



EDUC 673: Integrating Language Arts, Social Studies, and Guided Practice

Units: 4

Term—Day—Time:

Location:

Instructors:

Office:

Office Hours:

Contact Info:

IT Help: (888) 628-5041

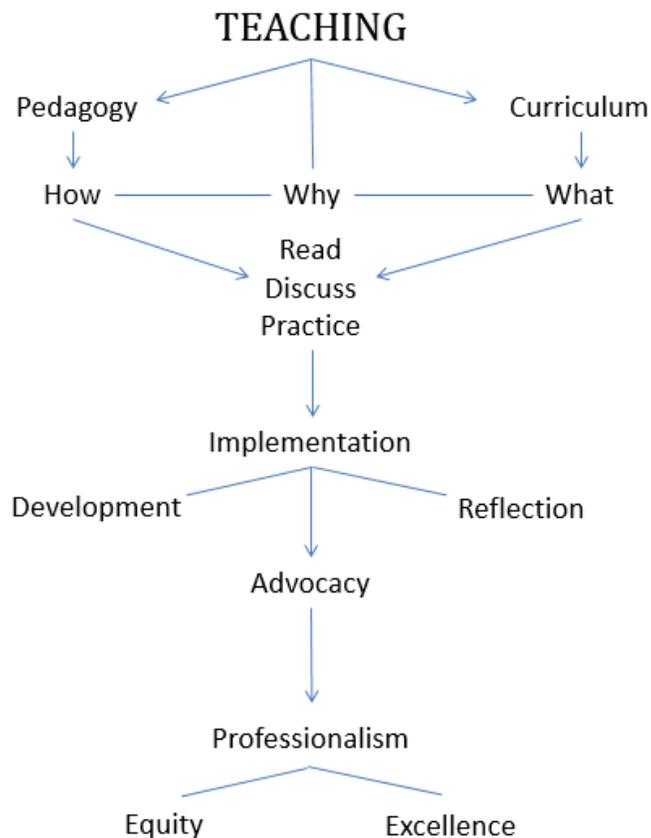
Hours of Service: 24 hours/daily; 7 days weekly.

Course Purposes

This course has been designed to accommodate multiple experiences directed toward the development of a professional educator: 1. Acquisition of content and pedagogy related to the subject areas of language arts and social studies needed to develop curriculum and pedagogy for students; 2. Implementation of the art of teaching in classrooms as a student teacher (Guided Practice) and 3. Development of the dispositions and knowledge that create change in the practices of teaching to benefit the education of elementary and middle school students. The course has two distinctive goals to achieve:

Goal 1. – Planning lessons that recognize and respond to the diverse needs, interest, and abilities of students and comply and extend the subject matter standards defined for all learners.

Goal 2. – Participating in the roles of a teacher to develop the knowledge and skills that promote the development of an outstanding and effective professional educator responsive to providing an equitable and excellent education to all students.



Course Overview

The primary purposes of this course is to comprehend the dimensions of K-5 language arts and social studies as both independent and integrated subject areas from the perspectives of the teacher and student. In addition, the concept of how and why language and social studies are a natural conduit for the interdisciplinary process of all subject areas such as mathematics, science, visual and performing arts and physical education will be presented and implemented. Underlying the study of the nature of the subject areas of language arts and social studies is the study of the “art of teaching” as defined by the expectations and experiences of Guided Practice (student teaching). The translation of understandings related to the content, skills and resources required to effectively comprehend and teach the subjects of language arts and social studies into lessons and instructional strategies appropriate to meet both the group and individual differences of students of cultural, economic, linguistic and academic diversity is the primary goal of this course.

Course Objectives and Related Course Competencies:

The course OBJECTIVES define the major expectations for acquiring knowledge and skills of the course. The COMPETENCIES define the expected outcomes candidates will be able to learn and apply. The COMPETENCIES will be aligned to the assignments in the course and will be related to point and subsequent grade allocation.

1. Candidates will develop the abilities to construct and implement single subject (language arts and social studies) lessons responsive to defined National and State standards.
2. Candidates will be able to redefine language arts and social studies National and State standards into objectives that reflect the needs, abilities and interests of the students within their assigned Guided Practice Classrooms.
3. Candidates will understand and be able to explain and defend the rationale and utilization of the models of teaching (direct instruction, group investigation, advance organizer, Five E, independent study).
4. Candidates will differentiate the meaning and implementation of pedagogical practices appropriately aligned to motivation; practice, transfer, individualization and personalization and their alignment to various steps of syntax within models of teaching.
5. Candidates will be able to design and implement a variety of models of teaching (direct instruction, group investigation, advance organizer, etc. that appropriately respond to the teaching and learning of language arts, social studies intra and interdisciplinary objectives derived from standards.
6. Candidates will be able to design and implement lessons in a selected model of teaching that emphasize interdisciplinary learning defining the study of: language arts and/or social studies with mathematics, science, visual and performing arts and/or physical education.
7. Candidates will develop and implement a unit of study incorporating both single and/ or interdisciplinary subject matter in the appropriate designated models of teaching. The unit will include a rationale for the construction of the unit and its relationship to learning theories, justification of its responsive to the diversity among students at the designated grade level, indicators for formative and summative assessment.
8. Candidates will be able to explain and show evidence of the integration of theories, pedagogical practices, and ideas shared in the seminar courses taught within the same semester.
9. Candidates will be able assess the appropriateness of the construction and implementation of the lessons they have developed by applying course stipulated related to course objectives, criteria, the formalized reflective process and collegial feedback.
10. Candidates will be able to articulate why and how the lessons develop meet the needs of Special Education and Gifted learners and can indicate where in the lessons they can identify its relationships to meet the needs and abilities of these learners.
11. Candidates show continuous growth illustrating their abilities to develop the skills identified in the Vision of a Teacher and their utilization of the reflective process to evidence their growth as an emergent teacher.

Course Notes

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share ideas, comments and questions with the instructor and/or classmates through private and public means. In addition, candidates will be made aware of real-time opportunities for discussion with the instructor and classmates. All required materials will

be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates. E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the week and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard (on campus cohorts) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit: <http://www.usc.edu/student-affairs/SJACS/>

Technological Proficiency and Hardware/Software Required

This course is offered both online and on campus; the activities, expectations and requirements are identical across the two versions. The online course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class activities. All candidates will be required to complete assignments online, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements. By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting to discussion forums and uploading assignments including video clips (the mechanics of this will be taught). In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Required Readings and Supplementary Materials

Ellis A K. Teaching and Learning Elementary Social Studies, 9th Edition

Vaca, R. T. Vaca J. I and Mraz, M. F. Content Area Reading: Literacy and Learning Across the Curriculum, 11th Edition
Articles assigned

Videos and Learning Activities

Videos are aligned to certain units of study to be viewed prior to class

Learning Activities provide opportunities to reinforce the design and application of content, skills, and resources necessary to the development of appropriate lessons and the unit of study.

Before Class Time

This time is allocated for candidates to become aware of the intellectual demands represented in each of the units of study and the weekly expectations to acquire knowledge and develop skills necessary for curriculum and pedagogical learning. Expectations are delineated and explained in the syllabus and within the context of each week's class meeting. The experiences within this time frame often are representative and required as preparation for Guided Practice.

After Class Time

This time is allocated for candidates to practice and implement the knowledge and skills acquired before and during class times. The types of learning experiences described and expected for candidates to accomplish represent the practice necessary to develop proficiencies in the abilities required to become a practicing

professional. The learning experiences defined for this time are also representative of the expectations for Guided Practice and thus includes lesson planning, implementation and reflection.

Grading Breakdown

Based on the above detailed assignments, the following table summarizes the breakdown of points and percentages (weights) of the major assessments offered in this course.

Grading Scale

Course final grades will be determined using the following scale:

A	95-100	B	83-86	C	73-76	D	63-66
A-	90-94	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	59 and below

Assignment Submission Policy

All assignments will be submitted to the Learning Management System (<http://2sc.rossieronline.usc.edu>).

Grading Timeline

All assignments will be graded within 5 business days unless otherwise indicated by the professor.

Course Overview

	Major Topics of Language Arts and Social Studies		Guided Practice Assignments
Entry Interviews	Entry Interviews		Review Tyler & McTighe review LA/SS standards at grade level
Unit 1 Week 2 Standards and Objectives	Review major Tyler and McTighe et.al tenets of curriculum by examining language arts and social studies pre-existing curriculum. Selecting standards and developing objectives in single subject and interdisciplinary formats		RTE 1-A
Unit 2 Weeks 3-4 Direct Instruction	<ol style="list-style-type: none"> 1. Designing direct instruction skill-based language arts and social studies lessons 2. Creating interdisciplinary direct instruction lessons with emphasis on where in the syntax of the lesson is it appropriate to teach in an interdisciplinary manner 	Submit Direct Instruction LA/SS Interdisciplinary Lesson	RTE 1-B RTE 1-C RTE 1-D
Unit 3 Weeks 5-6 Instructional Strategies	Introduction to motivational, practice, and transfer instructional strategies and their placement in both direct instruction and group investigation models of instruction	Submit DI or GI with Instruction Strategies	RTE 1-E RTE 2-A & B RTE 2-C
Unit 4 Weeks 7-8 Group Investigation	Review of the group investigation model of teaching and its relationship to interdisciplinary learning across the subject areas: math, science, visual and performing arts	VAPA Lesson	RTE 2-D RTE 2-E
Unit 5 Weeks 9-10 Learning Centers	Developing and implementing Learning Centers and introduction to differentiate to accommodate diversity across all models of teaching including Advanced Organizer	Learning Center	RTE 3-A&B RTE 3-C RTE 3-D
Unit 6 Weeks 11-12 Picture Books	Use of picture as a resource to teach academic and social emotional areas of study integrated into all models of teaching	Picture Book Integrated LA/SS Lesson	RTE 3-E
Unit 7-8 Weeks 13-15 Technology, Problem and Project-Based Learning, and Introduction to the 5E, Introducing present / problem learning	Utilizing 5Es Model of Teaching and comparing the model to other models of teaching. Integration of technology into all models of teaching	5E Lesson	Video Key Assessment
Week 16 Exit Interviews			Exit Interviews

Unit 1: Standards and Objectives: Single Subject and Interdisciplinary

Week 2

Introduction

This unit reviews the transition of standards into subject-specific objectives articulated by definition of the thinking skill + content+ resources + product. The purposes and construction of interdisciplinary objectives reflective of both language arts and social studies standards will be discussed and exemplified. The importance of interdisciplinary connections to the teaching and learning of skills and content becomes a major outcome of this unit.

Unit Objectives:

- Review the function and structure of standards and their transformation into objectives
- Define each of the components of an objective and how these components can be constructed for the entire class and differentiated to meet academic, linguistic, cultural differences among students in a class.
- Defend the value of interdisciplinary learning
- Exemplify how to construct an interdisciplinary objective and its role and function in a lesson

Before Class Time:

- Review various sets of language arts and social studies and their purposes to identify their relationships to defining skills, content, resources, and products to formulate a single subject objective (National, State, Common Core, 21st Century, and STEM Standards). Distinguish between the various sets of standards.
- Select a set of language arts state standards at the Guided Practice assigned grade level and articulate the Thinking Skills + Content + Resources + Product related to the set of standards.

During Class Time:

- Review Tyler's four major questions regarding curriculum elements and design
- Relate state language arts and social studies standards to Common Core Standards.
- Review the translation of a language arts AND social studies standard into single INTERDISCIPLINARY objective.
- Discuss the academic importance of interdisciplinary and its value to respond to diversity among students and reinforce each subject when they interact and reinforce each other.

After Class:

- Write a set of language arts AND social studies subject matter objectives
- Utilize the subject matter specific objectives into a set of interdisciplinary objectives.
- Submit the set of both single subject and interdisciplinary objectives before next class.

Readings:

- Ellis A.K. Teaching and Learning Social Studies 9th Edition Chapter 1 and Chapter 2
- Vaca and Vaca Part 1: Learners, Literacy Texts (Chapter 1 – Literacy Matters)

Unit 2 – Direct Instruction

Weeks 3-4

Introduction:

This unit presents a review of skill sets that comprise how critical thinking, creative thinking, problem solving, logic, research and skills can be taught. The alignment of these skills to language arts and social studies will be made to illustrate why and how skills can be clustered or associated to reinforce each other as well as the subject matter. The relationship of skills to formulate interdisciplinary objectives to guide a Direct Instruction lesson will be illustrated.

Unit Objectives:

- Identify skills that emphasize the development of critical, creative, problem solving and logic.
- Define the purpose, contributions, and usage of skill clusters.
- Formulate interdisciplinary skill sets: skills sets that reinforce each other and are aligned to both language arts and social studies.
- Develop interdisciplinary skill-based objectives.
- Redesign an objective for a Direct Instruction lesson plan so that it is interdisciplinary.
- Design an interdisciplinary skill-based Direct Instruction lesson
- Define the connections between language arts and social studies content areas.

Before Class Time:

- Design a language arts OR social studies Direct Instruction lesson focused on a skill of critical thinking or problem solving for the Guided Practice grade level assignment.

During Class Time:

- Review the various skill sets (critical, creative, problem solving, logic, research and study skills).
- Rewrite basic objectives to incorporate skill clusters that associate and/or reinforce skills within and/or between skill sets.
- Illustrate how skill sets and/or skill clusters are integrated into the Direct Instruction lesson within the Demonstration, Structured, Guided, and/or Independent Practice.
- Discuss the value and techniques to design an interdisciplinary lesson that integrates BOTH skill sets and CONTENT from both language arts and social studies.

After Class Time:

- Construct and submit an interdisciplinary skill-based Direct Instruction lesson that also integrates language arts AND social studies content areas for the Guided Practice assigned grade level placement.

Readings:

- Ellis Chapter 7 – Successful Strategies for Social Studies Teaching and Learning
- Vaca and Vaca Chapter 10 – Studying Texts

Unit 3 – Instructional Strategies

Weeks 5-6

Introduction:

The relationship between curriculum (what) and pedagogy (how) will be emphasized. Instructional strategies (pedagogical practices) that are designed to for motivation, application, practice, transfer, and individualization will be presented. These instructional strategies will be integrated and aligned to both Direct Instruction and Group Investigation models of Teaching.

Unit Objectives:

- Identify instructional strategies that promote motivation, application, practice, transfer, and individualization.
- Recognize the appropriate placement of instructional strategies within the context of a Direct Instruction and Group Investigation model of teaching.
- Relate and support the importance and value of instructional strategies to accommodate the teaching/learning process.

Before Class Time:

- Review the article regarding the nature and importance of instructional strategies.

During Class Time:

- Introduce the various instructional strategies defining their purpose, their use, and their integration into a Direct Instruction and Group Investigation model of teaching.
- Integrate and justify the application of strategies into the models of teaching: Direct Instruction, Group Investigation.
- Design a Direct Instruction and/or a Group Investigation lesson plan to integrate a set of instructional strategies.

After Class Time:

- Develop a Direct Instruction or a Group Investigation lesson plan for the Guided Practice grade level placement that integrates appropriately some of the instructional strategies.
- Submit the lesson before the next class time.

Unit 4 – Group Investigation & It’s Relationship to Math, Science, and Visual and Performing Arts

Weeks 7-8

Introduction:

This unit emphasizes the importance of inquiry learning to accomplish multiple goals: (a) to promote interdisciplinary learning integrating math and science with language arts and/or social studies, (b) to introduce the visual and performing arts as the major source and focus of inquiry lessons to integrate language arts and/or social studies, and (c) to require the design and implementation of an inquiry based Group Investigation model of teaching as a means to integrate various disciplines within the same lesson to recognize and respond to individual differences.

Unit Objectives:

- Review and develop expertise in the inquiry Group Investigation model of teaching.
- Define and defend the importance of interdisciplinary learning that meets these combinations of disciplinary connections within the context of the same lesson.
 - Language arts and social studies
 - Language arts and science
 - Social studies and math
 - Language arts and visual and performing arts
 - Visual and performing arts and math or science or social studies
- Define the meaning and significance of the visual and performing arts standards as both independent and interdisciplinary learning (content, skills, and products).

Before Class Time:

- Identify the general background of the VAPA standards and specific VAPA standards for the Guided Practice grade level placement. Be prepared to exemplify a standard with a picture, object, or activity.
- Read the assigned article regarding the student outcomes derived from the VAPA standards.
- Review the Leave Your Sleep curriculum as examples of interdisciplinary lessons.
- Review the syntax of the Group Investigation model of teaching.

During Class Time:

- Review the concept of interdisciplinary lesson planning by revisiting a Group Investigation lesson to exemplify the integration of language arts and social studies, social studies and math, language arts and math, social studies and science, and language arts and science.
- Introduce and discuss the VAPA standards. Model a Group Investigation VAPA lesson and discuss its features in relationship to the diversity of students’ needs, interests, and abilities, and its’ implications for critical pedagogy theory.
- Design a Group Investigation lesson that is based on a selected VAPA standard and integrates at least two other disciplines. Justify why the interdisciplinary lesson using a VAPA standard as the primary content area is a significant teaching/learning experience for the teacher AND the student.

After Class Time:

- Redesign an existing Group Investigation to make it interdisciplinary and submit it before next class time.
- Code a Group Investigation lesson provided to candidates to exemplify where the VAPA standards could be integrated and submit it before next class time.
- Create a Group Investigation interdisciplinary lesson that exhibits one of these combinations and submit it before next class time.
 - Language arts and math
 - Social studies and science

Unit 5 – Inquiry Learning via Learning Centers and the Advance Organizer

Weeks 9-10

Introduction:

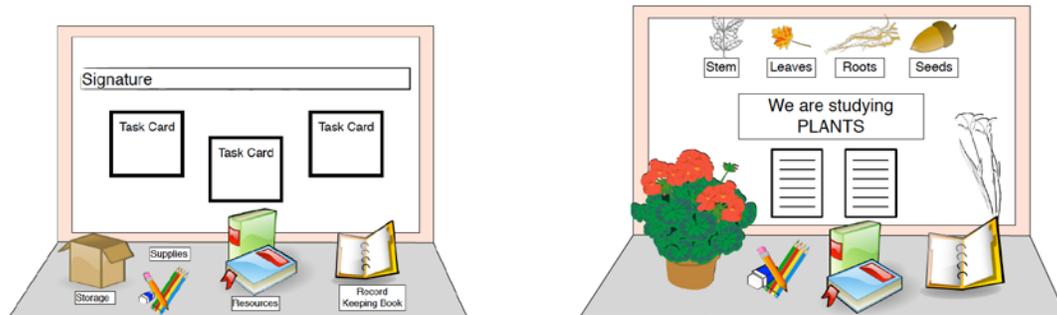
This unit focuses on the implementation of learning centers and the advance organizer model of teaching to facilitate inquiry and individualized learning experiences for all students. Learning centers represent the development of a theme-based set of task cards that promote choice and independent learning. The advance organizer represents a model of teaching that highlights the importance of perusing independent learning from both an individualized and collaborative perspective. Each of these instructional strategies will be examined and articulated separately; however, the use of both of these instructional strategies will be discussed as they reinforce each other.

Unit Objectives:

- Design a learning center and implement it in a classroom to assess its usability to promote inquiry and individualized learning.
- Design an advance organizer that integrates the use of a learning center concept and construct to promote the apply section of the syntax of the model of teaching.
- Practice the development and implementation of an advance organizer as a model of teaching.
- Determine the efficacy of the learning center concept as a means to individualize and/or differentiate learning for all students within the classroom.

Before Class Time:

- View and assess the elements that are constructed and included within the design and implementation of a learning center.



- Review the advance organizer model of teaching to identify the describe steps of the model of teaching.

During Class Time:

- Discuss and develop task cards that exemplify a theme-based learning center.
- Discuss the utilization of the learning center regarding the placement, resources needs, recording keeping, grading.
- Relate the advance organizer model of teaching to the use of a learning center to accommodate the application of the syntactical area in the model that requires “application” to clarify the advance organizer.
- Discuss the implications of the learning center and advance organizer to differentiate and/or individualize learning for students

After Class Time:

- Develop and submit a learning center based on a theme. The learning center must have a set of task cards, record-keeping mechanism, listing of resources and a bulleting board to represent its presence.
- Design an advance organizer lesson that will be implemented within the context of the Guided Practice assignment.

Unit 6 – Picture Books

Weeks 11-12

Introduction:

This unit emphasizes the introduction and utilization of picture books as resources to augment and develop academic and social/emotional needs, interests, abilities of students. The integration of picture books into the curriculum also serves as references to support the interdisciplinary learning of literacy and visual and performing arts standards with all areas of subject matter. It is also noted that picture books can ignite the interests in reading and content areas of study for all students.

Unit Objectives:

- Determine the essential qualities of a picture book as a resource and means to ignite academic and social emotional needs, interests and abilities in students.
- Relate a set of picture books to their correct syntactical use and placement in the various types of models of teaching: direct instruction, group investigation, and advance organizer.
- Introduce various classifications of picture books to introduce individualize and/or personalized learning.
- Utilize picture books to provide interdisciplinary learning within the context of various types of lessons.

Before Class Time:

- Read the selected set of picture books. These books can be found online or at the public or school library.
- Become familiar with the concepts of the Newberry/Caldecott Picture book winners.
- Select a "favorite" picture book to bring to share and discuss in class.

During Class Time:

- Discuss the qualities of picture books as a primary literature sources to teach a concept or skills and /or to integrate as a resource within the construct of the models of teaching: direct instruction, group investigation, and advance organizer.
- Relate the utilization of picture books that have been brought by students to summaries of students' needs, interests, and abilities.

After Class Time:

- Integrate a set of picture books into a model of teaching to be implemented within the context of the Guided Practice experience.

Unit 7 – Technology and the Models of Teaching with an Emphasis on the 5E Model

Weeks 13-15

Introduction:

This unit has as its goal to discuss and practice the use of technological skills such as power points, websites, virtual field trips, etc. as instructional tools to augment the teaching and learning of all models of teaching. Specifically, the benefits and constraints of the application of technological tools within the design of lessons will be presented. The relationship of the 5E model of teaching to other models of teaching will be presented with the goal to facilitate how this model is distinguished from Direct Instruction, Group Investigation, and Advance Organizer models of teaching. Importantly, the application of the 5E model to the teaching of literature and social studies will be emphasized.

Also this unit introduces the design and implementation of both project and problem based learning. The elements that are both similar and different within each of these forms of teaching and learning will be discussed with the emphasis on their relationship to individualization of teaching and learning. The significant roles of the teacher and the student(s) within each of these types of learning structures will be examined.

Unit Objectives:

- Review the purposes and syntax of the 5E model of teaching with emphasis on its application as an inquiry-based model applicable to the study of language arts and social studies.
- Compare the structure and implementation of all the models of teaching to note similarities and comparisons in intent, design and practice.
- Relate technological tools to the design and implementation of all models of teaching
- Define the meaning and purposes of project and problem-based learning.
- Recognize the areas of congruence between the problem and project-based learning.
- Distinguish when and why project or problem-based learning is implemented and their relationship to the teaching of language arts and social studies.
- Articulate the roles that the teacher and students (alone and collaboratively) learn within both project and problem-based learning.

Before Class Time:

- Review the suggested set of technological tools such as websites, Prezi, power points and virtual field trips to determine their relevancy to a set of language arts and social studies standards. Be able to defend the application of these technological tools to each of the models of teaching that have been learned and reviewed. Bring the completed assigned document to class.
- Read the assigned article regarding the issues related to the abuse of technology within the teaching/learning environment.

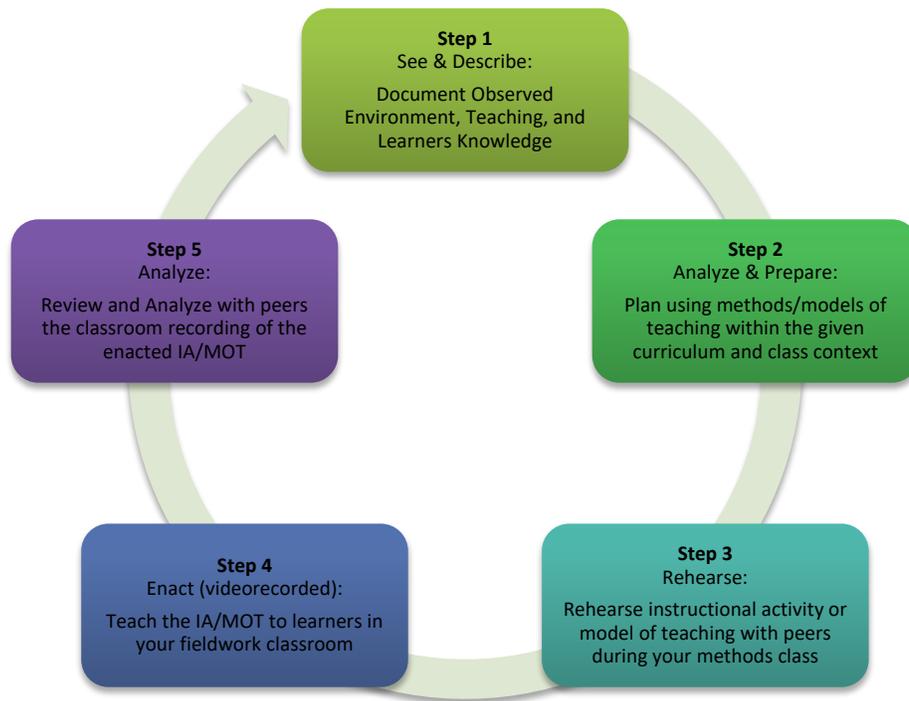
During Class Time:

- Discuss the integration of suggested technological tools to the teaching of specifically prepared language arts and social studies incomplete models of teaching.
- Introduce some possible new technological tools to be utilized within the context of a lesson.
- Examine the attributes of the 5E model and determine its strengths and weakness relative to other inquiry models.
- Discuss the implementation of the 5E model with respect to classroom management strategies.

After Class Time:

- Design a 5E model of teaching to instruct language arts or social studies lesson that integrates at least two technological tools.
- Implement the lesson within the Guided Practice Classroom.

Guided Practice



Each of the assignments you will be expected to complete in this course will be structured to support this reflective cycle. Each assignment will ask you to provide evidence that you are learning to see, describe, analyze, and experiment or “enact” instructional activities, models of teaching, or other curriculum practices in your discipline and fieldwork classroom context.

School Site Requirements

First and foremost, all members of Guided Practice are expected to fulfill the basic requirements of their respective roles—Teacher Candidate, Guiding Teacher or Guided Practice Instructor—as they are laid out in the Guided Practice School Placement Policies (Appendix A) and Roles and Responsibilities (Appendix B). See specifically: “School Site Attendance and Daily Expectations.” Additionally, all teacher candidates must complete the following six assessments during Guided Practice A. Rubrics are available in the Course Toolbox; however, your instructor may provide updated/revised rubrics via email. Instructors will review rubrics in class as assessments are introduced.

Assignment 1: The Entry Interview

The Entry Interview provides a structured opportunity for you, your Guiding Teacher, and your Instructor to meet together to discuss your understanding of the expectations of this course, your learning goals for the first fifteen weeks of “student teaching,” the elements that will count as “evidence” of you meeting those goals, and the activities that will constitute your assessment of teaching performances throughout the course/placement. The Entry Interview is a mandatory component of this course and program and may be conducted over the phone, on the Adobe connect platform, or through the use of other videoconferencing software. You will be expected to actively assist in the arrangement of the Entry Interview with the Instructor and Guiding Teacher to take place during the first week of the term or sooner (if amenable to all parties). The Instructor will ask questions to challenge your assumptions, while assisting you in cultivating your goals and refining your plan for achieving and assessing those goals. Your attendance in the Entry Interview is mandatory; the attendance of your Guiding Teacher is strongly preferred, but should your GT not attend, you will not lose credit. Please make every

reasonable effort to ensure your Guiding Teacher participates in the Entry Interview, as this opportunity is important to your development and to your GT's understanding of the course goals and requirements. Please refer to the rubric for this assessment before attending your Entry Interview. You should expect these entrance interviews to take 25-30 minutes.

Week 1 - 20 points - 5% of final grade

Assessment 2: Weekly USC Candidate Observation and Goal Setting Form

During the first seven week of this course, you will observe instruction in your assigned classroom(s) and focus on the ways the Guiding Teacher considers the needs of learners, the support the Guiding Teacher provides to learners who have not yet acquired the essential prerequisite skills for each lesson, and the tools the Guiding Teacher uses to facilitate learning (resources, language, and strategies). Additionally, you will identify the theoretical approaches the Guiding Teacher uses and reflect upon how these strategies fit into your beliefs about the ways to achieve higher learning outcomes. Starting in Week 4 and continuing through the end of Week 15, you will lead instructional lessons by following the Scope and Sequence Guide outlined in this syllabus. Each week, starting with Week 4, you should provide a copy of the "USC Candidate Observation Form" to your Guiding Teacher, request that s/he complete the observation form by Thursday, and then review its contents, clarify her/his instructional goals for you, and both parties should sign the form. You should then scan (.pdf) or photograph (.jpg) a clear image of the form and upload it to the LMS on the appropriate assignment page. Points are not assigned by the Guiding Teacher – the purpose of the form is for your GT to provide you with instructional and constructive written feedback, from which you can set clear and tangible teaching goals each week. Please encourage your Guiding Teacher to provide as many details as possible in his/her feedback to you on this form. Using the reflective goal questions provided, you will provide a short synopsis of the pedagogical skills you have learned and your future instructional goals on this observation form. Additional instructions may be provided on the 2SC LMS. Please refer to the rubric for this assessment before submission.

Fridays, 11:55PM PST, Weeks 4-15: 10 points each/120 possible points - 5% of final grade

Assignment 3: Reflective Teaching Events (3)

Reflective Teaching Events (RTE) apply the MAT Reflective Teaching Cycle displayed on p. 4 of this syllabus and document in the MAT Reflective Teaching Cycle guide sheet. The RTE is completed in five distinctive parts, steps, or phases, as demonstrated in the reflective teaching cycle. RTE assignments require you to observe the learning context, document existing learning and teaching practices, and investigate evidence of ongoing student learning. Your opinion about the quality of teaching and learning is useful, but you will rely on the details of evidence: as in the behaviors, actions, words, and practices you observe, enact yourself, and analyze for the purposes of professional growth as a new teacher.

RTE Part A (Step 1): See and Describe Learning in Context (10 points, [Notes submitted to the LMS](#))

In Part A/Step 1, you will document observations of your fieldwork classroom, including the classroom environment, the teacher and teaching practices, the learners and their learning experiences. A full description of this component, including a rubric, will be provided in the RTE Assignment Guide.

RTE Part B (Step 2): Analyze Learning and Prepare the Lesson (10 points, [Lesson Plan & Materials submitted on Edthena](#))

In Part B/Step 2, you will plan a lesson using methods/models of teaching within the given curriculum and class context. A full description of this component, including a rubric, will be provided in the RTE Assignment Guide.

RTE Part C (Step 3): Rehearse the Lesson with Peers (10 points, [conducted in class](#))

In Part C/Step 3, you will rehearse instructional activity or model of teaching included in your lesson plan design with peers during your methods class. A full description of this component, including a rubric, will be provided in the RTE Assignment Guide.

RTE Part D (Step 4): Enact the Lesson (10 points, [Lesson Video Submission on Edthena](#))

In Part D/Step 4, you will teach the lesson that includes an instructional activity and/or model of teaching to learners in your fieldwork classroom. A full description of this component, including a rubric, will be provided in the RTE Assignment Guide.

RTE Part E (Step 5): Analyze the Lesson Video and Learning Outcomes (Conducted using Edthena)

In Part E/Step 5, you will review and analyze, with peers, the classroom recording of the enacted instructional activity/model of teaching. A full description of this component, including a rubric, will be provided in the RTE Assignment Guide.

Four out of 5 steps of each Reflective Teaching Event (Part A, B, D, and E) may be completed using Edthena (context for learning, lesson plan materials, video of lesson, and analysis of the lesson). Your instructor will provide additional guidance and may refer to or use Edthena software during class for peer-review activities.

Weeks 2-15: 10 points per component; 50 points per RTE; 150 possible points – 40% of final grade

Assignment 4: Teacher Candidate Designed Mini-Unit Plan

The mini-unit plan will include two weeks of lessons (10 lessons) using Tyler’s four questions and Stages 1, 2, & 3 of the UbD framework. Stage 3 will include a sequential lesson that would be part of the entire unit. A unit plan template will be provided. The unit plan should include the context information about the student classroom, and school that are essential to planning a unit of study. The unit plan should include a clear purpose for learning, the lesson plans for each learning segment of the unit (i.e., beginning, middle, and end of the unit), all instructional materials to be used in the lessons, all formative assessments and a summative assessment, and planning commentary (i.e., explanations that detail the planning decisions based on knowledge of the individual and diverse learning needs of all students in the given classroom in which the unit plan will be taught). Within the unit plan, you should include at least one lesson using the Direct Instruction model; one lesson using the Group Investigation model, and one lesson using either the Advance Organizer or the Socratic Seminar models. You will choose the order in which you use the model and explain your rationale for doing so. You should plan this unit plan with the input and support of your Guiding Teacher (or a peer/colleague in your subject area if you are a credentialed teacher using your own classroom) and plan to teach the unit plan in Weeks 12-15 of this semester after receiving feedback from your 673 instructor.

Week 8: 100 possible points – 10% of final grade

Assignment 5: Final Assessment – Teacher Candidate Video Portfolio Analysis

Program Key Assessment #2: Submitted to Edthena

The final/summative assessment for this course is the second Key Assessment for the MAT Program. You will select two sequential lessons from the mini-unit plan you submitted in Week 8, on which you must have received feedback from your instructor. You will teach those two sequential lessons across two days in your student teaching classroom (or your own classroom if you are a credentialed teacher). Then you will identify and submit two video clips (no more than 10 minutes in length each and no less than 3 minutes each) that demonstrate how you interact with students in a positive learning environment to develop their subject matter understanding. (c.f., edTPA Secondary Science handbook, 2017, pp. 18-20)

You will then select one assessment from your learning segment to evaluate your students’ developing knowledge and skills. Choose an assessment that was completed by the whole class featured in the video segments submitted. The assessment should include the work of individual students. You must define the evaluation criteria you will use to analyze student learning. You will collect and analyze student work to identify quantitative and qualitative patterns of learning within and across students in the class. You will select three students’ work samples that represent patterns of learning, showing what individuals or groups generally understood and what a number of students were still struggling to understand. One of the students must have specific learning needs, such as a student with an IEP, a 504 plan, an English Language Learner, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge (c.f., edTPA Secondary ELA handbook, 2017, pp. 27-28). You will provide commentary that explains how you analyzed student learning, how you provided feedback to guide individual student’s understanding, where you found

evidence of students' understanding and use of language (subject matter/academic language), and how used the assessment data to inform your instruction (c.f., edTPA Secondary Social Science handbook, 2017, pp. 28-30).

You will be assessed in two areas aligned with Rubrics 6-15 of the edTPA in your subject matter/content area: Instruction and Assessment. *Evaluation components of your instruction will include:* learning environment, engaging students in learning, deepening student learning, subject-specific pedagogy – analyzing evidence and/or data, and analyzing teaching effectiveness. *Evaluation components of your use of assessment will include:* analysis of student learning, providing feedback to guide learning, student understanding and use of feedback, analyzing students language use and subject matter learning, and using assessment to inform instruction. *Up to 100 points may be earned for the Final Assessment, amounting to 25% of your final grade.*

Assignment 6: Class Participation

Punctual attendance and active participation are expected. Points will be based on your punctual attendance and the level and quality of your participation. Discussions will occur at every class meeting or online. Although technical and connectivity issues do occur, online candidates must make every effort to engage in discussion through the 2sc site for video participation (not just via teleconference). Online candidates who do not participate in the full online class time (via video *and* teleconference) may be given only partial credit for participation in that discussion session. Both online and on campus candidates are expected to actively participate in class discussions by asking questions and contributing to the discussion. Excused absences are approved at the instructor's discretion and only if the request is made in advance; in the event of an emergency, the request should be made as soon as possible after the missed class. Consult the instructor for the process for making up an excused absence. *Up to 130 points may be earned for Class Participation, 10 points per class, amounting to 10% of your final grade.*

Assessment 7: The Exit Interview

The Exit Interview provides a structured opportunity for each candidate and Guided Practice Instructor to meet together to review and to assess the candidate's progress in this course, and to provide descriptive feedback on the candidate's growth, strengths, and challenges as s/he continues onto Guided Practice B (or in some cases, retakes Guided Practice A). The Exit Interview is a mandatory component of this program. In the exit interview, candidates will be expected to discuss their Teaching and Learning Event Assessments (i.e., planning and teaching videos). In particular, candidates must be prepared to respond to the questions provided in the unit description on p. X. Candidates will be assigned a date and time for their Exit Interviews.

Week 16 - 20 points; 5% of final grade

Grading Breakdown

Based on the above detailed assignments, the following table summarizes the breakdown of points and percentages (weights) of the major assessments offered in this course.

Assignment	Points	% of Grade
Entry Interview	20	5
Weekly Observation Form	120	5
Reflective Teaching Events	150	40
Unit Plan	100	10
Final Assessment	100	25
Class Participation	130	10
Exit Interview	20	5
TOTAL	640	100

Grading Scale

Course final grades will be determined using the following scale:

A	95-100	B	83-86	C	73-76	D	63-66
A-	90-94	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	59 and below

Assignment Rubrics

All assignment rubrics are available in the “Documents and Tools” page of the course on the LMS (<http://2sc.rossieronline.usc.edu>).

Assignment Submission Policy

All assignments will be submitted to the Learning Management System (<http://2sc.rossieronline.usc.edu>).

Grading Timeline

All assignments will be graded within 5 business days unless otherwise indicated by the professor.

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the eighth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete. Conditions for Removing a Grade of Incomplete: If an IN is assigned as the student’s grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time: Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

LATE POLICY

All noted assignments are due when listed. Each week traditionally begins on Monday and ends on the following Sunday. Per official MAT Program policy, late assignments will be accepted **only** with the instructor’s advance permission **and** under limited circumstances.

1. To be considered for advance permission to submit a late assignment, the instructor must be notified of the circumstances requiring a late submission no later than 24 hours before the due date and time of the assignment.
2. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/over-commitments including work and childcare.
3. Late submissions with advance permission will not be docked points for lateness. If advance permission has not been granted, late submissions will not receive full credit.
4. Late submissions will receive a penalty of a 10% per day deduction from the final grade, and there will be no credit for submissions that are more than 5 days late.

You must attend class time at the time you have signed up with your instructor. If there is an extreme emergency, your instructor may allow you to attend another section for credit with PRIOR approval.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards”

<https://policy.usc.edu/student/scampus/part-b>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university. You are encouraged to report all incidents to the *Office of Equity and Diversity/Title IX Office* <http://equity.usc.edu> and/or to the *Department of Public Safety* <http://dps.usc.edu>. This is important for the health and safety of the whole USC community. Faculty and staff must report any information regarding an incident to the Title IX Coordinator who will provide outreach and information to the affected party. The sexual assault resource center webpage <http://sarc.usc.edu> fully describes reporting options. Relationship and Sexual Violence Services <https://engemannshc.usc.edu/rsvp> provides 24/7 confidential support.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://ali.usc.edu>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* <http://dsp.usc.edu> provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

Overview of Scope & Sequence for Teaching Load Expectations

The MAT Program's Scope & Sequence for the two-part sequential course, Applications of Curriculum and Instruction in High Needs Schools Part A and Part B illustrates a steady progression in teaching load responsibilities from Part A to Part B, as noted in the tables below the guidelines provided.

Candidates are typically advised that a "lesson" constitutes one complete learning event that has been planned with a clear and measurable learning objective and includes a *beginning* (e.g., this lesson activity might include a do-now, anticipatory set, or another motivation activity), *middle* (e.g., these lesson activities might include direct instruction and student centered activities with the use of formative assessment techniques), and *end* (e.g., a closure activity such as an exit ticket). A lesson should be viewed as an interactive process rather than as a "presentation" or "lecture." The candidate must create a bond between her or himself and the students s/he is teaching. S/he must learn as much as possible about these students so that s/he can differentiate instruction and design strategies to address the needs of all students in these classes. Candidates should consult her/his USC Professor for additional information about the models of instruction, appropriate length, and acceptable content of lesson designs to be implemented.

Elementary/Multiple Subjects Candidates:

- Lessons for early childhood and elementary age students may be shorter (or, in some cases, longer) in length than a secondary class period, but still follow the lesson guidelines mentioned above.
- The elementary teacher candidate will typically be responsible for teaching one group of students in the Principal-Guiding Teacher's class. If the GT has more than one group of students or "classes," then the candidate should focus on working with two groups of students in Part A and then eventually work with all groups of students for which the GT is responsible, in order to teach full days during the latter part of Part B.
- Both elementary and secondary candidates will also observe and co-teach with a Collaborating-Guiding Teacher – a second teacher in the building who agrees to this arrangement.

Secondary/Single Subject Candidates:

- During Part A, as candidates progress from one lesson to two lessons, the second lesson should be taught on the next day (sequentially) to the same group of learners. In this way, the candidate should begin to cultivate connections with one group of students until five or more lessons are required in a week. Starting with the same group of students Mon-Thurs (sequentially) is more beneficial to the candidate and to the students. Any configuration that allows for the sequencing, transitioning, and continuity of lessons from one day to the next is strongly recommended.
- If the secondary teacher candidate has a block schedule situation and does not see the classes each day, a block can be counted as two lessons. However, when the requirement is four lessons or more per week, the teacher candidate should be teaching the same block of students twice during that week to have the experience of sequential lessons and transitioning from one day to the next. The teacher candidate should avoid teaching two blocks in one day until 6 or more lessons are required per week.
- The secondary teacher candidate should work with two groups or classes of students during Part A. Candidates should assist in the P-GT's other classes, but should not be responsible for doing any grading or assessing for those classes. During Part B, the candidate will begin working with the GT's other classes in order to eventually teach full days.
- Both elementary and secondary candidates will observe and possibly co-teach with a Collaborating-Guiding Teacher – a second teacher in the building who agrees to this arrangement.

Teaching Load Responsibilities

The Teaching Load Responsibilities listed below are a program-sanctioned recommendation. Should the candidate plan to teach fewer or more lessons than those recommended below, the candidate must gain approval from both the Guiding Teacher and the USC Instructor .					
Applications of Curriculum & Instruction, Part A	Week	Teaching Load	Applications of Curriculum & Instruction, Part B	Week	Teaching Load
	1	Learn the curriculum, learners, observe the GTs, and plan your first lesson		1	Learn the curriculum, learners, observe the GTs, and plan your first lesson
	2	Learn the curriculum, learners, observe the GTs, and plan your first lesson		2	2 sequential lessons
	3	Co-teach one lesson with your Guiding Teacher		3	2 sequential lessons
	4	Teach one lesson on your own		4	4 sequential lessons
	5	Teach one lesson on your own and Co-teach another lesson with your GT		5	4 sequential lessons
	6	2 sequential lessons (e.g., Tues & Weds or Weds & Thurs, etc.)		6	6 lessons = 4 sequential + 2 additional sequential (e.g., one lesson per day on Mon & Tues and two lessons per day on Weds & Thurs)
	7	2 sequential lessons		7	6 lessons
	8	3 sequential lessons		8	8 lessons = 4 sequential + 4 additional sequential (i.e., two lessons per day)
	9	3 sequential lessons		9	8 lessons
	10	3 sequential lessons		10	8 lessons, including 1 full day (i.e., your P-GT's full lesson load for one normal day)
	11	4 sequential lessons (i.e., one lesson per day with the same group of learners)		11	8 lessons, including 2 full days
	12	4 sequential lessons		12	4 full days
	13	4 sequential lessons		13	4 full days
	14	2 sequential lessons		14	8 lessons
	15	2 sequential lessons		15	6 lessons
16	No Lessons / Final Assessment Due	16	No Lessons / Final Assessment Due		

APPENDIX D: ADDITIONAL COURSE POLICIES

DISTANCE LEARNING

This course is offered both online and on campus; the activities, expectations and requirements are identical across the two versions. The online course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments online, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements. By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting to discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in other courses, candidates will need to be able to video record their

interactions with their Guiding Teacher and students (which may be accomplished through the use of a portable micro video camera) and upload videos (in time-limited segments). In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share ideas, comments and questions with the instructor and/or classmates through private and public means. In addition, candidates will be made aware of real-time opportunities for discussion with the instructor and classmates. All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates. E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the week and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard (on campus cohorts) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit: <http://www.usc.edu/student-affairs/SJACS/>

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LATE POLICY

Late assignments will be accepted **only** with the professor's advance permission **and** under limited circumstances. Each professor will determine what constitutes sufficient advance permission and acceptable circumstances. Sufficient advance notice is 24 hours prior to the due date and time of the assignment. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/over-commitments including work and child-care. Late assignments submitted with advanced permission will not be docked points for lateness if submitted at the agreed upon extension date and time. If advance permission has not been granted,

late assessments will not receive full credit. You will be given ½ credit for ANY component of the *Teaching and Learning Event* that is not submitted before the next sequential component is due. If a TLE is not turned in before the next TLE is due, no credit will be granted.

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Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.

Provides overall safety to USC community. <http://dps.usc.edu>