84-86.99	B	60-69.99	D
80-83.99	B-	59.99 or below	F

G Grades and I Grades:

Under certain conditions you may receive a "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. As of August 16, 2018, G grades after one year automatically become non-changeable NG grades (no credit, no impact on grade point average) After this one-year deadline has passed, 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. 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).*

As of August 16, 2018, G grades after one year automatically become non-changeable NG.

Deadlines and Late Work

All assignments, unless otherwise noted on the syllabus, are due on Canvas by Sundays at 11:59pm ET. For each student, we will offer two extensions of assignment deadlines. Students must email their request for extension at least 48 hours *prior* to the assignment due date. This opportunity *does not* apply for the last assignment, which requires submission for peer feedback. Assignments that are late and did not receive an extension will incur at least a 10% reduction in the grade. Also, remember that late assignments will affect the timeline for feedback needed for some subsequent assignments. In case of a technical issue within Canvas,

please document and email your grading instructor with a description of the submission not working. Please communicate with us about your situation and potential need for an extension in advance. We want you to be proactive, to whatever extent possible, in letting us know if you need support.

VIII. Tentative Course Schedule (*Subject to change)*

WEEK	DATES		TOPIC	ASSIGNMENT
0	January 10	**1st CLASS MEETING**	Course Welcome & Overview Intro to Model of Improvement & Aim Statements	**Readings:** a) Syllabus & Welcome Here Module
1	January 12 – January 18		Finalizing Your Aim Statement	**Readings:** a) NYCDOE pp. 67-70; b) Sandoval & Van Es (2021); c) IHI Tips of Aims; d) Making your Aim Equitable and Inclusive; e) Bonney et al. (2024)
2	January 19 – January 25		Understanding a Theory of Improvement	**Readings: a**) Hinnant-Crawford (2020) Ch. 6; b) Perry et al. (2020) Ch. 5 **Assignment:** Submit Aim Statement
3	January 26 – February 1		Developing your Theory of Improvement Intro to Inquiry Methods	**Readings:** a) NYCDOE Ch. 2; b) Bennett & Provost (2015); c) LeMaiheu et al (2017); d) Reinholz & Andrews (2020) **Assignment:** Perusal reading Reinholz & Andrews

4	February 2 – February 8	**Saturday Feb 7 - CLASS**	Improvement Cases: Theories of Improvement come to life Workshop Driver Diagram & Theory of Improvement	**Readings: Pick 2 of the following -** a) Zhao et al. (2021); b) Barnard (2021); c) Milko (2021); d) Hinnant-Crawford (2023); e) Noble et al (2021) **Assignment:** Submit Driver Diagram & Theory of Improvement
5	February 9 – February 15		Survey Purpose & Protocols	**Readings:** a) Castillo & Gillborn (2023); b) Bernhardt, 2004 (pp. 69 - 78) Additional resource: Newcomer & Triplett (2015) Ch 14 **Assignment:** Submit Survey Protocol
6	February 16 – February 22		Focus Group Purpose & Protocols	**Readings:** a) Hall (2020) Ch. 2; b) Hall (2020) Ch. 3 (pp.41-52) & Appendix A; c) Choose 1: Ch 4,5,6, or 7 from Hall (2020) Additional resource (optional): Sagoe (2012) **Assignment:** Submit Focus Group Protocol
7	February 23 – March 1		Surveys, Focus Groups, and Mixed Methods Practice FG Moderating skills	**Readings:** a) Andrzejewski et al. (2019); b) Hall (2020) Ch. 3 (pp.52-57); c) Perkins (2011) **Assignment:** Implement Survey protocol/gather data
8	March 2 – March 8	**Saturday Mar 7 – CLASS**	Improvement (PDSA) Cycles: Workshop Personal & Professional	**Readings:** a) Hinnant-Crawford (2020) Ch. 7; b) Perry et al (2020) Ch. 6; c) Bryk et al. (2015) Ch 4

				Assignments: Implement Focus Group protocol/gather data
9	March 9 – March 15		**SPRING RECESS**	
10	March 16 – March 22		Data Entry & Transcription	**Readings:** a) Whitney et al. (2024); b) Hall (2020) Ch. 8 (pp. 155-160); c) Menter et al. (2011) Ch 12 (pp. 192-201) **Assignments:** Submit Focus Group Data Entry & Transcription, and Survey Preliminary Analysis Personal Improvement (PDSA) Cycle Implementation Table
11	March 23 – March 29		Analyzing Qualitative Transcripts	**Readings:** a) Hall (2020) Ch. 8 (pp. 160-175; b) Suh (2021); c) Mero-Jaffe 2011 **Assignment:** Final Aim Statement, Driver Diagram, and Theory of Improvement with potential change ideas
12	March 30 – April 5		Analyzing Survey Data Qualitative Coding Looking Ahead	**Readings:** a) Menter et al. (2011) Ch 12 (pp. 199-213); b) Boone & Boone (2012); c) Qualtrics Results-Reports Basic Overview: https://www.qualtrics.com/support/survey-platform/reports-module/results-section/reports-overview/?parent=p002 d) choose 1 of the data analysis videos to watch: https://www.youtube.com/watch?v=4_9vGqQaCFk or https://www.youtube.com/watch?v=0p6__Wm3r3w **Assignments:** Write up implementation of Professional

				Improvement PDSA cycle and complete table
13	April 6 – April 12	**Saturday, April 11 - CLASS**	Workshop Theory of Improvement for Sharing with Advisor Workshop Data Analysis and Reporting	**Readings:** Selected DiPs, focusing on Chapters 1 and 2 (Overview sections) **Assignments:** Email Advisor Theory of Improvement
14	April 13 – April 19		Presenting your Results	**Readings:** (a) Saldaña (2021) Ch. 15; b) Data Visualization: https://www.tutorialspoint.com/excel_data_analysis/excel_data_analysis_visualization.htm
15	April 20 – April 26		***Final Grades Due Saturday 5/5***	**Assignments:** Results Power Point Presentation (Initial post due 4/22; peer replies due 4/26)

Policies and Tips

Use of Technology*:* This course uses the Canvas learning management system. To access the course Web site, go to http://canvas.pitt.edu 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.

Course Format: Hybrid

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.

Attendance and Engagement
Your attendance and engagement in this course are important in illustrating your commitment to the material and your doctoral studies. We recognize that participation manifests in a variety of ways, such as contributing to large group dialogues, participating in small group conversations, engaging with peers' discussion board posts, and communicating with instructors outside of class. What we prioritize is that you actively engage with the course content, assignments, your peers, and us (your instructors) throughout the course.

Regular and prompt attendance in the Saturday class sessions is an essential part of the educational experience in the EdD program. Each course meets only four times throughout the term – missing one of those sessions constitutes a significant portion of the time for face-to-face interaction with instructors and peers. Please come to class having read the assigned readings. You need not have read each article word for word, though we ask that you at least have a general understanding of the piece's takeaways and highlights. You will only get out of the course what you put into it, and engaging with the readings is one key illustration of course engagement.

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 **illness, a required work-related commitment, or a valid emergency**. In such cases, students need to contact the course instructors and determine how to make up the 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 instructors, copying 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.

Copyright Notice
These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials.

See Library of Congress Copyright Office and the University Copyright Policy.

Communication Policy

We value having an honest, thoughtful, and transparent rapport with you. Our commitment to you is that we will provide formative feedback on your assignments, delivering comments within a one-week period.

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., gmail, iCloud). 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.

From a respect and professionalism standpoint, we expect that you acknowledge any response we give to your message, as well as use our names directly as part of the greetings (e.g., "Dear Dr. Nachman," "Hi Dr. Trahan," "Hi Brett," etc.). In that same spirit, we will address you by your name in any messages we send.

Throughout the course, please express your concerns and questions. We cannot fully appreciate or understand what may be unfolding in your class experience, or other parts of your life for that matter that may be causing stress or disruption, unless you communicate with us.

Writing Policy and Considerations

Within all assignments, we ask that you abide by the following guidelines:

- Use typed, double-spaced formatting using 12-point Times New Roman font with one-inch margins
- Feature your name, class number, professor title, and assignment title at the top of the page or on a separate title page
- Follow the *Publication Manual of the American Psychological Association* (7th edition)
- Use in-text citations and references whenever citing information that is not commonly known information
- Paraphrase information as much as possible, limiting quoted material to standout examples
- Provide evidence with any points you are making
- Recognize that academic writing requires re-writing; make sure to proofread your content before submitting.

Respect Policy

In our class we may discuss sensitive topics related to individuals' identities and experiences, or even divisive issues facing education and society more generally. Throughout, we ask that you do not generalize, communicate only about your own experiences, and do not speak *for* or *about* other individuals. Always expect best intentions when classmates share their perspectives.

We also ask that we are fully present when others in the classroom are speaking. This means not using our devices, but rather looking at them and listening to their contributions. Failure to consistently demonstrate this sense of respect toward classmates or those presenting in the class will negatively impact the aforementioned class participation portion of one's grade.

We will utilize a portion of our first class toward developing additional community guidelines that we will all follow, sign, and re-evaluate later in the semester.

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.

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 pronouns.

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.

The instructors 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 Equity, 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: The University of Pittsburgh recognizes that, "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."
As your instructors, we want to make sure that we can best leverage your success through a variety of supports. Disability is sometimes a tricky identity to navigate, especially in how, when, and with whom we disclose this information. As much as possible, we want to work with students individually to create supports that do not necessitate them to feel like they must disclose their disability, should they be uncomfortable to do so.

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), 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.

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 director of the EdD program, Dr. Rachel Robertson.
4. If needed, the student should next talk to the SOE associate dean of students, Dr. Andrea Zito. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer.

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

Food/Housing Insecurity
Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources

available to you that are confidential. Of course, you are welcome to speak with us if you need support in contacting the right people/offices:

Pitt Pantry: Food Pantry available to the wider University community
https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/

Off-Campus Housing Office: http://www.ocl.pitt.edu/

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

Additional 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 Equity, Diversity and Inclusion (OEDI): 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
- Additional graduate student information and resources

Student Mental Health: University 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/