Course Syllabus

TLL 2290 MEd Research Seminar

Online Graduate Course

Instructor Information

Course Instructor: Dr. Kaylee Wynkoop, Ph.D. (she/her)

Class Format and Duration: Online (Fully Asynchronous), 15-Week Course

Email: ksw53@pitt.edu

Office Hours: By Appointment via Zoom

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."

About The Course

In this seminar you will conduct a research project on a topic that interests you and in which you can be accountable to justice. This course has been taught by several University of Pittsburgh professors in the past, and I have drawn from their designs and wisdom to put together an iteration that I hope will work well for our course community. Most notably, this version of the course was shaped with the guidance of Professor Lisa Ortiz, whose instructions you may see within some modules. While our course interactions will primarily be asynchronous through Canvas, we will create many opportunities for collaborative work, which is crucial in scholarly pursuits. I hope you engage generously with me and each other, and find joy and meaning in your work.

As the instructor of this course, my goal is to guide you through the research process by providing meaningful feedback along the way. We will also be in conversation about questions and quandaries that may arise during your exploration. To be a scholar is to live in the questions - I hope you are able to embrace your deep curiosity and shape your scholarly identity through this course.

Course Description

Research can be described as a way of thinking and a way of doing that allows for systematic and rigorous approaches to investigating problems and deepening our understanding of issues important to the practice of teaching and learning. Research can also be described as requiring us to attend to reality, and this involves perceiving what is actually occurring as opposed to what we believe is occurring. This is not always a simple task. In this sense, part of being attentive to reality involves being conscious of bad faith (our ability to assert a particular belief as universal knowledge), remaining open to alternative perspectives that may contradict what we believe, and grappling with multiple forms of evidence. This course approaches research as a process of discovery and rediscovery; an opportunity to learn anew. It encourages you to allow yourself to explore your reality and that of others in ways that expand our individual and collective ways of thinking, asking, and doing. It also encourages you to equally explore the possibilities and limits embedded in the foundations or ideas of systematic and rigorous approaches and to do so striving always for genuine justice.

This course serves as a capstone course for anyone seeking the MEd degree in the School of Education. Courses in research methodology and/or disciplined inquiry are established by the department as prerequisites to this course.

Learning Pursuits

The goal of this course is to design, plan and carry out a research project that is connected to your interests and is rooted in a framework of educational justice.

At the conclusion of this course you will prepare a written manuscript of the study you engage in. In completing this manuscript that addresses all or the majority of the parts related to the research process, you may consider submitting the written piece for publication, though it is not necessary. The final manuscript you submit for this course will meet course goals and objectives whereas the expectations of what a manuscript has that is of "publishable" quality may change depending on the field and journal one is targeting for publication. Thus, use your course paper as a foundation for a conversation starter swith your advisor, mentors, colleagues, and friends where you can request additional feedback and support after completing this course.

Together, we will aim to pursue our learning goals by:

1. Creating a space that allows for pursuing your research interests;
2. Following varied steps of the research and writing process in a way that make sense to you;
3. Engaging in scholarly conversations related to your research area;
4. Providing and receiving feedback in diverse ways and in different stages of the writing process; and
5. Discussing some of the challenges related to research throughout the process of conducting research.

While some of you may have similar projects to one another, it is also possible you will have quite different research interests, and thus, distinct plans for moving forward. Accordingly, students are not expected to have the same research goals, and our time together in this class allows us to learn about the similarities as well as the differences across our research projects and next steps. Your ideas may grow, change, clarify, and simplify as you conduct research. You will have opportunities to receive feedback in this course, and these opportunities will lead to multiple rewrites of your document. You will also provide others with feedback. Research can often be made stronger by having generous and attentive interlocutors engaging with your work.

Upon completion of this course students will have been able to:

1. Identify a Topic, Accountable to Justice;
2. Propose & Follow a Research Procedure;
3. Engage with Theory & Related Literature;
4. Collect & Analyze Data; and
5. Consider the Context & Implications of Research Findings.

Student Expectations

(adapted from Sabina Vaught's syllabus)

Active participation in this course is vital to developing a community of inquiry, practice, and learning. Active participation entails logging into your canvas course, interacting with instructional materials, and completing scholarly activities. Please know that I will work with you to extend due dates if the deadlines are challenging to meet. I strive to build a learning community by recognizing the strengths of our collective knowledge, and personal and professional experiences. We can achieve this by sharing artifacts we develop, and our experiences and strategies, as well as contributing to class discussion forums. I know that there are many aspects of our lives (internal and external factors) that distract us, but I hope that we can do what Dr. James Lang urged educators to do - to create our learning environments as classroom retreats.

We will conduct most of our communications through Canvas, but you are welcome to communicate privately with me via email. I will also use the announcement tool to disseminate course-related information.

Course Assessment

It is my policy that if a learner is actively and authentically engaging with the course material and our learning community, they are fulfilling the goals of this course. Learning happens at your own pace and from your own perspective, and cannot be assessed based on a decontextualized and depersonalized standard of measure. Moreover, grading is often ineffective in engaging authentic learning (see the work of Alfie Kohn and Jesse Stommel for more details on this). As such, for this course, we will be utilizing a Grading with Care Policy, which was developed by Dr. Tinukwa Boulder and Dr. Beatrice Dias and their Fall 2021 class.

Rest assured that **you are enough**, and I am deeply grateful for your contributions to our shared learning. My hope is that your participation in this course will enrich your scholarship and humanity. I will work with you to help ensure the logistics of grades do not interfere with your learning joy.

Grading with Care Policy

The 'grading with care' policy was designed with input from Dr. Tinukwa Boulder, Dr. Beatrice Dias, and their Fall 2021 Education & Society course community. While I acknowledge we are in a system that requires grades to be handed out, I also recognize our power to be "in but not of" (Harney and Moten) this institutional practice. As such, I strive for a more humanizing approach to grades that is rooted in care, supports learning and growth, and offers grace.

Under this policy, we will assess our learning by engaging with the following three key elements of the course:

1. Relational Responsibilities
2. Positive Response Protocol
3. Coursework

Relational Responsibilities

As we hope to foster an environment of interdependence and relationality, we will hold ourselves accountable to the Relational Responsibilities of this course. Primarily, these responsibilities include:

- Engaging meaningfully in course conversations - *i.e.* join discussion forums and other forms of interaction
- Participating actively in scholarly pursuits - *i.e.* engage with course material and contribute your scholarly artifacts
- Contributing to one another's learning - *i.e.* offer peer feedback and listen for each others' wisdom

Relational learning can help us grow in profound ways - I hope you embrace this aspect of the course.

PQS Feedback

Upon submitting coursework, learners will receive individual feedback from me and from peers. We will use the Positive Response Protocol for all feedback. Learning through receiving and giving meaningful feedback is a critical path on our scholarly journey.

Coursework

Coursework for this course is intentionally designed to help you reflect deeply on your explorations, and engage in justice-oriented and ethical research efforts. Completing this work for a grade is significantly different from fulfilling these efforts as authentic learning pursuits. I encourage you to view coursework as opportunities to practice critical reflection, be in conversation with other scholars, expand your perspectives and practices, and grow your own scholarship overall. Coursework will be graded as complete/incomplete - I will not be assigning points or letter grades for individual coursework submissions. On some occasions I might ask you to revise and resubmit an artifact, but I anticipate this will be rare.

Final Grade

I return to the tension between the institutional obligation to assign a final grade and the knowledge that this type of assessment can cause harm. My primary goals for this course are that learners maintain a genuine curiosity about the course material, and grow their critical thinking and scholarship. As such, I hope that learners do not worry about their final grade, and focus on learning at their own pace.

To assuage some of this grade-anxiety and also in acknowledgement of the market value of grades, **I offer a minimum final B-grade to all learners who participate in course activities, and complete and submit coursework**. While this is a relatively less meaningful assessment, it is a transparent measure that learners can keep track of. Within this scope, I anticipate that many students will receive an A for their active participation in, and meaningful contributions to the course. However, the more meaningful assessments I offer will be through individual feedback and relational conversations.

Finally, I ask that you communicate with me about any challenges you might be experiencing with the course. No one will be penalized for life circumstances that lead to delayed submissions in this course.

Inclusion and Diversity

(adapted from Sabina Vaught's syllabus)

This course aligns with the School of Education's mission to ignite learning and deliver a respective, inclusive, and equitable learning experience. As such, as a collective, we will behave professionally, and communicate mindfully while feeling free to share contrasting viewpoints and ideas. Together, we create an open learning environment for students from diverse backgrounds and perspectives. The diversity denoted by the intersections of race, gender, disability, sexuality, age, socioeconomic status, ethnicity, and culture that we all bring to this course is advantageous in serving as a strength and resource in our learning community.

As your course facilitator, I am committed to implementing pedagogy that is counter-oppressive and liberatory. This means I aim to foster a learning environment that is as welcoming and supportive as possible. I ask for your grace and guidance in upholding this commitment, and will do my best to name and correct any shortcomings on my part.

"The University of Pittsburgh prohibits and will not engage in discrimination or harassment based on 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." (Roop, L., 2020).

In particular, I am 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 due to your social identities and background or how they are perceived, please let me know. If you do not feel comfortable talking with me, you can contact the [Office of Equity, Diversity, and Inclusion](#).

Preferred Names and Pronouns: You can use the [NameCoach](#) feature in Canvas to indicate your preferred pronouns.

Course Content

Modules

As an asynchronous course, the steps to your research and writing process are clustered into modules. Though students will roughly follow the modules in sequence, the research process is not linear. You will find that you might be working simultaneously in several modules or between modules. The time you'll need to work through each module varies. Work at your own pace while being mindful of assignments that require collaboration and additional planning. Course readings and resources per module can be found on Canvas. Below is an overview of each module.

Module	Week(s)	Dates	Topics(s)	Assignments (Type*) / Points / Due Dates *ManDB = Manuscript Group Discussion Board **WGDB = Whole Group Discussion Board ***UP = Document Upload ****GF = Google Form
1	1	1/8 - 1/12/2025	Introductory Activities	Introduction Sentence (WGDB) / 5pt / Jan 12 Student Survey (GF) / 5pt / Jan 12 Our Lived Experiences (WGDB) / 5pt / Jan 12 Begin IRB Certification Modules (UP) / 5pt / Jan 26
2	2 & 3	1/13 - 1/26/2025	Discovering a Focus	Research Interest Outline (ManDB) / 5pt / Jan 19 PQS Peer Comments (ManDB) / 5pt / Jan 22 **MANUSCRIPT COMPONENT: Research Statement & Questions Draft(UP) / 20pt / Jan 26** Submit IRB Certification Modules (UP) / 5pt / Jan 26
3	4, 5, & 6	1/27- 2/16/2025	Engaging Literature & Theory	Support with Lit Review Process (WGDB) / 5pt / Feb 2 Annotated Bibliography (ManDB) / 20pt / Feb 9 PQS Peer Comments (ManDB) / 5pt / Feb 12 **MANUSCRIPT COMPONENT: Literature Review & Theoretical Framework Draft (UP) / 40pt / Feb 16**
4	7, 8, & 9	2/17 - 3/9/2025 Spring Break 3/2 - 3/9	Methodology and Methods	Methodology/Methods Outline (ManDB)/5pt/Feb 21 PQS Peer Comments (ManDB) / 5pt / Feb 26 **MANUSCRIPT COMPONENT: Methodology & Methods Draft (UP) / 20pt / Mar 2**
5	10 & 11	3/10 - 3/23/2025	Data Collection	Support with Data Collection Process (WGDB) / 5pt / Mar 16 **MANUSCRIPT COMPONENT: Data Collection Process Draft (UP) / 20pt / Mar 23**
6	12 & 13	3/24 - 4/6/2025	Findings	Support with Data Analysis Process (WGDB) / 5pt / Mar 30 **MANUSCRIPT COMPONENT: Findings/Data Analysis Draft (UP) / 30pt / Apr 6**
7	14 & 15	4/7- 4/20/2025	Conclusions & Introductions	**MANUSCRIPT COMPONENT: Intro and Conclusions Draft (UP) / 20pt / Apr 13** Compiled First Draft for Peer Review (ManDB) / 5pt / Apr 13 PQS Peer Comments (ManDB) / 5pt / Apr 16
8	16	4/21 - 4/30/2025	Compiling Your Manuscript	**FINAL COMPILED MANUSCRIPT (UP) / 200pt / Apr 20**

Intentional Design

Collaboration is highly valued and a regular practice in research communities. In this course, all students are valuable sources of insight for us all. Let's commit to relational responsibilities where we treat each other with respect at all times.

Integrity and respect in research practice are broader, ongoing explorations of issues, particularly since research has many processes and can take many forms. You will begin your exploration of ethical issues by completing two IRB training courses on Research Integrity and on Human Subjects Research in the Social and Behavioral Sciences and submitting your certificates of completion.

This course is intensive. You have lots to accomplish in a short amount of time. The research process takes many steps. We break down the process into installments so you can find them manageable and so they can lead to a successful and enjoyable experience as researchers. Budgeting your time to ensure that you accomplish all activities in this course will increase your satisfaction with your project's outcomes. It is important to maintain steady effort each and every week in this course to make progress and not become overwhelmed.

You are strongly encouraged to follow the timeline closely so we can all provide feedback accordingly. Canvas is set up with resources and assignments to help students with various aspects of the research process. Other resources/assignments can be added to Canvas that are particular to the needs of the students enrolled.

Please Note: In accordance with the School of Education's expectations for the capstone project of your MEd degree, you are required to PROOFREAD all submissions to the instructor (drafts & final documents) for spelling, grammar, syntax, content and APA style. You might ask a colleague in this course, your school site or someone else of your choosing to provide you some assistance with all proofreading and APA style requirements.

Though this course is designed to provide instructional resources and regular feedback, you may find that you occasionally need additional guidance with unique situations you encounter in conducting your research. In those instances, I encourage you to initiate conversations with me via email to alert me to questions and challenges you are facing.

Please let me know how I can make your learning and being in this course as accessible as possible for you to successfully follow your scholarly journey.

Though the course is intensive, I hope all students this term have as much fun learning and grappling with the importance of research in informing and shaping education broadly defined. We are all in this together to improve our skills, expand our thinking, and be accountable to justice.

Coursework

Coursework is detailed and contextualized in respective Canvas modules.

Course Activities

These tasks will support our research journey by helping us to learn about each other, practice reflection, understand research ethics, and engage in an iterative exploratory process.

Discussion Posts

Discussion posts will be completed on Canvas where you will submit reflections about course material and the research process, in ways that might elicit generative and supportive discussion with peers. Some discussion posts will also serve as venues for sharing and giving each other feedback on your own writing and thinking.

Components of Final Manuscript

The development of your research paper is divided into installments throughout the semester to make your work more manageable. These components include the submission of your final paper. Your overall paper should reflect a project in which you are accountable to justice.

Throughout the semester, you will engage with a variety of material by both examining their processes and content and by responding to them in general and in the context of

how they might help you with your project. Course content is designed to help you critically self-reflect as you explore a potential research topic and research question.

There will be several opportunities for you to receive and provide peer review. Throughout the course you will work with a peer group who will be your support system as you grapple with what research means for you and the questions you hope to pursue through your scholarship. There will be a Canvas section for your group to share material, converse and give feedback; participation is important as you will rely on feedback from each other (in addition to my input) to improve your research and writing. Additionally, providing insightful comments to your peers can also improve your own scholarship.

Class Collaboration

A large portion of this course involves working with your **Manuscript Group** within the Canvas Discussion Board to share and receive feedback on your research process and writing. You will be assigned to a Manuscript Group with 5-7 peers. These groupings are assigned by your content/certification area. This will allow you to learn, grow, and collaborate with peers and colleagues focused on the same or similar content/topics. Be sure to review the [Relational Responsibilities](#) and the [Positive Response Protocol](#) as you will be applying both to this collaborative work.

Additionally, there will be **Whole Group** collaboration opportunities within the Canvas Discussion Board. Whole Group Discussion Board work will be focused on supporting one another in the research and writing processes. Here you will share wins, challenges, tips, and tricks you are finding useful in your own work that could be helpful to others, regardless of their topic area. I hope that this will encourage perspective-taking, consideration, motivation, and appreciation of differing viewpoints and approaches.

Assignments Overview

Module	Assignment	Points	Due Date
Individual Activities			
1	Student Survey (Google Form)	5	Jan 12
1	IRB Certification Modules	5	Jan 26
Whole Group Discussions			
1	Introduction Sentence	5	Jan 12
1	Our Lived Experiences	5	Jan 12
3	Support with Literature Review Process	5	Feb 2
5	Support with Data Collection Process	5	March 16
6	Support with Analyzing Findings	5	March 30
Manuscript Group Discussions			
2	Research Interest Outline PQS Comments on Peer RI Outline	5 5	Jan 19 Jan 22
3	Annotated Bibliography PQS Comments on Bibliography	20 5	Feb 9 Feb 12
4	Methods and MethodologyOutline PQS Comments on MMOutline	5 5	Feb 21 Feb 26
7	Compiled First Draft for Peer Review PQS Peer Comments on First Draft	15 5	Apr 13 Apr 16
Components of Final Manuscript			
2	Research Statement & Questions Draft Write-up	20	Jan 26
3	Literature Review & Theoretical Framework Draft Write-up	40	Feb 16
4	Methodology & Methods Draft Write-up	20	March 2
5	Data Collection Draft Write-up	20	March 23
6	Data Analysis Draft Write-up	30	Apr 6
7	Introduction & Conclusions Draft Write-up	20	Apr 13
8	Final Compiled Manuscript	200	Apr 20
Total Points		**450**	

Community Building

Relational Responsibilities

In order to build a respectful and caring learning community, we will follow an adapted version of Dr. Sabina Vaught's 'Relational Responsibilities,' as guidelines for this course.

Our collective responsibilities are grounded in our interdependent relationships and are expressed through our active engagement with one another and ideas, and through our dedication to learning.

Together, we will undertake relational praxes of:

- Studying deeply
- Contributing meaningfully to one another's learning
- Recognizing one another's experiences and ideas as gifts to the community
- Engaging generously, by:
    - generating possibilities
    - seeking out connection
    - deepening of understanding
    - practicing complexity over critique
- Responding to one another with care and respect
- Working through disagreement by challenging ideas in a scholarly manner but never insulting or disparaging each other
- Affirming that affective responses are part of a just intellectual project
- Making culturally-specific requests as soon as/if you realize you need to.

As a learning community we are responsible for engaging with difficult core material and ideas as we undertake critical inquiry and exploration. Not all class members will respond to the material in the same manner, and some readings and/or media will upset some students more than others. In light of this, there is no clear way to warn students in advance. As a point of reference, please read Dr. Brittney Cooper's article: [No trigger warnings in my class: Why you won't find them on my syllabi](). I will work with you to

navigate challenging conversations and material, and ask that you reach out to me if you need support or guidance with any of the readings and media we engage with through this course.

Positive Response Protocol

Building a learning community requires trust, respect and caring. With these values in mind, I have adapted [Richard Koch](#)'s "PQS: Positive Response Protocol" as a guide for providing meaningful and supportive feedback to each other on our scholarly work. As Dr. Koch points out, "Research clarifies (Hattie and Timperley) that response is more helpful to the writer [or producer of a piece of scholarly work] if we begin by listening to understand and appreciate."

Throughout this course, we will be developing several artifacts of our scholarship - e.g. reflections, free writing, essays, policy, discussions, annotations, and other media. In order to grow our thinking and learning, we will share our work with each other for feedback. Our work, much like our learning, is never truly 'done', so we will consider the pieces we share "works-in-progress" that can be further refined through community reflection.

In responding to someone's work, we will follow this PQS pattern:

1. **Positive Response:** If we "listen" fully to the work that is offered, we can find wisdom within. For example, consider:
   - What do you remember best from this work?
   - What resonated with you most from this work, and why?
   - What is most interesting to you about this piece?
   - **Questions:** Through our spirit of curiosity, we can offer our peers new questions to grapple with in their inquiry process. For example, consider:
   - What are you curious about in relation to the topic of this work?
   - What are you confused about?
   - What would you like to know?
   - **Suggestions:** We can offer our own wisdom to support the learning journey of our peers. Based on what you think is the purpose of the work, consider offering one or two suggestions, especially for what could be:
   - **Added** to the piece - Does it need a new section, or is there a part that should be made longer?

- **Taken out** of the piece - Is a part unnecessary or repeated?
- **Changed** in the piece - Is there a part that could be revised with a recommended approach to improve it?

University Policies and Resources

Attendance and Observance of Religious Holidays

Pitt guidelines on class attendance and observance of religious holidays:

- The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks. (Source: Faculty Assembly, December 2020)
- I interpret this language to apply to cultural and spiritual observances, feasts, dances, ceremonies, etc., not covered by colonial notions of religion and/or culture.
- Please notify me in advance of any anticipated absences related to the guidelines.

Instructor Presence

I will maintain an active role in this online course by logging into the course regularly, responding to any queries/concerns sent via email, and meeting students for office hours

by appointment via Zoom. I will participate in the discussion forums as needed and help to make connections between learner responses and instructional content where appropriate. I will also provide timely feedback on drafts and final assignments. I will strive to respond to student queries within 24 hours of receiving your emails and course messages during weekdays.

Plagiarism and Academic Integrity

Please review the [University of Pittsburgh's Policy on Academic Integrity](#).

Disability Services

Pitt required syllabus statement: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructors and the Office of Disability Resources and Services, 140 William Pitt Union, at 412-648-7890 or 412-383-7355 (TTY) as early as possible, but no later than the fourth week of the term or visit the [Office of Disability Resources and Services](#) website as early as possible, but no later than the 4th week of the term. The DRS will work with you to provide accommodations.

Please let me know if you need resources or accommodations to complete this course. You may also seek campus-wide support, information, and/or services:

- [Getting Started with DRS](#)
- [Disability Accommodations](#)

NOTE: I recognize that while institutional resources can be useful and important support, interacting with the university can at times be experienced as an invasion of privacy or a source of distress. If you are uncomfortable interacting with the university, please feel free to communicate with me directly about what would be helpful to your learning and participating in the community of the course (Source: Sabina Vaught).

Please review the [University of Pittsburgh Non-Discrimination Policy](#).

Please review the [Pitt single-occupancy restroom map and information](#).

Accessibility

Canvas is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Learn more about [Canvas accessibility standards](#).

Sexual Harassment

The University of Pittsburgh is committed to maintaining a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. It is also a violation of the University of Pittsburgh's policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment. Any individual who, after thorough investigation and an informal or formal hearing, is found to have violated the University's policy against sexual harassment will be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination, or expulsion. Any disciplinary action taken will depend upon the severity of the offense. For more information, see [OEDI's Sexual Misconduct and Title IX policies and procedures](#).

Copyright Notice

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibits unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy.](#)

Additional University Resources

- **Education Library Guide**: See this Hillman Library [customized library guide](#), a gateway to education students and faculty resources.

- **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. **Call 412-648-7930, any time**.

- **Sexual Assault Response**: 412-648-7856
  - Contact [Pittsburgh Action Against Rape (PAAR)](#)
  - [Links to an external site.](#)
  - : 24-hour crisis intervention, counseling, and advocacy for victims of sexual assault. Phone: 1-866-363-7273

Racial violence, discrimination, harassment, etc., you can access resources and contact at the [Pitt Office for Equity, Diversity, and Inclusion](#).

Care and Resource Support Team (CARS): Email pittcares@pitt.edu or visit the [Care and Resource Support Team (CARS) website](#).
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 in 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, Andrea Zito (email: andreaz@pitt.edu and phone: 412-648-1780). If you are experiencing challenges with food, housing, work, and/or family obligations, are also encouraged to let your instructor 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](#)
- [Pitt and Community Assistance Resource Guide](#)
- [Access the Greater Pittsburgh Community Food Bank](#)
- [Pitt Pregnant and Parenting Students](#)
  - NOTE: The current Pitt language appears to reflect antiquated gender binary and heteronormative frameworks. It also focuses on harassment. Should you be adopting, fostering, or otherwise significantly shifting your dependent care demands, or should you be a student whose gender is not clearly covered by the policy and is pregnant, etc., and would like accommodations, please let me know as soon as possible so we can work together to establish a fair, respectful, and supportive plan (Source: Sabina Vaught)

A lack of a safe and stable place to live can find

Affordable housing assistance

- **Action Housing**: 611 William Penn Place, Suite 800; Pittsburgh, PA 15219 Phone: 412-281-2102. Assists in locating affordable housing
- **Allegheny County Housing Authority**: 625 Stanwix Street, 12th floor; Pittsburgh, PA 15222 Phone: 412-355-8940. Assists in locating affordable housing

Shelter options

- **Allegheny County Bureau of Hunger and Housing Services Phone**: 412-350-4354 This is an area homeless resource.
- **East End Cooperative Ministry**: 6140 Station Street; Pittsburgh, PA 15206 Phone: 412-361-5549. This emergency shelter provides a refuge for the night, case management, breakfast, dinner, shower, and laundry services for men and women older than 18. Individuals can stay in the Emergency Shelter for up to 60 days.

Your Well-Being Matters

College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. 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. You are encouraged to visit Thrive@Pitt to learn more about well-being and the many campus resources available to help you thrive.

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. 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.