Doctor of Education (EdD) Program

HHD: 3117 Health Promotion Policy and Program Implementation

Spring 2024

Meeting Times: January 13, February 3, March 2, April 6 at 1:00 pm – 5:00 pm
                                5200 Wesley W Posvar Hall

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Office Hours: By Appointment

Mission/Vision of the School of Education

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.

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*.

COURSE

I.   Rationale:
This course is one of four HPA ARCO courses required in the EdD program of study. The course is intended to develop basic skills surrounding promotion of individual and community health through policy and program implementation.

II. Description:

This course focuses on policies and their implementation in the context of health promotion. It will explore: a) key factors in health policy and program development; b) health promotion program implementation and implementation challenges; c) and the relevance of multi-sectorial partnerships. Analyses of the roles oppressive systems such as structural racism in health promotion policy and program implementation will inform our conversations. The goal is to hone skills that will enable you to identify the impact of systemic oppression on health, and to center justice and equity in the

development and implementation of programs that are aimed at improving health status and eliminating inequities in health outcomes. One substantive final product of this class will be a draft of your Problem of Practice Statement.

III. Course Aims and Outcomes:

Aims:

This course is designed to provide you with requisite tools and analytical constructs to use evidence to implement health promotion programs and policies.

Specific Learning Outcomes:

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

1. Describe the impact of legislation, policies, and implementation on individual and community health.
2. Analyze the role of structural oppression in health promotion, health status, health outcomes, and health policies and programs.
3. Determine and critic evidence that informs health promotion policy and program implementation.
4. Identify the role of partnerships in health promotion policy and program implementation.
5. Discuss issues of social justice and equity in health promotion policy and program implementation.
6. Analyze health problems and their causes with the goal to craft and advocate for policies that promote health equity for individuals and populations.
7. Produce an initial draft or revised draft of the Problem of Practice Statement by the end of the course.

IV.   Doctoral Requirements:

By the end of this course, 1st year students will complete EdD Milestone #1: Problem of Practice Statement. This document will be drafted over the course of the semester. The Problem of Practice statement will need to be approved by your advisor as part of the requirements for this ARCO 2 course.

Second year students will revise and update their initial Problem of Practice Statement and continue to meet with your advisor to refine your problem of practice and dissertation in practice plan.

V.   Format and Procedures:

Online Course Format: This is a hybrid course with four meetings (each month) and asynchronous weekly readings, activities, and assignments between classes (see Course Schedule for details). We will meet once a month on Saturdays. Asynchronous online activities will be via Canvas. (https://canvas.pitt.edu). I expect that you will come to class prepared and ready to engage the materials and your colleagues. During asynchronous times, I expect that you will complete and upload assignments in accordance with the dates outlined in the Course Schedule section of this syllabus. 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, and completing assignments. Additionally, you can expect to spend time preparing for class by reading, studying, and completing assignments.

Attendance: It is expected that all students are present at every meeting. See the complete attendance policy later in this document. You are expected to come to class and participate in online modules having completed all readings and assignments by the deadlines set forth on Canvas. This is an advanced-level course and you are expected to evidence willingness to demonstrate that level of commitment. Minimal engagement will not be sufficient at this level of study. Over the semester, you will also be asked to participate by means of providing written or verbal feedback to peers on assignments and in-class presentation of regulatory reviews.

VI. Course Requirements:

1. Readings (PDFs of all required readings are on Canvas)

(a) Alang, S., Hardeman, R., Karbeah, J. M., Akosionu, O., McGuire, C., Abdi, H., & McAlpine, D. (2021). White supremacy and the core functions of public health. *American Journal of Public Health*, *111*(5), 815-819.

(b) Bassett, M. T. (2009). Bold steps for the health of Americans: Yes, we can. *American Journal of Public Health* , 99(4), 587

(c) Blacker, A., Dion, S., Grossmeier, J., Hecht, R., Markle, E., Meyer, L., ... & Wolfe, E. (2020). Social determinants of health—an employer priority. *American Journal of Health Promotion*, 34(2), 207-215.

(d) Brownson, R. C., Shelton, R. C., Geng, E. H., & Glasgow, R. E. (2022). Revisiting concepts of evidence in implementation science. *Implementation Science*, 17(1), 1-25.

(e) Chandanabhumma, P. P., & Narasimhan, S. (2020). Towards health equity and social justice: an applied framework of decolonization in health promotion. *Health Promotionlinternational*, *35*(4), 831-840.

(f) Crosby, R., & Noar, S. M. (2010). Theory development in health promotion: are we there yet?. *Journal of Behavioral Medicine*, *33*(4), 259-263.

(g) Elias, T. I., Thompson, J. R., Boak, B., & Cannon, J. (2022). Developing Community-Based Mentorship: Supporting Health Science Training in Historically Marginalized Communities. *Health Promotion Practice*, *23*(1), 11-16.

(h) Gilbert, K. L., & Roe, K. M. (2023). From Health Disparities to an Agenda for Anti-Racism in Health Promotion. *Health Promotion Practice*, 24(2), 197-200.

(i) Goldman, M. L., Druss, B. G., Horvitz-Lennon, M., Norquist, G. S., Kroeger Ptakowski, K., Brinkley, A., ... & Dixon, L. B. (2020). Mental health policy in the era of COVID-19. *Psychiatric Services,* 71(11), 1158-1162.

(j) Green, E. C., Murphy, E. M., & Gryboski, K. (2020). The health belief model. *The Wiley Eencyclopedia of Health Psychology*, 211-214.

(k) Krieger, N. (2001). A glossary for social epidemiology. *Journal of Epidemiology & Community Health*, 55(10), 693-700.

(l) Martínez, A. D. (2023). Power and Positionality in Participatory Budgeting. American Behavioral Scientist, 67(4), 505-519.

(m) National Association of County and City Health Officials (NACCHO) 2022 Advocacy Tool Kit https://www.naccho.org/uploads/downloadable-resources/Advocacy-Toolkit-February-2022.pdf

(n) Perry, Zambo, D., & Crow, R. (2020). The Improvement Science Dissertation in Practice: A Guide for Faculty, Committee Members, and Their Students. Myers Education Press. Excerpt: Chapter 3

(o) Pollack Porter, K. M., Rutkow, L., & McGinty, E. E. (2018). The importance of policy change for addressing public health problems. *Public Health Reports*, 133(1_suppl), 9S-14S.

(p) Rhodes, R. E., McEwan, D., & Rebar, A. L. (2019). Theories of physical activity behaviour change: A history and synthesis of approaches. *Psychology of Sport and Exercise*, 42, 100-109.

(q) Sims, J., & Aboelata, M. J. (2019). A system of prevention: applying a systems approach to public health. *Health Promotion Practice*, 20(4), 476-482.

(r) Story, M., Kaphingst, K. M., Robinson-O'Brien, R., & Glanz, K. (2008). Creating healthy food and eating environments: policy and environmental approaches. *Annu. Rev. Public Health*, 29, 253-272.

2. Assessments of Learning

A. Discussion Forums (25 points)

You will be required to post respond to instructor-led prompts related to the readings and resources and post subjects, comment, and discuss accordingly on those posted by peers on Canvas. There will be 5 discussion boards over the semester worth 5 points each. Specific due dates will be posted on Canvas and are also listed on the course schedule. Your posts and responses should be thorough and thoughtful. Simply stating "Yes, I agree" is not a substantive response to your peers and will not be considered adequate . You are encouraged to be concise — keep each post and response to three to four short paragraphs. Keep in mind that like you, your fellow learners will be reading and responding to other threads. Make certain to address the discussion prompt(s) provided by the instructor. This does not mean you should not extend the topic, but do not stray. When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).

B. Problem of Practice Statement (30 points)

In this course, you will engage in the iterative and dynamic process of drafting, reviewing, and revising your Problem of Practice Statement (EdD Milestone #1). For the 1st year students, this four section document will be the springboard for the Review of Supporting Scholarship course you will take in the summer. In general, EdD students have begun considering possible problems of practice during their summer on-ramp experience and continued this process during the Fall term of Year 1. In this course, you will prepare a **draft** of the Problem of Practice Statement to be approved by the instructor of the course and later by your advisor.

For the 2nd year students, this revised and refined Problem of Practice statement will incorporate your current conceptualization of the problem and will lay the groundwork for the Problem Statement section of your Dissertation Overview document that you will produce in the summer.

The **Problem of Practice Statement** is a 3-5-page document in APA style that:
1. Identifies the topic of interest
2. Describes why the topic is important
3. Explains the scope of inquiry, or the specific context in which the problem exists
4. Articulates questions to guide a review of supporting scholarship related to the problem of practice

When identifying a problem of practice, advisors should guide students to identify a problem that is:

- within the student's locus of control
- reasonable in terms of scope and timeframe
- relevant and important to the student, the student's context, and the larger community of practice

C. Regulatory Review (20 points)

Over the semester, you will complete two regulatory reviews that describe regulatory actions (legislation, policies, notices, rules, proposed rules, president documents, etc.) that are under development or recently completed by Government Agencies (Federal, State, Local) related to your problem of practice/topic of interest. You will examine barriers across multiple levels (professional, cultural, ideological, etc.) as well as justice and equity issues raised by the regulatory actions. The summary will discuss implications and consequences for the implementation of a health program of interest. Each review is worth 10 points.

The pertinent regulatory Agencies can include but not be limited to the U.S., State, and Local Department of Agriculture, Department of Health and Human Services, Department of Education, Department Of Transportation, Department of Housing and Urban Development, and Equal Employment Opportunity Commission. Legislative actions may include but are not limited to nutrition, PA, built environment, diabetes, obesity prevention, local wellness policies, transportation safety, fair housing, health care access, marginalized and underserved populations, and preventive services.

D. Problem of Practice Personal Policy Agenda (25 points)

In this final assignment, you will present how to tailor, fit, and accommodate ("politics of design") the implications and consequences raised by the policy and regulatory actions highlighted in the previous assignment. You will also present an advocacy agenda for your own problem of practice to impact implementation that articulates potential legislation, regulations, comments on legislation and regulations, as well as identify partnerships and collaborations.

3. Resources

A. Legislative and regulatory actions resources:

1. Federal Register (https://www.federalregister.gov) is the official journal of the federal government of the United States that contains government agency rules, proposed rules, and public notices. It is published daily, except on federal holidays. The final rules promulgated by a federal agency and published in the Federal Register are ultimately reorganized by topic or subject matter and codified in the Code of Federal Regulations (CFR), which is updated annually.
2. The Fall 2023 Agency Statements of Regulatory Priorities can be found here. Statement of Regulatory Priorities of Fiscal Year 2023 for the U.S. Department of Health and Human Services can be found here.
3. The National Association of County and City Health Officials (NACCHO) has Legislative Resources, including the 2023 Legislative and Policy Agenda
4. The City of Pittsburgh has a Legislative Information Center.
5. National Academy for State Health Policy supports states in the development of new policies and programs. They focus on the following eight policy areas: Aging and Disabilities; Behavioral Health; Women's and Children's Health; Health Care Workforce;

Equity and Social Determinants of Health; Health Costs and Value; Public Health; Health Coverage.

6. Pennsylvania General Assembly (http://www.legis.state.pa.us). Receive the latest updates regarding legislation and committee activity using PaLegis Notifications (http://www.legis.state.pa.us/login) Some key features include:
   a. Receive alerts on recent committee votes, meeting announcements, and bill referrals.
   b. See all legislative activity in the House and/or Senate for the day.
   c. Track individual pieces of legislation, and receive alerts only on that legislation

7. Policy Handbook and Manuals from the Pennsylvania Department of Health and Human Services are useful for evaluating health promotion programs and policies.

8. The USDA Food and Nutrition Service as well as FNS Resources with an advanced search where you can explore by topic, program, policy memo, or resource type (e.g., legislation, comment request, federal register documents)

9. The U.S Department of Health and Human Services (HHS) Office of Disease Prevention and Health Promotion has Physical Activity Guidelines, among other resources.

10. The National Physical Activity Plan is a comprehensive set of policies, programs, and initiatives designed to increase physical activity in all segments of the U.S. population. sectors.

11. The Trust for America's Health (TFAH) is a non-partisan public health policy, research and advocacy organization. Their website highlights Health Issues and their reports provide evidence-based policies and programs shown to help address these issues and promote optimal health for all.

12. The de Beaumont Foundation's CityHealth project announced recently published an implementation guidance from state and local public health departments.

B. Listserv resources

1. Trust For America's Health - Wellness and Prevention Health Reform Digest https://tfah.wufoo.com/forms/m1vbfkwjogmybfo/

2. Community Catalyst http://www.communitycatalyst.org/about

3. The Weekly Memo from Paul Keckley http://www.paulkeckley.com/

4. FamiliesUSA Health Action List - https://familiesusa.org/sign-up/

5. Voices for Healthy Kids Action Center - https://voicesforhealthykids.org/take-action/sign-up

6. George Washington Listserv listing: http://publichealth.gwu.edu/services/career-center/public-health-newsletters-and-list-servs

7. National Association of County and City Health Officials https://www.naccho.org/communications/publications

8. American Public Health Association e-Newsletter – including Legislative Updates and Action Alerts - https://apha.org/What-is-Public-Health/Newsletter-signup

9. Kaiser Family Foundation – Kaiser Health News: https://khn.org/email-signup/

VII. Feedback and Grading Procedures:

Feedback:

Feedback is essential for high quality learning and teaching. Therefore, I am committed to giving you individual, detailed, and timely feedback so that you can improve your learning on future assignments. In this class, unless stated otherwise, I will provide feedback for each assignment within 1 week after submission.

Grading Scale:

%	Letter Grade
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-

%	Letter Grade
77-79	C+
74-76	C
70-73	C-
60-69	D
59 or below	F

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

WEEK/DATES	TOPICS	READINGS AND ASSIGNMENTS
Week 1 1/8 – 1/14 **Meeting on January 13**	**1.**Introductions, Course Overview and Expectations **2.**Health Issues, Problems, and Contexts	1) Syllabus 2) Bassett (2009) 3) Blacker et al. (2020) 4) Watch: https://youtu.be/2UK7NrHOsmA
Week 2 1/15– 1/21	Problem of Practice (PoP): Topic Statement and Significance	Perry, Zambo & Crow (2020) Assignment: PoP #1 : Topic Statement and Significance, first draft due by 11:59pm on 1/21 (10pts)
Week 3 1/22 – 1/28	Theories in Health Promotion Program and Policy, Part 1	1) Crosby & Noar (2010) 2) Green, Murphy & Gryboski (2020) Assignment: Discussion Forum #1 (5pts) . Your post is due by 11:59pm on Thursday. Your responses to the posts of two peers are due by 11:59pm on Sunday.

Week 4 1/29 – 2/4 **Meeting on February 3**	**1.**Theories in Health Promotion Program and Policy, Part 2 **2.** Glossary for Social Contexts/Distribution of Health and Illness **3.** Problem of Practice: Topic Statement & Significance Workshop	1) Rhodes, McEwan & Rebar (2019) 2) Krieger. (2001). Assignment: Discussion Forum #2 (5pts) Your post is due by 11:59pm on Thursday. Your responses to the posts of two peers are due by 11:59pm on Sunday. Come to class prepared to discuss readings and to work on your PoP Topic Statement & Significance
Week 5 2/5 – 2/11	Health Policy: Definition and Impact	1) Pollack Porter, Rutkow & McGinty (2018) 2) Goldman et al. (2020) Assignments: Discussion Forum #3 (5pts) Your post is due by 11:59pm on Thursday. Your responses to the posts of two peers are due by 11:59pm on Sunday.
Week 6 2/12 – 2/18	Health Policy: Regulations, Legislations and Standards	Review the "Resources for Regulatory Reviews" listed on syllabus. Read the example of regulatory review provided on Canvass. Assignment: Regulatory Review #1 (10pts) is due by 11:59pm on Sunday
Week 7 2/19 – 2/25	Positionality and Health Promotion Programs	Martínez (2023) Assignment: Discussion Forum#4 (5pts) Your post is due by 11:59pm on Thursday. Your responses to the posts of two peers are due by 11:59pm on Sunday.
Week 8 2/26 – 3/3 **Meeting on March 2**	**1.** Systemic Oppression and Public Health Promotion **2.** Problem of Practice Scope of Inquiry Workshop	1) Alang et al. (2021) 2) Gilbert & Roe (2023) 3) Review Perry, Zambo & Crow (2020) to prepare for PoP workshop that is on Saturday March 2 Assignment: PoP #2: Scope of Inquiry first draft (10pts) is due by 11:59pm on Sunday

Week 9 3/4 – 3/10	Impact of Health Promotion Programs	1) Elias et al. (2022) Assignments: Discussion Forum #5 (5pts). Your post is due by 11:59pm on Thursday. Your responses to the posts of two peers are due by 11:59pm on Sunday.
Week 10 (3/11 – 3/17) Spring Recess		
Week 11 3/18 – 3/24	Evidence and Gaps in Health Promotion	Brownson et al. 2022 Assignment: Assignment: Regulatory Review #2 (10pts) is due by 11:59pm on Sunday March 24th.
Week 12 3/25– 3/31	Centering Equity and Justice in Health Promotion and Health Policy	Chandanabhumma & Narasimhan (2020) PoP #3: Questions to guide a review of supporting scholarship (5pts) due by 11:59pm on Sunday March 31st.
Week 13 4/1-4/7 **Meeting on April 6**	1. Partnerships 2.Policy Agenda Workshop 3. Presentations and Peer Feedback on Personal Policy Agendas	1) Sims & Aboelata (2019). 2) NACCHO Advocacy Toolkit, 2022. Review the following websites https://engageforequity.org/tool_kit/ https://dicemethods.org/Tool Assignment: Prepare a draft and present your Personal Policy Agenda in Class on April 6 (10pts for draft and 5pts for presentation). Submitted draft due by 11:59pm on Sunday April 7th.
Week 14 4/8 – 4/14	More on context and policy	Story et al. (2008). Assignment: Submit revised version of PoP with parts 1,2,3 & 4 by 11:59 on Sunday April 14th (5pts)

Week 15
4/15-4/19
	Wrap-Up	Assignments due by Wednesday Aril 24th
		  1) Submit final version of Personal Policy Agenda incorporating instructor feedback (10pts)
		  2) Complete course evaluation.

University & Course 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 user name and password. Or, you can go to www.my.pitt.edu and access the Canvas site there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. The instructors cannot assist you with log-on problems.

Course Format: 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 pronouns.

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.

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.

Health and Safety Statement: During this pandemic, it is extremely important that you abide by the public health regulations , the University of Pittsburgh's health standards and guidelines, and Pitt's Health Rules. These rules have been developed to protect the health and safety of all of us. Universal face covering is required in all classrooms and in every building on campus, without exceptions, regardless of vaccination status. This means you must wear a face covering that properly covers your nose and mouth when you are in the classroom. If you do not comply, you will be asked to leave class. It is your responsibility have the required face covering when entering a university building or classroom. For the most up-to-date information and guidance, please visit coronavirus.pitt.edu and check your Pitt email for updates before each class.

If you are required to isolate or quarantine, become sick, or are unable to come to class, contact me as soon as possible to discuss arrangements.

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 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.

Student Mental Health: Counseling Center, in the Wellness Center in Nordenberg Hall: Call **412-648-7930**, any time. http://www.studentaffairs.pitt.edu/cc/

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