

# Pitt Education

## Doctor of Education (EdD) Program

EDUC 3004, Contexts of Practice

Syllabus (Fall 2020)

**This syllabus is a living document.**

**We reserve the right to change the syllabus to meet class needs.**

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Online (Zoom) Meetings:

September 12<sup>th</sup>; October 3<sup>rd</sup>; November 7<sup>th</sup>; and December 5<sup>th</sup>

8:00 AM to 12:00 PM

**Instructors:** Dr. Lori Delale-O'Connor  
loridoc@pitt.edu

Dr. Mike Gunzenhauser  
mgunzen@pitt.edu

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

**Grading:** Letter

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## 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*.

### **School of Education Mission/Vision**

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.**

### **Program Learning Goals**

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

1. Identify problems of practice, including questions of equity, ethics, and justice.
2. Use data to inform decisions in daily operations and improvement projects.
3. Communicate and collaborate to work with diverse communities and build partnerships.
4. Lead change that improves practice.
5. Are committed to use improvement science to address problems of practice.

### **Course**

#### **I. Rationale:**

The overarching goal of this course is to explore the institutional and structural features of the educative process and academic and life outcomes. Educational systems reflect inequalities in society; as professionals it is imperative that students understand the ways that social context impacts inequality. This course supports students in analyzing and understanding the contexts that shape their places of practice.

#### **II. Description:**

This course is an overview of the structural relationships informing education and educational systems. We will examine the historical and philosophical roots of education and analyze the nature of power, culture, resources, and identity in educational contexts. Throughout this course,

we will promote increased understanding and ability to articulate the role of structural and lived contexts in assessing and developing leadership, policy, practice, interventions, and outcomes.

### **III. Course Aims and Outcomes:**

To achieve this goal, course participants will be engaged in:

- Identifying and analyzing specific structural, sociopolitical, historical, and philosophical features of their place of practice;
- Exploring definitions and case studies of justice-oriented approaches to education and examining their own context through a justice-oriented lens; and
- Harnessing their leadership skills to advocate for justice and equity in their individual contexts.

### **IV. Doctoral Requirements:**

This course offers historical, sociological, and philosophical context to students' analysis of their places of practice. Subsequently, this course and students' takeaways will inform their construction of their problem of practice.

### **V. Format and Procedures:**

As instructors we are committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, non-gender-normative, and further. This includes fostering an environment that is as safe and inclusive 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. We are also committed to making the class mentally and physically accessible to anyone wishing to participate.

### **VI. Course Requirements:**

**1. Course readings:** The articles and some of the book chapters will be available electronically either on Canvas or through Pitt's digital library. The required course books are available from the [University Store on Fifth](#) and should be available from most booksellers. Links are provided to the e-books at the Pitt library, which you can access when you are logged in. They can be purchased in the medium you prefer:

(a) Required texts:

Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Durham, NC: Duke University Press. [E-book link](#)

Love, B.L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, MA: Beacon Press. [E-book link](#)

Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education*. New York, NY: Teachers College Press. [E-book link](#)

(b) Additional readings (outlined in the schedule below) are available on the course Canvas web site.

## 2. Assessments of Learning

**Collective Journal Entries:** These **three journal assignments** will be an opportunity for you to reflect on the readings and course content and apply the concepts to your problem of practice. They will also be an opportunity for you to engage and reflect with your colleagues.

**Learning Community:** Everyone has been assigned to a learning community of 5-6 people (noted in Canvas). You will work with the people in this group as part of each of these 3 assignments.

There are four steps to these collective journal assignments:

1. **Write Journal:** Everyone will complete a journal entry and submit to their learning community by the end of week one of the assignment (1-page single spaced, 1-inch margin, 12 point font, Times New Roman). Individual Journal due dates listed below.
2. **Synthesis and Analysis:** Two people from each learning community will synthesize and analyze the themes from the journal entries (1-page single spaced, 1-inch margin, 12 point font, Times New Roman).
3. **Reflection and Analysis:** Everyone from the learning community will read the synthesis and clarify, reflect, and/or post additional questions they have on the content (Half page or less, 1-inch margin, 12-point font, Times New Roman)
4. **Submit:** The synthesizers will be responsible for submitting the synthesis and reflections, in one document, to the instructors by the end of the second week of the assignment. Synthesis and reflection due dates listed below.

	<b>Journal Prompts</b>	<b>Individual journal entries due to the group:</b>	<b>Submit synthesis and reflections:</b>
1	How do your identities inform the ways in which you engage with and perceive your problem of practice? How do your identities inform the ways in which you are perceived within your place of practice?	August 30 <sup>th</sup> at 10:00PM	September 13 at 10:00 PM on Canvas
2	What are some different ways to understand the purpose of education? After reading these, how are you thinking about the purpose of education? To what degree is your place of practice working towards this purpose (i.e. how can you tell this is the purpose)?	September 27 <sup>th</sup> at 10:00PM	October 4 <sup>th</sup> at 10:00PM on Canvas
3	In what ways do educational institutions currently perpetuate inequality? How do you see this playing out in your own place of practice?	November 1 <sup>st</sup> at 10:00PM	November 8 <sup>th</sup> at 10:00PM on Canvas

**Non-Formative Assessment Project** (Due Sunday, October 25<sup>th</sup> by 10:00 PM; A more detailed assignment is posted on Canvas)

Drawing from Ahmed’s description of “non-performatives” you will engage in the following:

- Find an artifact from your organization that you can view as a nonperformative.
- In 3-5 pages, analyze how the artifact is a non-performative according to Ahmed’s description, including the following:
  - o How does this connect with the structure of the organization?
  - o How does it connect with what we’ve discussed and read about social justice?

- o What are the micro and macro connections between this non-performative and others within your setting?

**Work-plan Project** (Due Sunday, December 6<sup>th</sup> by 5:00 PM; A more detailed assignment and examples are posted on CANVAS)

Drawing from our course readings and, in particular, the examples/case studies from Weeks 13-15, think through and write a 5-page work plan about the following:

- What would social justice look like in your place of practice?
- What information (data) would you need to know?

Final product: 5-page workplan.

**VII. Feedback and Grading Procedures:**

**Feedback:**

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

Assignment	Points	Due Date
Collective Journals	30 points (10 points each)	Journal 1: September 13 <sup>th</sup> at 10:00PM Journal 2: October 4 <sup>th</sup> at 10:00PM Journal 3: November 8 <sup>th</sup> at 10:00PM
Non-Performative Assessment	30 points	October 25 <sup>th</sup> at 10:00PM
Work-Plan Project	40 points	December 6 <sup>th</sup> at 5:00PM

## **Grading Scale:**

A = 4.00 Superior attainment

A- = 3.75

B+ = 3.25

B = 3.00 Adequate graduate-level attainment

B- = 2.75 Attainment below graduate-level expectations.

C+ = 2.25

C = 2.00 Attainment below graduate-level expectations

C- = 1.75

D+ = 1.25

D = 1.00

D- = 0.75

F = 0.00 Failure

**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:

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

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

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

**VIII. Tentative Course Calendar** (*May change to accommodate student needs*) (dates, topics, readings, assignment due dates)

		Videos posted by Tuesday at 5PM		All assignments due Sunday at 10 PM EXCEPT Final Work Plan
<b>Week + Dates</b>	<b>Topic</b>	<b>Watch</b>	<b>Read</b>	<b>Assignment Due</b>
Week 1: 8.19-8.23	Course introduction + Defining the Problem(s)	Instructor Introductions + Syllabus Overview	<p>Syllabus</p> <p>Sharkey, P. Taylor, K-Y &amp; Serkez, Y. (2020, June 19) <i>The gaps between white and Black America, in charts</i>. New York Times.  <a href="https://www.nytimes.com/interactive/2020/06/19/opinion/politics/opportunity-gaps-race-inequality.html">https://www.nytimes.com/interactive/2020/06/19/opinion/politics/opportunity-gaps-race-inequality.html</a></p> <p>Sensoy, O., &amp; DiAngelo, R. (2017). <i>Is everyone really equal?: An introduction to key concepts in social justice education</i>. Teachers College Press. Ch. 1-3</p>	
Week 2: 8.24-8.30	Constructs of social justice	Constructs of justice mini-lecture	Sensoy & DiAngelo Ch. 4-12	Individual journal 1 (to group)



Week 3: 8.31-9.6	Purpose(s) of education	Purposes of education mini-lecture	<p>Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. <i>American educational research journal</i>, 34(1), 39-81. (SKIM)</p> <p>Gunzenhauser, M. G. (2003). High-stakes testing and the default philosophy of education. <i>Theory into Practice</i>, 42(1), 51-58.</p> <p>Freire, P. <i>Pedagogy of Freedom</i>, Chapter 2. "There is No Teaching Without Learning." Baldwin, J. (1963). A talk to teachers. <i>Child development and learning</i>, 7-12.</p>	
<b>12-Sep</b>	<b>CLASS MEETING 1</b>			Bring DRAFT group journal to class
Week 4: 9.7-9.13	Institutions & education	Ahmed lecture: The Institutional as Usual: Diversity Work as Data Collection	Ahmed, S. (2012). <i>On Being Included: Racism and Diversity in Institutional Life</i> . Durham: Duke University Press. Introduction-Ch. 3	
Week 5: 9.14-9.20		Non-performatives mini-lecture	Ahmed Ch. 4-Conclusion	Final group journal 1 (Due 9/13 @ 10:00PM on CANVAS)

Week 6: 9.21-9.27	History of U.S. education	History of education mini-lecture	<p><b>Choose 1:</b></p> <p>Akiva, T., Delale-O'Connor, L., &amp; Pittman, K. J. (2020). The Promise of Building Equitable Ecosystems for Learning. <i>Urban Education</i>, 0042085920926230.</p> <p>Dancy, T. E., Edwards, K. T., &amp; Earl Davis, J. (2018). Historically white universities and plantation politics: Anti-Blackness and higher education in the Black Lives Matter era. <i>Urban Education</i>, 53(2), 176-195.</p> <p>Tyack, D., &amp; Tobin, W. (1994). The “grammar” of schooling: Why has it been so hard to change? <i>American educational research journal</i>, 31(3), 453-479.</p>	Individual journal 2 (to group)
<b>3-Oct</b>	<b>CLASS MEETING 2</b>			Bring DRAFT group journal to class
Week 7: 9.28-10.4	School funding	PittEd Justice webinar	Chignos, M. & Blagg, K. (2017) Making sense of State School Funding Policy <a href="https://www.urban.org/sites/default/files/publication/94961/making-sense-of-state-school-funding-policy_0.pdf">https://www.urban.org/sites/default/files/publication/94961/making-sense-of-state-school-funding-policy_0.pdf</a>	Final group journal 2 (Due 10/4 @ 10:00PM on CANVAS)

<p>Week 8: 10.5-10.11</p>	<p>Current relationships between educational outcomes and race, class, and identity</p>	<p>PittEd Justice webinar</p>	<p><b>Select from one topic and read according to selected topic:</b></p> <p><b><i>Children and Youth (choose two of the following four):</i></b>  Berliner, D. (2013). Effects of inequality and poverty vs. teachers and schooling on America’s youth. <i>Teachers College Record</i>, 115(12), 1-26.</p> <p>Kosciw, J. G., Palmer, N. A., Kull, R. M., &amp; Greytak, E. A. (2013). The effect of negative school climate on academic outcomes for LGBT youth and the role of in-school supports. <i>Journal of School Violence</i>, 12(1), 45-63.</p> <p>Blanchett, W. J. (2006). Disproportionate representation of African American students in special education: Acknowledging the role of white privilege and racism. <i>Educational Researcher</i>, 35(6), 24-28.</p> <p>Boyle, A., August, D., Tabaku, L., Cole, S., &amp; Simpson-Baird, A. (2015). Dual language education programs: Current state policies and practices. <i>Washington, DC</i>.  <a href="http://www.air.org/sites/default/files/downloads/report/Dual-Language-Education-Programs-Current-State-Policies-Feb-2017-rev.pdf">http://www.air.org/sites/default/files/downloads/report/Dual-Language-Education-Programs-Current-State-Policies-Feb-2017-rev.pdf</a>   <a href="http://www.air.org/resource/dual-language-education-programs-current-state-policies-and-practices">http://www.air.org/resource/dual-language-education-programs-current-state-policies-and-practices</a></p> <p><b><i>Post-Secondary Education: (Choose two of the following three)</i></b>  Posselt, J. R., Jaquette, O., Bielby, R., &amp; Bastedo, M. N. (2012). Access without equity longitudinal analyses of institutional stratification by race and ethnicity, 1972–2004. <i>American Educational Research Journal</i>, 49(6), 1074-1111.</p> <p>Garvey, J. C., Taylor, J. L., &amp; Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. <i>Community College Journal of Research and Practice</i>, 39(6), 527-541.</p>	
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DeAngelo, L., Schuster, M. T., & Stebleton, M. J. (2016). California DREAMers: Activism, identity, and empowerment among undocumented college students. *Journal of Diversity in Higher Education*, 9(3), 216.

***Health: (Read all three)***

Jones, C. P. (2014). Systems of Power, Axes of Inequity. *Medical Care*, 52(10 Suppl3), S71-75.

Braveman, P. A., et al. (2011). Health Disparities & Health Equity: The Issue is Justice. *American Journal of Public Health*, 101(Suppl 1), S149-S155.

White III, A. A., White, A. A., & Chanoff, D. (2011). *Seeing patients: Unconscious bias in health care*. Harvard University Press. (Excerpt)

***Out of school: (Read both)***

Akiva, T., Carey, R. L., Cross, A. B., Delale-O'Connor, L., & Brown, M. R. (2017). Reasons youth engage in activism programs: Social justice or sanctuary?. *Journal of Applied Developmental Psychology*, 53, 20-30.

Bell, P., Bricker, L., Reeve, S., Zimmerman, H. T., & Tzou, C. (2013). Discovering and supporting successful learning pathways of youth in and out of school: Accounting for the development of everyday expertise across settings. In *LOST opportunities* (pp. 119-140). Springer Netherlands.

<p>Week 9: 10.12-10.18</p>	<p>Still separate, still unequal</p>	<p>Abolitionist webinar</p>	<p>Love, B.L. (2019). We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom. Boston, MA: Beacon Press. Ch. 1-4</p>	
<p>Week 10: 10.19-10.25</p>	<p>Still separate, still unequal, cont.</p>		<p>Love Ch. 5-7</p> <p><b>Choose 1:</b> K-12 Kohli, S. (2014). Modern-day segregation in public schools. The Atlantic, November 18 2014</p> <p>Post-Secondary Education: Carnevale, A. P., &amp; Strohl, J. (2013). Separate and unequal: How higher education reinforces the intergenerational reproduction of white racial privilege. Washington DC: Georgetown University Center on Education and the Workforce.</p>	<p>Non-performative (Due 10/25 @ 10:00PM on CANVAS)</p>

<p>Week 11: 10.26- 11.1</p>	<p>Neoliberalism in education</p>	<p>Neoliberalism mini-lecture</p>	<p>Barkan, J. (2011). Got dough?: How billionaires rule our schools. <i>Dissent</i>, 58(1), 49-57.</p> <p>Scott, Janelle. "The politics of venture philanthropy in charter school policy and advocacy." <i>Educational Policy</i> 23.1 (2009): 106-136.</p> <p>Baldrige, B. J. (2014). Relocating the deficit: Reimagining Black youth in neoliberal times. <i>American Educational Research Journal</i>, 51(3), 440-472.</p>	<p>Individual journal 3 (to group)</p>
<p><b>7-Nov CLASS MEETING 3</b></p>				<p>Bring DRAFT group journal to class</p>

<p>Week 12: 11.2-11.8</p>	<p>Politics of place</p>	<p>Education in context mini-lecture</p>	<p>Johnson, J.D. &amp; Zoellner, B. (2016). School funding and rural districts. In Williams, S. M., &amp; Grooms, A. A. (Eds.). (2015). Educational opportunity in rural contexts: The politics of place. IAP.</p> <p>Posey-Maddox, L. (2016, April). Challenging the Dichotomy Between “Urban” and “Suburban” in Educational Discourse and Policy. In The Educational Forum (Vol. 80, No. 2, pp. 225-241). Routledge.</p> <p>Welsh, R. O., &amp; Swain, W. A. (2020). (Re) Defining Urban Education: A Conceptual Review and Empirical Exploration of the Definition of Urban Education. Educational Researcher, 49(2), 90-100.</p>	<p>Final group journal 3 (Due 11/8 @ 10:00PM on CANVAS)</p>
<p>Week 13: 11.9-11.15</p>	<p>Toward justice in education</p>	<p>Bringing it all together mini-lecture</p>	<p><b>Select at least four readings/case study examples posted on CANVAS across weeks 13, 14 &amp; 15 as guides to draw from for the final assignment. Consider what social justice might look like in your context.</b></p>	
			<p><b><u>PK-20</u></b> DACA Toolkit <a href="https://www.informedimmigrant.com/wp-content/uploads/2017/02/UWDHereToStayToolkitforEducators.pdf">https://www.informedimmigrant.com/wp-content/uploads/2017/02/UWDHereToStayToolkitforEducators.pdf</a></p> <p><b><u>Children and Youth (School Curriculum):</u></b></p>	

Week  
14:  
11.16-  
11.22

Paris, D. (2012). Culturally sustaining pedagogy a needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.

Get Free Civics Ed (website)

Cowhey, M. (2006). Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades. Prologue pg.1-14; Chapter 9: Seeing Ourselves and Our Families Through Students' Eyes pg. 164-178  
Rethinking Schools a few article examples <http://rethinkingschools.aidcvt.com>

Teaching Tolerance a few article examples

Gutstein, E. (2006). *Reading and writing the world with mathematics: Toward a pedagogy for social justice*. Taylor & Francis. Chapters 1-2

\*Precious Knowledge (film)

Kotok, S., Kryst, E, Hagedorn, A. (2016) A new narrative on rural education: How one high school takes on 21<sup>st</sup> century challenges. In Ed Williams & Grooms

Swalwell, K. M. (2013). *Educating activist allies: Social justice pedagogy with the suburban and urban elite*. Routledge. Chapter 6: "Eyes Pried Open: A Framework for Educating Activist Allies"

Stovall, D. (2006). We can relate hip-hop culture, critical pedagogy, and the secondary classroom. *Urban Education*, 41(6), 585-602.

Gutstein, E. (2006). *Reading and writing the world with mathematics: Toward a pedagogy for social justice*. Taylor & Francis. Chapters 1-2

Week  
15:  
11.23-  
11.29

Blackburn, M. V., & McCready, L. T. (2009). Voices of queer youth in urban schools: Possibilities and limitations. *Theory Into Practice*, 48(3), 222-230.



**Post-Secondary Education:**

Parker, T. L. & Cobham, A. (2007). Resituating race into the movement toward multiculturalism and social justice (p. 85-93). In S. Harper, S. & L. D. Patton (Eds). *New Directions for Students Services: Responding to the Realities of Race on Campus*.

Washington, J. (2007). Social justice in higher education: From awareness to action. *Leadership Exchange*, 5(3), 12-15.

Nagda, B. R. A., & Zúñiga, X. (2003). Fostering meaningful racial engagement through intergroup dialogues. *Group Processes & Intergroup Relations*, 6(1), 111-128.

Mina, L., Cabrales, J. A., Juarez, C. M., & Rodriguez-Vasquez, F. (2004). Support programs that work. *New Directions for Student Services*, 2004(105), 79-88.

Harper, S. R., & Quaye, S. J. (2007). Student organizations as venues for Black identity expression and development among African American male student leaders. *Journal of College Student Development*, 48(2), 127-144.

**Youth and Adolescents Out of School Time:**

Howard, L.A. (2004). Speaking theatre/doing pedagogy: Re-visiting Theatre of the Oppressed. *Communication Education*, 53(3), 217-233.

Coval, K. (2010). Louder than a bomb: The Chicago Teen Poetry festival and the voices that challenge and change the pedagogy of class(room), poetics, place, and space. In J. Sandlin, B. Schultz & J. Burdick (Eds.), *Handbook of public pedagogy* (pp. 139-150). New York, NY: Routledge.

**Health**

Azzarito, L., Macdonald, D., Dagkas, S., & Fisette, J. (2017). Revitalizing the physical education social-justice agenda in the global era: Where do we go from here?. *Quest*, 69(2) 205-219.

Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., Manderscheid, R., & Troutman, A. (2011). Health disparities and health equity: the issue is justice. *American journal of public health*, 101(S1), S149-S155.

Selected Case studies (Part 2 – Part 7) from the Public Health/Vulnerable Populations: Public Health and Social Justice.

### **Equity/justice focused Twitter Conversations and associated readings**

#### **#DisruptTexts**

Cho, N. (2019). Why I teach diverse literature. In L. Delpit (Ed) *Teaching when the world is on fire*, 208-213. New York, NY: The New Press.

#### **#HipHopEd**

Emdin, C. (2019). Black teachers, black youth, reality pedagogy. In L. Delpit (Ed) *Teaching when the world is on fire*, 86-94. New York, NY: The New Press.

#### **#ClearTheAir**

Pitts, J. (2019). Don't Say Nothing. In L. Delpit (Ed) *Teaching when the world is on fire*, 81-85. New York, NY: The New Press.

#### **Antiracism**

<https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>

<https://pitt.libguides.com/antiracism>

Week 16: 11.30- 12.5		No reading	
<b>5-Dec</b>	<b>CLASS MEETING 4</b>		Workplan (Due 12/6 @5:00PM on CANVAS)

**IX. Use of Technology:** This course uses a web site (Canvas) provided through the University. To access the Canvas site, go to <https://canvas.pitt.edu> and log on using your Pitt user name and password. Or, you can go to [www.my.pitt.edu](http://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.

## **X. Policies**

### **Attendance**

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

Although students are expected to attend all Saturday class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions may be made for a required work-related commitment, illness, or valid emergency. In addition, due to the current COVID-19 global pandemic, we recognize that you may face challenges around your attendance for a variety of reasons, including but not limited to child or eldercare, internet connectivity issues, and increased job challenges.

In such cases, students should contact the course instructors ahead of time to determine ways to make up missed classwork.

### **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 “I” 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.

### **Disability Services**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructors and Disability Resources and Services (DRS), 140

William Pitt Union, (412) 648-7890, drsrecep@pitt.edu. (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for these courses.

### **Academic Integrity Guidelines**

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

Provided here is the School of Education [Academic Integrity Policy](#). Please read the policy carefully.

The rights and responsibilities of faculty and students are described in the [University's Academic Integrity Guidelines](#).

### **Departmental Grievance Procedures**

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

The more specific procedure for student grievances is as follows:

1. The student should talk to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant department chair or associate chair (if the issue concerns a class) or his or her advisor.
3. If the matter remains unresolved, the student should talk to the chair of the EdD program, Dr. Tom Akiva (tomakiva@pitt.edu)
4. If needed, the student should next talk to the Assistant Dean of Student Engagement, Mr. Shederick McClendon (email: sam06@pitt.edu; phone: 412-383-3751. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer (also Mr. Shederick McClendon).

## **Federal and State Background Checks and Clearances**

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

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

## **Telephone Calls or Office Appointments**

You may need to have a conversation about something in the course. We will be happy to arrange either a telephone “office hours” or meetings on an as needed basis. Just email your primary instructor and let them know your available time/days. We will be glad to schedule a conference at a mutually convenient time.

## **Inclusion and Nondiscrimination**

As the course instructors, we are committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, non-gender-normative, and further. This includes fostering an environment that is as safe and inclusive as possible. It is our intention to name and correct as best as possible any actions on my part that fall short of these commitments. If everyone in the class is likewise committed, the work should be more easily facilitated. We are also committed to making the class mentally and physically accessible to anyone wishing to participate.

The University of Pittsburgh prohibits and will not engage in discrimination or harassment on the basis of 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.

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 as a result of 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 Diversity & Inclusion <http://www.diversity.pitt.edu/>

## **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/>

Cases of discrimination and harassment based on protected identities should be reported to the Title IX office <http://www.titleix.pitt.edu/report/report-incident>

## **Additional University 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

### **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**

Resources to support student mental health and wellness are available here at Pitt:

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

Please note the availability of Therapy Assistance Online:  
<https://www.studentaffairs.pitt.edu/cc/therapy-assistance-online/>

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](#)

### **Basic Needs Security**

Some students are unable to afford groceries or access sufficient food to eat every day. Some students lack a safe and stable place to live. Some students experience challenges balancing school with paid work, childcare, and other family obligations. Those challenges can create considerable anxiety for students and may also affect students' performance in their courses. Students experiencing those challenges are urged to contact the Assistant Dean of Student Engagement, Mr. Shederick McClendon (email: sam06@pitt.edu; phone: 412-383-3751). Students experiencing challenges with food, housing, work and/or family obligations are also encouraged to let your instructors know if you are comfortable in doing so. This will enable us to assist you in accessing support. In addition, the University maintains a student food pantry and a resource guide compiled by the University Library System with food, housing, health, employment, health, and other resources.

Pitt Food Pantry: <https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

Pitt Resource Guide: <https://pitt.libguides.com/assistanceresources>

In addition, both the School of Education and the Center for Urban Education have developed additional resource guides to support your wellbeing during this time:

School of Education Resource Guide: [https://www.education.pitt.edu/covid-19-resources-and-guidance?utm\\_source=sendgrid.com&utm\\_medium=email&utm\\_campaign=website](https://www.education.pitt.edu/covid-19-resources-and-guidance?utm_source=sendgrid.com&utm_medium=email&utm_campaign=website)

Center for Urban Education Resource Guide: <https://www.cue.pitt.edu/cue-resources>