



Master of Education in School Counseling

EDUC 508 Interrogating Systems of Inequity in Professional Practice

Syllabus

Units: 2

Individualized syllabus information will be provided on the LMS “Wall/Announcements” by the instructor, this includes: Faculty Name, Email, Phone, Office Hours, Biography; Section; Class Time; and Term Dates (including 3 weeks for individual meetings, student groups, etc. for the Spring/Fall semesters).

Student Tech Support 24 hours/day, 7 days/week:

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INTRODUCTION AND PURPOSE

The purpose of this course is to help students develop a “conceptual framework” towards well-being for learning during their educational experience in the program. This framework of well-being will also serve as scaffolding for how students will later conceptualize professional problems as leaders in their field. The process of developing this framework will include an examination of how professional issues are experienced by self, others, society, and the global community. This course will also prepare students to be culturally competent in effectively serving diverse and changing communities in various learning settings. In addition, this course will examine the role of a school counseling professional in various learning environments with regard to issues of diversity. Finally, you should expect to be a part of experiences in this course that meaningfully engage you in contexts with racially diverse populations.

The purpose of the [Master of Education, School Counseling](#) program is to prepare highly skilled and proficient Professional School Counselors to facilitate K-12 social, emotional, and academic development in key areas including college and career readiness, restorative justice, and trauma informed practice. The program explores relevant challenges affecting today’s schools, focusing on the well-being of the whole child which is aligned with the Rossier School of Education’s broader mission of achieving educational equity. The curriculum is informed by professional competencies and standards put forth by the American School Counselor Association’s (ASCA) National Model for School Counseling; Council for the Accreditation of Counseling and Related Education Programs (CACREP); and by critical research in the fields of counselor education, sociology, philosophy, education, and counseling and community psychology. Students in the program will gain theoretical and hands-on knowledge needed to become a School Counselor through the lens of modern school counseling techniques. Our faculty, candidates, staff, and alumni engage in ongoing critical reflection, problem solving, and candid communication on behalf of K-12 students, families, and other stake holders. The program will prepare students to:

- Provide academic and socioemotional counseling to students in K–12 settings.
- Support the whole child: socially, emotionally and academically.
- Coordinate school counseling goals to meet the needs of the students and organization.
- Employ decision-making and problem-solving for implementation and evaluation.
- Develop approaches to foster college access.

Well-being is a positive state of affairs in various domains of life, achieved by a good fit between what individuals need/can do and what the environment can provide. There are six domains of Well-being: Interpersonal, Communal, Occupational, Physical, Psychological, and Economical (ICOPPE) with a seventh domain of overall Well-being. There are 12 Essential Questions that we must ask ourselves to foster Well-being in our School Counseling students:

1. How can the role of the school counselor facilitate well-being?
2. How can the role of the school counselor impact the presence of risk and protective factors associated with well-being?
3. How can the role of the school counselor promote well-being, justice, and fairness on behalf of students and adult stakeholders (including self)?
4. How can the role of the school counselor address the impact of implicit/explicit bias and privilege on student and adult stakeholder well-being?
5. How can the role of the school counselor enhance well-being through restorative justice in schools with and without restorative justice programs?
6. How can the role of the school counselor facilitate well-being regarding awareness and efforts to address the impact of trauma in schools?
7. How can the role of the school counselor promote well-being through resilience and create trauma-informed schools?
8. How can the role of the school counselor enhance well-being through college readiness?
9. How can the role of the school counselor enhance well-being through career readiness?

10. How can the role of the school counselor facilitate critical hope?
11. How can the role of the school counselor map well-being for schools?
12. What goals will you set for the role of the school counselor for promoting well-being in schools?

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

LEARNING OUTCOMES/OBJECTIVES

Racial equity and inclusion are highly valued in the course, therefore, by the completion of this course, you will be able to:

1. Create a conceptual framework of well-being about self and others including threats and opportunities that promote it as the foundation of their development as a school counselor.
2. Articulate how Justice and Restorative Justice can play an important role in the work of a school counselor who promotes well-being for students and stakeholders including self.
3. Articulate your personal biases and stereotypes and identify the central role of culture on your identity.
4. Articulate how your personal cultural contexts and perspectives on dimensions of race, ethnicity, gender, ability, language, and socioeconomic class may affect working with those from a different background.
5. Explain how resilience to trauma can play an important role in the work of a school counselor who promotes well-being
6. Articulate how college and career readiness can play an important role in the work of a school counselor who promotes well-being
7. Apply these articulations to real world case scenarios related to the practice of school counseling

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING PUPIL PERSONNEL SERVICES SCHOOL COUNSELING PROGRAM STANDARDS

SCPE3	SCPE 3: Student Academic Development
4	Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.
9	Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs.
SCPE5	SCPE 5: Social/Emotional Development
5	Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.
7	Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.
8	Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.

9	Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.
SCPE7	SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access
1	Understand and demonstrate the school counselor’s role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes.
2	Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.
4	Ability to understand and apply cultural competencies and social justice competencies with marginalized populations.
5	Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders.
7	Understands the leadership role of school counselor in engaging in collaborative work with school administrators, teachers, other pupil personnel services staff, and outside agencies.
9	Understand and apply processes to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing equitable access for all students.
10	Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education.
11	Understand the role of the school in preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society.
SCPE8	SCPE 8: Program Development
5	Understand the interrelationships among prevention and intervention strategies within school organization and the community.
6	Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.

COURSE LOGISTICS

CLASS TIME

Per USC policy, courses must meet for a minimum of one 50 minute session per unit per week. For a 1-unit, 15 week course, the minimum contact hours for the semester are 750 minutes or 12.5 hours. Further, a 2-unit, 15-week course requires a minimum of 1500 minutes or 25 hours, a 3- unit, 15-week course requires a minimum of 2250 minutes or 37.5 hours, and a 4-unit, 15- week course requires 3000 minutes or 50 hours. In addition, for each unit of in-class contact time, the university expects two hours of out of class student work per week. <https://arr.usc.edu/services/classroomscheduling/contacthours.html>

Contact time will be met by a combination of synchronous activities (live class meetings, live office hours, guided student discussion, mediated student work groups) and online asynchronous learning (faculty and invited expert video lectures and moderated discussion forum). The course will be taught based on the “flipped classroom design” which means that learning is enhanced when working actively as opposed to listening passively (as in a lecture). In order to make as much time as possible for active work in class, we have pre-recorded the lectures. You will be expected to prepare for class by doing all the reading and watching all the videos before you come to class.

This class will convene for at least 12 synchronous online sessions through the LMS platform and attendance is required at every session. In addition, students are required to complete 12 asynchronous units over the course of this academic term. The LMS is the primary learning management system for this course. The LMS is where you will access your before- and after-class session course content, including discussion boards and any other activities. The LMS is also where you will upload your assignments and monitor your grades. The course may rely on additional technologies, including Zoom, Google Chat, Poll Everywhere, Voice Thread, Popplet, Jing, etc. Details about these technologies will be covered during class as appropriate.

PERSONAL PRESENTATION

Web-based programs define the area in view of the camera as part of the classroom. Students must therefore present themselves and their surroundings as though they are in a physical classroom. Casual public dress is the norm in the online classroom, which may differ from how individuals usually choose to dress in their home environment. Examples of inappropriate personal presentation include, but are not limited to:

- Inappropriate dress, such as revealing clothing, costume, pajamas, bathrobes, or swim attire
- Engaging in a simultaneous activity (e.g., using a telephone, reading a book, knitting)
- Interacting with persons who are not part of the class
- Leaving/pausing the camera frequently or for an extended period of time
- Having other persons or pets in view of the camera
- Actively engaging in child care
- Behaving in an overtly inattentive manner

CHOICE OF LOCATION

Students are required to attend class in a location that allows for their full participation. Specifically, the student must be on camera in an environment that is free of auditory or visual distractions, and that allows for open participation in class discussions. Examples of inappropriate locations include, but are not limited to:

- Commercial establishments with loud background noise or visual distractions
- Nonquiet home areas in which the activities of other residents and/or pets are potential distractions
- Libraries in areas whose rules do not permit students to participate in conversations
- Parks or other outdoor areas that have high level of background noise
- Airports, aboard airplanes or other moving vehicles

EMAIL

You can email your instructor at any time throughout the course. Please understand that every attempt will be made to answer emails within a 48-hour period.

READINGS

The readings in this course aim to focus on racially, culturally, and linguistically diverse populations, as well as a range of topics pertaining to race. Required readings authored by scholars of color will also be a part of this course.

American Psychological Association (2019). *Publication manual of the American Psychological Association, 7th Edition*. Washington, D.C.: American Psychological Association.

Additional readings may be required or recommended and will be found in [ARES](#). The USC ARES is single-point access for students for online reserve services that can include articles from journals or periodicals or book chapters. Using ARES is a USC requirement to ensure no copyright violation. The following is required reading:

Unit 1

- Green, A., & Keys, S. (2001). Expanding the developmental school counseling paradigm: Meeting the needs of the 21st century student. *Professional School Counseling, 5*(2), 84–96.
- Prilleltensky, I. (2005). Promoting well-being: Time for a paradigm shift in health and human services. *Scandinavian Journal of Public Health, 33*(66, Suppl.), 53–60.

Unit 2

- Prilleltensky, I., & Prilleltensky, O. (2007). Webs of wellness: The sites of well-being. In *Promoting well-being: Linking personal, organizational, and community change* (pp. 3–30). Hoboken, NJ: Wiley.
- Smith, L. C., & Geroski, A. M. (2015). Decolonizing alterity models within school counseling practice. In *Decolonizing “multicultural” counseling through social justice* (pp. 99–116). New York, NY: Springer.

Unit 3

- Duff, J., Rubenstein, C., & Prilleltensky, I. (2016). Wellness and fairness: Two core values for humanistic psychology. *The Humanistic Psychologist, 44*(2), 127.

Unit 4

- Akos, P., & Kretchmar, J. (2017). Gender and ethnic bias in letters of recommendation: Considerations for school counselors [featured research]. *Professional School Counseling, 20*(1), 102–113.
- Cabrera, N. L. (2017). White immunity: Working through some of the pedagogical pitfalls of “privilege.” *Journal Committed to Social Change on Race and Ethnicity, 3*(1), 78–90.
- McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. *Race, Class, and Gender in the United States: An Integrated Study, 4*, 165–169.
- Pinn, A. B. (2017). Humanism and the challenge of privilege. *The Humanist, 77*(3), 22.

Unit 5

- Mansfield, K. C., Fowler, B., & Rainbolt, S. (2018). The potential of restorative practices to ameliorate discipline gaps: The story of one high school’s leadership team. *Educational Administration Quarterly, 54*(2), 303–323. doi:0013161X17751178
- Hurley, N., Guckenburg, S., Persson, H., Fronius, T., & Petrosino, A. (2015). *What further research is needed on restorative justice in schools?* San Francisco, CA: WestEd.
- Mallett, C. A. (2016). The school-to-prison pipeline: From school punishment to rehabilitative inclusion. *Preventing School Failure: Alternative Education for Children and Youth, 60*(4), 296–304.

Unit 6

- Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., . . . Van der Kolk, B. (2005). Complex trauma. *Psychiatric Annals, 35*(5), 391.

Unit 7

- Berardi, A., & Morton, B. M. (2017). Maximizing academic success for foster care students: A trauma-informed approach. *JARI, 10*.
- Frydman, J. S., & Mayor, C. (2017). Trauma and early adolescent development: Case examples from a trauma-informed public health middle school program. *Children and Schools, 39*(4), 238–247.

Unit 8

- Welton, A. D., & Martinez, M. A. (2014). Coloring the college pathway: A more culturally responsive approach to college readiness and access for students of color in secondary schools. *Urban Review*, 46(2), 197–223.
- Kouyoumdjian, C., Guzmán, B. L., Garcia, N. M., & Talavera-Bustillos, V. (2017). A community cultural wealth examination of sources of support and challenges among Latino first- and second-generation college students at a Hispanic serving institution. *Journal of Hispanic Higher Education*, 16(1), 61–76.
- Negrón-Gonzales, G. (2017). Constrained inclusion: Access and persistence among undocumented community college students in California's Central Valley. *Journal of Hispanic Higher Education*, 16(2), 105–122.
- Yavuz, O., Parzych, J., & Generali, M. (2017). A systematic approach to exploring college and career readiness program needs within high-poverty urban public schools. *Education and Urban Society*. doi:0013124517727054

Unit 9

- Hines, P. L., & Lemons, R. W. (2011). Poised to lead: How school counselors can drive college and career readiness. K–12 practice. *Education Trust*.
- Pouyaud, J. (2016). For a psychosocial approach to decent work. *Frontiers in Psychology*, 7, 422.

Unit 10

- Prilleltensky, I. (2014). Education as transformation. In *Psychology in education* (pp. 17–35). Rotterdam, Netherlands: Sense.
- Smith, L., Davis, K., & Bhowmik, M. (2010). Youth participatory action research groups as school counseling interventions. *Professional School Counseling*, 14(2), 174–182.

Unit 11

- Ruglis, J., & Vallée, D. (2016). Student disengagement as/and unfairness: Re-reading schools through photos. *Journal for Critical Education Policy Studies*, 14(2).
- Borrero, N., & Sanchez, G. (2017). Enacting culturally relevant pedagogy: Asset mapping in urban classrooms. *Teaching Education*, 28(3), 279–295.

Unit 12

- There are no readings required for this unit.

ASSIGNMENTS

To meet the objectives of this course, candidates will complete assignments that may require case study analysis, synthesis, and application of and engagement with key concepts. Additionally, candidates will engage in discussions and reflection activities to expand their own perspectives and promote ongoing examination and evaluation. All written assignments must have a title page and reference page (these should not be included in page count) and must adhere to APA guidelines (e.g., double-spaced, 12-point, Times New Roman font, etc.). Students should follow APA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/560/01/> and note that the changes that were made in the 7th edition of the Guide in October 2019: <https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>.

*This is your Portfolio Assignment which should be uploaded to your portfolio later in the program.

++These assignments meet the SCPE Candidate Standards/Expectations as listed in the Learning Outcomes/Objectives section of the syllabus.

ASSIGNMENTS	Name of Assignment	Details
ASSIGNMENT #1	Racism in Schools Paper++	Listen to the ASCA Town Hall: Racism in Schools audio and write a 2-3 page paper that includes your reflection of the town hall, how you might develop your future school counseling program to create a school culture free from racism and bias, and what else should be discussed at the next town hall on racism in schools. https://videos.schoolcounselor.org/asca-town-hall-racism-in-schools
ASSIGNMENT #2	Introduction Activity	Find and share an object or a digital image that represents who you are or why you are taking this course or even what your research interests might be. Post a description of the object on the discussion board and explain why you chose that particular object. Attach a digital image of your object: a scanned image, digital picture, or web-linked image, for example. Include a brief description of your expectations for the class in the explanation of your object.
ASSIGNMENT #3	Storytelling Activity	Storytelling can be a powerful tool to learn about people and expand our own understanding of the experiences of people. Conduct an interview with someone who will share their experience in accessing and/or using school counseling services. Your interviewee can be a peer, family member, or professional. Write a one-page reflection comparing and contrasting your interviewee's narrative with issues reflected in the course content. Submit your one-page reflection prior to the assigned live session. Be prepared to discuss any connections between what is being studied in the course and what was shared during your interview. Students should inform their interviewees that the interview content will be shared in the course. Students should not include the personal information about their interviewees in their form or when sharing out.
ASSIGNMENT #4	Reflective Journals	There are two journals due throughout this course. The journals are intended to stimulate and facilitate self-exploration and to provide opportunities to apply the concepts from class in advance of other graded assignments. Your journal may reflect on a writing prompt provided to you or reflect on the essential questions discussed thus far in the courses. A thoughtful misapplication of a concept will receive a higher grade than a shallow but accurate interpretation. The best journals will provide evidence of: <ul style="list-style-type: none"> • responsiveness to the prompt/essential questions, • exploration and examination of personal reactions, thoughts, and feelings, • and a willingness to question and challenge yourself.
ASSIGNMENT #5	Progressive Case Study*	This course is primarily based on adult learning

		<p>principles derived from the field of andragogy where inquiry based (vs. information based learning) serves as the basis for acquiring knowledge and applying it to your future practice as a professional school counselor. Through your engagement in course readings, viewing, and discussions, you will develop an ongoing progressive case study which demonstrates your application of course content to the practical experience of a school counselor.</p> <p>This will involve periodic updates to the case study provided or your own self-developed case throughout the course that focuses on the individual, interpersonal, and organizational dimensions of well-being.</p> <p>You will submit 4 phases of a case after units 4, 7, 9 and 12, incorporating material from each of the units covered throughout the course. For each submission, use the Essential Questions from the units to update your case and describe how you would apply what you have learned. First, you will provide relevant background information describing the individual in focus and their interpersonal, organizational and community contexts. Next, you will describe how you will apply the materials from each unit to the case through the role of a school counselor. In completing the case study, you will utilize materials and content from your other courses in the program.</p>
ASSIGNMENT #6	Progressive Case Study Presentation	Develop your case via PowerPoint, keynote, etc. and be prepared to present in class.
ASSIGNMENT #7	Asynchronous Discussions/Assignments++	You are required to complete discussions and assignments for each unit of the course. As a part of your assignments, you are required to reflect meaningfully on your racial identities, prior socialization, and feelings of preparedness for citizenship and professional work in a racially diverse democracy as appropriate to the assignments.
ASSIGNMENT #8	Synchronous Participation++	You are required not only to complete the assigned readings, videos and other material 24 hours before you come to synchronous class but to have spent some time critically considering the material. You each are an important part of the classroom experience, and are expected to contribute to discussions and to challenge one another. Although some lecture will be necessary, we are more interested in expanding your minds than in simply repeating the information found in your readings. As a part of these sessions, you are required to demonstrate high levels of preparedness for professional work with racially diverse populations.
ASSIGNMENT #9	Course Reflection++	In a 1-2-page paper, think about what you're going to take away from this course. The questions below should guide your thinking, but feel free to volunteer

		<p>additional information if you feel it is relevant. This is the last assignment, so give it your best effort!</p> <p>-At the beginning of this semester, what did you expect to learn from this course?</p> <p>-Did it require more or less effort than you thought it would?</p> <p>-What did you like most about the course?</p> <p>-What did you like least about the course?</p> <p>-What was something unexpected that you learned?</p> <p>-What was the most valuable aspect that you learned?</p>
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GRADING AND ASSESSMENT

GRADING

The final course grade will be computed from the assignments listed in the table below.

Assignment	Points	Due Date
ASSIGNMENT #1: Racism in Schools Paper	10	End of Unit 1
ASSIGNMENT #2: Introduction Activity	5	End of Unit 1
ASSIGNMENT #3: Storytelling Activity	10	End of Unit 2
ASSIGNMENT #4: Reflective Journals (10 points each x 2)	20	End of Unit 3,9
ASSIGNMENT #5: Progressive Case Study (7 points each x 4)	28	End of Unit 4,7,9,12
ASSIGNMENT #6: Progressive Case Study Presentation	8	End of Unit 12
ASSIGNMENT #7: Asynchronous Discussion/Assignments (10 points for each Unit):	120	End of each Unit
ASSIGNMENT #8: Synchronous Participation (6 points for each Unit):	72	End of each Unit
ASSIGNMENT #9: Course Reflection	0	End of Unit 12/Week 16
TOTAL POINTS	273	

Grading Scale

The final grade for this course will be determined using the following point scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-95%	94-90%	89-86%	85-83%	82-80%	79-76%	75-73%	72-70%	69-66%	65-63%	62-60%	59-0%

Discussion and Assignment Submission Policy

All discussions and assignments will be penalized 10% for every 24 hour period that it is late and will not be accepted after the 7th day. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by email BEFORE the deadline, in order to be given consideration. If you become ill or the victim of an emergency, please let your instructor know within 48 hours. The due date for ***asynchronous discussions*** is 24 hours prior to that Unit's synchronous class. For example, if Unit 2 starts on a Monday and the synchronous class is on a Thursday, then Unit 2 asynchronous work is due on Wednesday

prior to that Thursday synchronous class. For Unit 1 asynchronous work, your Professor will determine if more time will be allotted for asynchronous work based on which day Unit 1 starts and which day is the synchronous class. The due date for **assignments** is at the end of each Unit. For example, if a Unit starts on a Monday, then it ends on Sunday and any specific assignment would be due that Sunday at 11:59pm PST.

Incompletes

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

Conditions for Removing a Grade of Incomplete: If an incomplete 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 work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. 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 limit, the course is considered "lapsed" and 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.

Participation and Discussions

As participants in both asynchronous discussion and synchronous sessions, you acknowledge that you have joined a community that upholds the following norms that guide discussion and interactions in class:

1. Respect differences of opinion and style.
2. Promote an environment of constructive inquiry and information sharing.
3. Share your knowledge and be willing to ask questions if clarification is needed.
4. Seek to understand more than to be understood.
5. Thoughtfully consider the contributions of your peers.
6. Prepare for and commit to achieving the goals of each class session by completing assignments in a timely manner.

In addition, School Counseling students should at all times be considerate of gender neutral/gender inclusive pronouns. A gender neutral or gender inclusive pronoun is a pronoun which does not associate a gender with the individual who is being discussed. While some transgender people disclose their transgender status to friends, family, and co-workers (or any combination thereof), some do not disclose that information. It should not be assumed that because a few people know of an individual's transgender status that the individual has shared this information with others. At the [USC LGBT Resource Center](#), they recognize and respect that choices around disclosure are complex, and will be unique to each individual and their situation. It is often also acceptable to use the third person plural (they, them, their, themselves) instead of the third-person singular (he/she, his/hers, him/her, himself/herself) when referring to someone who has not expressed a clear pronoun choice.

<i>So instead of...</i>	<i>you may use...</i>	<i>which is pronounced...</i>
he/she	sie zie	"see" "zie"

him/her	hir zir	"here" like "sir" with a "z"
his/hers	hirs zirs	"here's" like "sirs" with a "z"
himself/herself	hirsself zirsself	"here-self" Like "sir-self" with a "z"

Synchronous Participation

Students enrolled in this course are required to read *all* current assignments and complete all other exercise and projects required for each lesson BEFORE each class meeting where the lesson may be discussed and/or related material may be discussed. Please see the rubric below for course participation assessment. If it is necessary to be absent from class because of serious illness or an emergency, you are responsible to master *all* information presented during your absence. Students are expected to collaborate with their peers to ensure that they have the information covered during the session they missed. Students who are consistently late or leave early will only be assigned partial attendance credit for that day. The following rubric provides a guide as to how course participation will be assessed:

	Active Participation 2	Moderate Participation 1	Low Participation 0
Preparation	Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most assignments and activities	Exhibits lack of preparation and non-completion of required assignments
Initiative	Initiates discussion and supports points using page-specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Engagement	Furtheres the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furtheres the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material

Asynchronous Discussions

The purpose of discussions is to engage in meaningful dialogue about topics related to this course. This may include your thoughts, ideas, or level of understanding of course concepts. Therefore, please keep your discussions related to topics that are pertinent to the course. Keep criticism constructive. You can disagree or be angry and remain respectful. Students may not post inappropriate material, SPAM to the class, use offensive language, or engage in online flaming. Akin to Socratic seminar, the goal is to engage in a dialogue, instead of a debate, to seek understanding of multiple points of view and to use textual support when contributing. While hot topic issues are certain to arise, it is important to develop listening skills as well as ways to thoughtfully express your ideas. As participants, you acknowledge that you have joined a community that upholds the following norms that guide discussion and interactions in class:

Asynchronous Discussion Rubric and Course Assignments Rubric

The following rubric provides a *general guide* as to how Asynchronous Discussions and Course Assignments in this course will be evaluated, unless otherwise provided in this syllabus:

	Excellent	Acceptable	Unsatisfactory
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Depth of thought	Shows evidence of depth of thought in preparation, organization, and clarity.	Evidence of depth of thought could be increased in some areas.	Not evident that serious thought went into preparation or organization.
Connection to course materials	Assignment shows engagement with course readings and other relevant literature and integrates this in an appropriate manner.	Some parts lack connection to course readings or other sources, or they are not integrated in an appropriate way.	Fails to relate to course materials and other relevant literature.
Completeness	All parts of the assignment are done completely and according to guidelines.	All parts of the assignments or presentation are done completely—however, lacks adherence to guidelines in some areas.	Assignment is not entirely complete, and/or shows marked lack of adherence to guidelines.
Format	Writing is free of grammatical, spelling, and format errors and is consistent with APA guidelines.	Writing contains some errors in one or more of the areas related to format.	Writing contains significant format errors that detract from the meaning.

In the Event of Technical Breakdowns

Students may submit assignments to the instructor via e-mail by the posted due date. Remember to frequently back up your work, post assignments once completed, load files onto a power drive, and keep a hard copy of papers/projects.

STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is open 8:30 a.m. - 5:00 p.m. (California time), Monday through Friday. The phone number for DSP is (213) 740-7766.

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/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>.

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>

USC Trojans Care for Trojans - (213) 740-0411

An initiative within the Office of Campus Wellness and Crisis Intervention that empowers USC students, faculty and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties. <https://campussupport.usc.edu/trojans-care-4-trojans/>

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://titleix.usc.edu/reporting-options/>

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>

COURSE CALENDAR

Definition of Unit: The first day of the semester is the first day of Unit 1, not the first synchronous class. For example, if the semester starts on a Monday, then Unit 1 starts on that Monday and ends on Sunday.

Semester Weeks

Spring and Fall courses run for 16 weeks with 12 units during the semester. These semesters include a final reflective week and three separate weeks, spread out throughout the semester, dedicated to individual meetings, office hours, study groups, etc. The professor will determine which three weeks these will be and if the Unit prior to one of these three weeks will be extended for two weeks or remain as one week. A non-graded Course Reflection Assignment will be completed during Week 16.

Summer courses run for 12 weeks with 12 units during the semester. A non-graded Course Reflection Assignment will be completed during Unit 12.

	Unit Topics	Readings	Assignment Due
Unit 1	Unit 1 Introduction to Well-Being	Green & Keys (2001)	Introduction Activity Racism in Schools Paper
Unit 2	Unit 2 Threats and opportunities to Well-Being		Storytelling Activity
Unit 3	Unit 3 Justice as an opportunity for Well-being		Reflective Journal 1; Progressive Case Study Phase 1
Unit 4	Unit 4 Bias and Privilege as threat to Well-Being		
Unit 5	Unit 5 Restorative Justice		Progressive Case Study Phase 2
Unit 6	Unit 6 Trauma as a Threat to Well-being		
Unit 7	Unit 7 Trauma Informed Practice as an opportunity for Well-being		
Unit 8	Unit 8 College Readiness as an opportunity for Well-being		
Unit 9	Unit 9 Career Readiness as an opportunity for Well-being		Reflective Journal 2
Unit 10	Unit 10 Mapping Well-being Part 1		Progressive Case Study Phase 3
Unit 11	Unit 11 Mapping Well-being Part 2		

Unit 12	Unit 12 Final Presentations and Goal Setting Course Reflection		Progressive Case Study Phase 4 and Presentation Course Reflection Assignment
Spring and Fall Classes Only			
Week TBD	Individual meetings, office hours, study groups, etc.		
Week TBD	Individual meetings, office hours, study groups, etc.		
Week TBD	Individual meetings, office hours, study groups, etc.		
Week 16	Course Reflection		Course Reflection Assignment