

Pitt Education

Doctor of Education (EdD) Program

EDUC 3004, Contexts of Practice

Syllabus (Fall 2023)

This syllabus is a living document.

We will adjust the syllabus to meet class needs.

“The paradox of education is precisely this - that as one begins to become conscious one begins to imagine the society in which he is being educated.” James Baldwin

Course Meetings:

September 9th, October 7th, November 4th, December 2nd

8:00 AM to 12:00 PM

Instructors: [OBJ] Dr. Lori Delale-O'Connor (she/her)
lolidoc@pitt.edu

Dr. Lisa Ortiz (she/her/ella)
lortiz@pitt.edu

Future Dr. Ogechi Ironi
ogil@pitt.edu

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

Grading: [OBJ] Letter

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 using 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, non-ableist, 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 also 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](#)

Shalaby, C. (2017). *Troublemakers: Lessons in freedom from young children in school*. New York, NY: The New 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 assignments (1-page single spaced, 1-inch margin, 12-point font). Individual Journal due dates listed below. Learning community members may share their entries with each other in the manner they decide is most convenient for them, such as via email, group app, or by posting them in the group space on Canvas.
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).
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)
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.

	Journal Prompts	Individual journal entries due to the group:	Submit synthesis and reflections:
1	How do your identities inform the ways you engage with and perceive your problem of practice? How do your identities inform the ways you are perceived within your place of practice?	September 10 th at 10:00PM	September 17 th at 10:00 PM on Canvas

2	What are some different ways to understand the purpose of education? After the reading/viewings, 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)?	October 1 st at 10:00 PM	October 8 th at 10:00 PM 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 5 th at 10:00 PM	November 12 th at 10:00 PM on Canvas

Non-Performative Assessment Project (Due Sunday, October 22nd by 10:00 PM)

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 non-performative.
- In 3-5 pages, analyze how the artifact is a non-performative according to Ahmed's description, including the following:
 - How does this connect with the structure of the organization?
 - How does it connect with what we have discussed and read about social justice?
 - What are the micro and macro connections between this non-performative and others within your setting?

Work-plan Project (Due Sunday, December 10th by 10:00 PM)

Select at least four readings/case study examples posted on Canvas case study/examples as guides to draw from for this final assignment. Drawing from these and our other course readings, think through and write a 5-page work plan focused on what justice would look like in your place of practice--particularly as it pertains to the non-performative.

Consider and address the following:

- What would equity and justice look like in your place of practice?

- What are some possible, tangible “solutions” and or/interventions you could engage in at your place of practice that build on what we have learned?
- How can you connect with and/or inform this to your (potential) problem of practice?

Please use the following to guide the development of your work plan:

- Brief description of your place of practice with overview of any inequities/injustices/social reproduction*
- Overview of the information (data) you would need to engage in this work
- Specific solutions/Ideas for addressing the non-performative(s) within your realm of influence with consideration of allies
- Specific references and incorporation of course content and ideas from texts, particularly the case studies/examples.

*This may or may not be the non-performative(s) you wrote about.

In addition:

- Please draw from the readings.
- Please be sure to use (as applicable) any previous feedback.
- Please use the following academic writing conventions—12-point font, double-spaced, APA style.
- Please reach out with any questions or concerns!

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 17 th by 10:00PM Journal 2: October 8 th by 10:00PM Journal 3: November 12 th by 10:00 PM
Non-Performative Assessment	30 points	October 22 nd by 10:00 PM
Work-Plan Project	40 points	December 10 th by 10:00 PM

Pitt's 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 become an NG grade and remain on the record (without impact on grade point average), 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.

VIII. Course Calendar

Week 1: 8/27-9/3

Topic: Introduction to Course

Readings:

Course Syllabus

Sensoy, O., & DiAngelo, R. (2017). Is everyone really equal?: An introduction to key concepts in social justice education. Teachers College Press. Ch. 1-3

Viewings:

Syllabus + Canvas Overview Video

Week 2: 9/4-9/10

Topic: Defining the Problem(s)

Readings:

Artiles, A. J. (2019). Fourteenth annual Brown lecture in education research: Reenvisioning equity research: Disability identification disparities as a case in point. *Educational Researcher*, 48(6), 325-335.

Artiga, S., Orgera, K., & Pham, O. (2020). Disparities in health and health care: Five key questions and answers. *Kaiser Family Foundation*.

Irving, D. (2023) What would it take to close America's Black-white Wealth Gap. RAND brief

McMillan Cottom, T. (2021, January 24) Breaking up with white supremacy was always the end game. Medium.

Viewings:

"How to Do the Group Journal" Overview Video

CLASS MEETING 1: 9/9/23 at 8:00am

Week 3: 9/11-9/17

Topic: Towards what justice?: Constructs of (social) justice

Readings:

Bajaj, M., Ghaffar-Kucher, A., & Desai, K. (2016, Winter). Brown Bodies and Xenophobic Bullying in U.S. Schools: Critical Analysis and Strategies for Action. *Harvard Educational Review*, 86(4).

Erevelles, N. (2018). Toward justice as ontology: Disability and the question of (in) difference. In *Toward What Justice?* (pp. 67-83). Routledge.

Laura, C. T. (2018). Against prisons and the pipeline to them. In *Toward What Justice?* (pp. 19-28). Routledge.

Walton-Fisette, J. L., Richards, K. A. R., Centeio, E. E., Pennington, T. R., & Hopper, T. (2019). Exploring future research in physical education: Espousing a social justice perspective. *Research quarterly for exercise and sport*, 90(4), 440-451.

Week 4: 9/18-9/24

Topic: Conflicting and contradictory purposes of schooling

Readings:

Au, W. (2016). Meritocracy 2.0: High-stakes, standardized testing as a racial project of neoliberal multiculturalism. *Educational Policy*, 30(1), 39-62.

Baldwin, J. (1963). A talk to teachers. *Child development and learning*, 7-12.

Jones Brayboy, B. M., & Maughan, E. (2009). Indigenous knowledges and the story of the bean. *Harvard educational review*, 79(1), 1-21.

Freire, P. (1998). *Pedagogy of Freedom*. Lanham, MD: Rowman & Littlefield Chapter 2. "There is No Teaching Without Learning."

Viewings:

"Purposes of education" Mini-Lecture Video

Recommended (but not required) Reading:

Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), 39-81. (SKIM)

Week 5: 9/25-10/1

Topic: Non-performatives/ Marking the difference between student-ing and learning

Readings:

Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Durham: Duke University Press. Introduction through Ch. 3

Viewings:

The Institutional as Usual: Diversity Work as Data Collection

Week 6: 10/2-10/8

Topic: Non-performatives/ Marking the difference between student-ing and learning (Continued)

Readings:

Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Durham: Duke University Press. Ch. 4 through Conclusion

Viewings:

Non-performatives mini-lecture

CLASS MEETING 2: 10/7/23 at 8:00am

Week 7: 10/9-10/15

Topic: History of Education

Readings: Read **at least 2** of the following:

Akiva, T., Delale-O'Connor, L., & Pittman, K. J. (2020). The Promise of Building Equitable Ecosystems for Learning. *Urban Education*, 0042085920926230.

Dancy, T. E., Edwards, K. T., & Earl Davis, J. (2018). Historically white universities and plantation politics: Anti-Blackness and higher education in the Black Lives Matter era. *Urban Education*, 53(2), 176-195.

Wheatle, K. I. (2019). Neither just nor equitable. *American Educational History Journal*, 46(2), 1-20.

Collins, P. H. (2009). Another kind of public education: Race, schools, the media, and democratic possibilities. Beacon Press. (Chs 2-3)

Viewings:

CUESEF 2021 Session: The Radical Politics of Education Reform

Week 8: 10/16-10/22

Topic: School funding

Readings:

Chignos, M. & Blagg, K. (2017) Making sense of State School Funding Policy. *Urban Institute* brief.

Williams, L. A., & Grande, S. (2021). Trumpocalypse and the Historical Limits of Higher Education Policy: Making the Case for Study/Struggle. *Qualitative Inquiry*.

Vaught, S. (2009). The color of money: School funding and the commodification of Black children. *Urban Education*, 44(5), 545-570.

Viewings:

PittEd Justice webinar

Week 9: 10/23-10/29

Topic: Current relationships between educational outcomes and race, class, and identity

Readings: Select at least one reading/listening from each topic

Children and Youth:

Berliner, D. (2013). Effects of inequality and poverty vs. teachers and schooling on America's youth. *Teachers College Record*, 115(12), 1-26.

Kosciw, J. G., Palmer, N. A., Kull, R. M., & Greytak, E. A. (2013). The effect of negative school climate on academic outcomes for LGBT youth and the role of in-school supports. *Journal of School Violence*, 12(1), 45-63.

Blanchett, W. J. (2006). Disproportionate representation of African American students in special education: Acknowledging the role of white privilege and racism. *Educational Researcher*, 35(6), 24-28.

Boyle, A., August, D., Tabaku, L., Cole, S., & Simpson-Baird, A. (2015). Dual language education programs: Current state policies and practices. *Washington, DC*.

Post-Secondary Education:

Posselt, J. R., Jaquette, O., Bielby, R., & Bastedo, M. N. (2012). Access without equity longitudinal analyses of institutional stratification by race and ethnicity, 1972–2004. *American Educational Research Journal*, 49(6), 1074-1111.

Garvey, J. C., Taylor, J. L., & Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. *Community College Journal of Research and Practice*, 39(6), 527-541.

Cabrera, G. (2020). 3 Disrupting Diversity. In *We Are Not Dreamers* (pp. 66-86). Duke University Press.

Listening: How will the Supreme Court's Affirmative Action Ruling Affect College Admissions (podcast)

<https://www.brookings.edu/articles/how-will-the-supreme-courts-affirmative-action-ruling-affect-college-admissions/>

Health:

Alang S, Hardeman R, Karbeah J, Akosionu O, McGuire C, Abdi H, McAlpine D. White Supremacy, and the Core Functions of Public Health. *Am J Public Health*. 2021 May;111(5):815-819.

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.

Wang, X., Hegde, S., Son, C., Keller, B., Smith, A., & Sasangohar, F. (2020). Investigating mental health of US college students during the COVID-19 pandemic: cross-sectional survey study. *Journal of medical Internet research*, 22(9), e22817._

Erevelles, N. (2014). Crippin' Jim Crow: Disability, dis-location, and the school-to-prison pipeline. In *Disability incarcerated* (pp. 81-99). Palgrave Macmillan, New York.

Out of school:

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.

Viewings:

PittEd Justice webinar

Week 10: 10/30-11/5

Topic: The Nation, Schooling, and Carcerality

Readings:

Shalaby, C. (2017). *Troublemakers: Lessons in freedom from young children at school*. The New Press.

Viewings: Choose one of the following webinars

Abolitionist Teaching and the Future of Our Schools Webinar

Freedom Now: A Dialogue on Abolition and Education CUESEF Summer 2023

CLASS MEETING 3: 11/4/23 at 8:00am

Week 11: 11/6-11/12

Topic: Still separate, still unequal

Readings: Choose two readings

K-12

Kohli, S. (2014). Modern-day segregation in public schools. *The Atlantic*, November 18 2014

Post-Secondary Education

Carnevale, A. P., & 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.

Mustaffa, J. B. (2017). Mapping violence, naming life: A history of anti-Black oppression in the higher education system. *International Journal of Qualitative Studies in Education*, 30(8), 711-727.

Housing and education:

Aviles, A.M. (2023). The Racial Contract and White Saviorism: Centering racism's role in undermining housing and education equity. *Race, Ethnicity and Education, Special Issue: The Legacy of Charles W. Mills and The Racial Contract in Educational Justice: His Work Lives On*, 26 (4); 436-455.

Baldwin, D. (2015) The 800-pound gargoyle: the long history of urban development and higher education.

Week 12: 11/13-11/19

Topic: Neoliberalism in education

Readings:

Barkan, J. (2011). Got dough?: How billionaires rule our schools. *Dissent*, 58(1), 49-57.

Scott, Janelle. (2009). The politics of venture philanthropy in charter school policy and advocacy. *Educational Policy*, 23(1), 106-136.

Baldrige, B. J. (2014). Relocating the deficit: Reimagining Black youth in neoliberal times. *American Educational Research Journal*, 51(3), 440-472.

Viewings:

Neoliberalism Mini lecture

Week 13: 11/20-11/26

Pitt BREAK-NO READING

Week 14: 11/27-12/3

Topic: Politics of place

Readings:

Johnson, J.D. & Zoellner, B. (2016). School funding and rural districts. In Williams, S. M., & Grooms, A. A. (Eds.). (2015). *Educational opportunity in rural contexts: The politics of place*. Charlotte, NC: IAP.

Posey-Maddox, L. (2016, April). Challenging the dichotomy between “urban” and “suburban” in educational discourse and policy. *The Educational Forum*, 80(2), 225-241. Routledge.

Welsh, R. O., & 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.

Powell, K. H. (2014). In the shadow of the ivory tower: An ethnographic study of neighborhood relations. *Qualitative social work*, 13(1), 108-126.

Oldach, L. (2021) Can Universities be Better Neighbors?

CLASS MEETING 4: 12/2/23 at 8:00am

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 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.

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 ongoing 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).

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 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 accommodation 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.

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. Rachel Robertson (rachelr@pitt.edu)
4. If the matter remains unresolved, the student should file a written statement of charges with the Dean's designated Academic Integrity Administrative Officer.

Federal and State Background Checks and Clearances

All SOE students are now required to have federal and state clearances on file if they are working with or observing children as part of any university class or requirement. For further information, 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.

Office Appointments

You may need to have a conversation about something in the course. We will be happy to arrange meetings either by phone or Zoom as needed. Please 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.

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.

We seek to be with each other in ways so that each person can feel safe to unlearn and learn. Learning involves taking risks, including letting go of worldviews that do not serve education as a tool for liberation. While you may feel discomfort during the flow of the course, you should not feel unsafe. If you do feel unsafe, please contact the instructors, or if you feel more comfortable, the [Office of Equity, Diversity & Inclusion](#)

Office of Equity, Diversity, and Inclusion (OEDI)

The [OEDI website](#) offers resources, events, and other opportunities to support an equitable, diverse, and inclusive learning environment at Pitt.

Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence: [Title IX Compliance](#)

Cases of discrimination and harassment based on protected identities should be reported to the here: [Reporting Form](#)

Additional University Resources

Education Library Guide

See this Hillman Library [customized libguide](#), a gateway to resources for School of Education students and faculty.

Religious Observances

See the [Provost's annual memo](#) about religious observances.

Emergencies

In case of an emergency on campus, you can dial 911 or Pitt Police, 412-624-2121. More information about Pitt's Office of Public Safety and Emergency Management is available here: <https://www.emergency.pitt.edu>.

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/>

Specific resources for Graduate students are available here:

<https://www.studentaffairs.pitt.edu/cc/gradprofstudents/>

Please note the availability of Therapy Assistance Online:

<https://www.studentaffairs.pitt.edu/cc/therapy-assistance-online/>

To contact the Sexual Assault Response: 412-648-7856

To contact the Care and Resource Support Team (CARS), email pittcares@pitt.edu or see:

<http://www.studentaffairs.pitt.edu/cars/>

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, Dr. Andrea Zito (email: andreaz@pitt.edu; phone: 412-648-1780). 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 let us help you access 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: [The Pitt Pantry](#)

Pitt Resource Guide: [Pitt Library Compiled Resource Guide](#)

In addition, the Center for Urban Education has developed an additional resource guide: [Center for Urban Education Resource Guide](#)

If you are uncomfortable or struggling for whatever reason and need flexibility, please let us know (you do **not** need to disclose any personal information, although you are welcome to share and we will work to support you), and we will work with you. We believe learning should occur in conditions of well-being and look forward to embracing our full humanity and supporting each other as we learn in community.