

EPC 315, Psychological Foundations of Learning Syllabus S2025

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MS Ed. Psych, Multiple Subject Credential

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*Please use **email or Canvas** to communicate unless there is an emergency.*

I respond within 48 hours and often sooner.



Day/Time:

Room/Format:

Course Support Hours: Flexible to fit your schedule, email to make an appointment

I. Course Overview

Have you ever wondered how people learn and why they develop into who they are?

This course will give you insights into human lifespan development and how you can optimize learning, growth, and success by using strategies that address the various individual needs of the clients or students with whom you will someday work.

Representation, Sustenance, Activism, Feedback, Self-Reflection, Power



EPC 315 Students will discuss theories and scholarly resources as they apply to virtual student observations and develop a comprehensive management plan with research-based strategies to help promote students' academic and social-emotional well-being. Through feedback and reflection, EPC 315 scholars will consider sustainable best practices for the rich diversity of all students, us, and our communities. Through a social justice activist and scholarly Ed. Psych. Specialist framework, EPC 315 students will become empowered to apply foundational Ed. Psych. theories related to children and adolescents' emotional, psychological, and cognitive development and the systems and biases that impact them.

II. Diversity and Inclusivity Statement

Together, we can create a learning environment that supports a diversity of thoughts, perspectives, and experiences and honors everyone's identities (including race, gender, class, sexuality, religion, ability, etc.). If any of our class meetings conflict with your religious events, please let me know so we can plan. Students with various skill levels are welcome, so please reach out if you need support from me or your classmates or if you need more preparation for any course activities. Please share if you have a name and/or set of pronouns that differ from those in your official records. If something is/was said in class (by anyone, including me) that made you feel uncomfortable, please talk to me about it.



We learn most when we collaborate and listen to one another. You each bring unique experiences, and I ask that you approach conversations with empathy and compassion. Please keep any personal discussions that other students have in our learning community confidential. As a participant in course discussions, please strive to honor the diversity of your classmates. Please find CSUN resources at the bottom of this syllabus to help with social, emotional, physical, and academic needs.

III. Disability Resources

California State University does not discriminate on the basis of disability in admission, access to, treatment, or employment in its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. If you need extra assistance with aspects of this course, please get in touch with the Disability Resources and Educational Services (DRES) or the National Center on Deafness (NCOD). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. *Please let me know if you need further information or assistance from me in order to facilitate your learning experience.* If you would like to discuss your approved accommodation with me, please let me know, and we can set up a virtual appointment.

IV. Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to **Excellence through Innovation**. We believe excellence includes acquiring professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals—faculty, staff, candidates—and those they serve.

Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end, we continually strive to achieve the following competencies and values, forming the Conceptual Framework's foundation.

- *We value academic **excellence** in the acquisition of professional knowledge and skills.*
- *We value the use of **evidence** to monitor candidate growth, determine the impact of our programs, and inform ongoing program and unit renewal. To this end, we foster a culture of evidence.*
- *We value ethical practice and what it means to become **ethical and caring professionals**.*
- *We value **collaborative partnerships** within the College of Education and across disciplines with other CSUN faculty, P-12 faculty, and **regional and national educational and service community members**.*
- *We value diversity in **practice styles** and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.*
- *We value **creative and reflective thinking and practice**.*

V. Catalog Description:

Course Overview

EPC 315 is an intensive introduction to the science and practice of teaching. Course content focuses on knowledge of self, knowledge of learning, and knowledge of teaching, specifically as they relate to developing effective and efficient classroom practices. Information will be presented in the form of readings, lectures, and in-class and online discussions. There is an explicit expectation that students think critically about all of the information they're given and the assignments they're asked to complete for this course, including, most significantly, the observations they make in the field and the analyses/conclusions they draw from those observations. The objective of this course is to provide students with the knowledge, skills, and confidence they need to enter the field of teaching prepared to meet all of its challenges.

VI. Course Objectives

- A. Candidates begin to develop a professional perspective on teaching that includes an ethical commitment to teaching every student effectively.
- B. Candidates learn how developmental, social, emotional, cognitive, linguistic, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations, and instructional skills strongly affect individual learning.
- C. Candidates learn about positive interventions and supports that promote optimal social-emotional growth, development, and individual responsibility to create a caring classroom environment that promotes productive student learning for a diverse and inclusive student population.
- D. Candidates are introduced to standards-based lesson planning and universal principles of instructional design, as well as the California Common Core or state-adopted academic content standards, and the Elementary Education Department's lesson plan format. Candidates learn about the professional obligation to study examples of lesson plans that include differentiated instruction or modifications based on diverse learning needs of the full range of learners, for example, struggling readers, students demonstrating atypical development, English learners, and advanced learners.
- E. Candidates learn about their own values and biases to develop positive behavior supports and plan effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence.
- F. Candidates develop strategies that encourage ongoing communication with students and families, student engagement, and interdisciplinary learning activities that incorporate the arts, are relevant, meaningful, and that address students' individual backgrounds, needs, and interests.
- G. Candidates read, analyze, discuss, and evaluate professional literature pertaining to teacher effectiveness research and use sources of professional information to develop a practical Classroom Management Plan that includes effective research-based classroom strategies, diverse and inclusive teaching techniques, optimal classroom environment design, parent involvement strategies, and positive classroom management procedures.
- H. Candidates are introduced to educational technology and how teachers can use it to facilitate teaching and learning.
- I. Candidates understand the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance)

VII. Course Content

The Multiple Subject Credential program provides extensive opportunities for candidates to (a) learn to teach the content of the state-adopted preschool and K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching preschool and K-12 students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching

Performance Expectations (TPEs) provided in the Appendix. The Teaching Performance Expectations (TPEs) for EPC 500 have been carefully mapped to course objectives, activities, and assignments in this course. All required TPEs, including updates to literacy standards (7.1 and 7.3), are introduced, practiced, or assessed as appropriate. This alignment ensures the course meets program and accreditation requirements. (as indicated):

Pages on which TPEs are **Introduced are in yellow**, **Practiced in teal**, and **Assessed in green**.

TPE 1 Engaging and Supporting All Students in Learning

1.1	p. 14
1.2	p. 16
1.4	p. 14
1.5	p. 9
1.6	p. 14
1.7	p. 10
1.8	p. 10

TPE 2 Creating and Maintaining Effective Environments

2.1	p. 14
2.2	p. 13
2.3	p. 14
2.4	p. 11
2.6	p. 13

TPE 3: Understanding and Organizing Subject Matter for Student Learning

3.1	p. 15
3.2	p. 10
3.3	p. 14
3.4	p. 14
3.5	p. 15
3.6	p. 10
3.7	p. 15
3.8	p. 15

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

4.1	p. 16
4.2	p. 18
4.3	p. 14
4.4	p. 11
4.5	p. 11
4.6	p. 11
4.7	p. 13
4.8	p. 10

TPE 5 Assessing Student Learning

5.1	p. 16
5.2	p. 18
5.3	p. 11
5.4	p. 11
5.5	p. 11
5.6	p. 11
5.7	p. 11
5.8	p. 11

TPE 6: Developing as a Professional Educator

6.1	p. 18
6.4	p. 17
6.6	p. 19
6.7	p. 9

TPE 7: Effective Literacy Instructions for All Students

7.1	p. 15
7.2	p. 16
7.4	p. 16
7.6	p. 16
7.9	p. 16
7.11	p. 11

This class addresses the following California Program Standards & includes CASEL components:

Program Standard 1: Program Design & Curriculum

To prepare candidates to effectively teach all California public school students, key Elements within the program's curriculum.	Introduced & Practiced
<ul style="list-style-type: none"> typical and atypical child and adolescent growth and development 	Introduced & Practiced
<ul style="list-style-type: none"> social, cultural, philosophical, and historical foundations of education 	Introduced
<ul style="list-style-type: none"> subject-specific pedagogy 	Introduced
<ul style="list-style-type: none"> designing and implementing curriculum and assessments 	Introduced
<ul style="list-style-type: none"> understanding and analyzing student achievement outcomes to improve instruction 	Introduced
<ul style="list-style-type: none"> understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status 	Introduced & Practiced

- and knowledge of the range of positive behavioral supports for students

Practiced, & Assessed

CASEL has identified five interrelated sets of cognitive, affective, and behavioral. The definitions of the five competency clusters for students are:

1. Self-awareness: the ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
2. Self-management: the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
3. Social awareness is the ability to understand and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
4. Relationship skills: establishing and maintaining healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
5. Responsible decision making: the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

This foundations course, the official first course for the post-baccalaureate teacher credential program, focuses on practical applications of teacher effectiveness research, motivation theory, child development, and principles of learning and instruction in specific relation to lesson design, family involvement, meeting individual student needs, designing effective learning environments, and classroom management. Each candidate develops a Comprehensive Teaching Plan describing strategies for supporting positive behavior, reducing bullying and conflicts, and creating a respectful, safe, organized, inclusive, and caring learning environment.

VII. Methods and Procedures:

EPC 500 students will integrate and apply skills and knowledge gained in university coursework to the signature Classroom Management Plan and other class assignments. The following methods and procedures will help move students toward the attainment of the course objectives:

1. Lectures
2. Assigned readings
3. Demonstration lessons by the professor
4. Discussions
5. Small group work
6. Self-assessment and reflection
7. Classroom instruction and videos or online modules
8. Analysis and role-playing exercises
9. Complete assignments that emphasize connecting theory to practice
10. Reflect on and connect assignments to research-based theories

VIII. Evaluations and Grading

The course is point-driven, and the final grade will be calculated using the traditional letter grades of A-F, including pluses and minuses where applicable. Grading will be based on the following:



1. Class participation in discussions and role-playing exercises
2. Quizzes/tests/examinations
3. Other written assignments and online activities
4. Preparation of the Signature Assignment: *Classroom Management Plan*
5. Class participation, including attendance
6. Self-assessment and reflection activities
7. Connecting applied assignments to the appropriate research-based theories and practices, including the TPEs

Attendance is part of your grade, and attending class benefits your ability to master course content and develop the skills needed to become an effective educational practitioner. Class discussions will help you better understand the concepts, and the activities during class time will allow you to practice applying the theories in meaningful and relevant ways. Applying theory to real-life problems will allow you to process them more deeply and develop stronger critical thinking skills. Missing a class will impair your ability to effectively meet the course's student learning outcomes.



Please reach out to me by email @ ellen.stohl@csun.edu if something is preventing you from attending class so we can make a plan together.

IX. Class Preparation



We will meet twice weekly in person unless otherwise directed by the instructor. You will also meet in person and virtually with classmates to work through group activities and assignments. Assignments will be submitted online in Canvas through the weekly "Homework Due" module. Please don't submit assignments via email. They can get overlooked or lost. Any assignments that you need to complete will be available through Canvas. Written assignments MUST be turned in using a Word or PDF format. ***Pages format will not load to Canvas and cannot be graded.*** Assignments turned in using a Pages format can be considered late, and points may be deducted. Screenshots and images should be embedded in Discussion posts. Images should be uploaded as JPEGs and embedded, so they do not need to be downloaded to preview. Assignments include readings from the texts, online videos, and PowerPoints. If you have questions about the assigned material, please ask.

X. Technology Requirements

Since this course has an online component, reliable internet is required. (Please see <https://www.csun.edu/it/internet-connectivity-users-who-do-not-have-it> Links to an external site. for information on acquiring internet service.) You'll also need Microsoft Word (free from CSUN) to submit written assignments. If you need access to a computer or tablet, please get in touch with the bookstore for purchasing and borrowing options if needed. **In addition, you will need to set up and have access to a Google Docs account.** If you are experiencing technical issues, don't hesitate to get in touch with CSUN's IT department for support (<https://www.csun.edu/it/need-help>). They are open Monday-Friday from 8:00 AM- 5:00 PM.

XI. Required Course Readers, Assignments, and Paperwork

1. Course Reading

Free E-Text: Learn to Learn to Teach to Learn by E. Lauryl Nagode & Ellen Stohl. You can find the links located on Canvas and our Class Google Drive https://drive.google.com/drive/folders/13En5NyxSx2t32ws_bzuuH_Op4I92BDWs?usp=sharing



You will also read materials provided in each module, watch videos provided in each module, and PowerPoints (download from the course modules), and materials from our class **Google Drive**. You need to make a copy of the documents in Google Drive **and move them to your group folder or personal drive for editing access**. Assignment templates will be provided for each module and on our Google Drive.

2. **Our major assignments** are based on your observations and watching videos in class, and the Field Journal Notes.



- A) Online Discussion Posts:** Based upon your updated knowledge from reading the text and in-class learning, you and your group will respond to targeted questions to share scholarly knowledge and opinions regarding strategies to support learners in the classroom.
- B) Fill in the EPC 500: Field Journal Notes:** You will use this Field Journal to document your observations.
- C) Assignments should be typed using APA formatting and scholarly voice.**
- D) Other Assignments in Prepare for Final Project occur throughout the course, including, but not limited to:**
 - Textbook Chapter Quizzes
 - PowerPoint and Video Content Quizzes
 - Mandated Reporter Online Training
 - Surveys
 - Discussion posts
 - Class/Homework Activities,
 - Field Journal Notes
 - Application of theory to a comprehensive classroom management plan.
 - Self-assessments and introductions

XII. EPC 500: FOUNDATIONS OF ELEMENTARY TEACHING

Points & assignments are subject to change; the grading scale will reflect changes.

Grading Scale: You have 1100 possible points in this class. The chart below shows how those points convert to letter grades. I will use plus/minus grading in this class. (there is no A+). There is no curve. Please utilize rubrics to ensure you meet all the assignment requirements.

You will receive 6 weekly attendance points for our 3-credit class (Please attend live classes. Email me if you cannot.)



NOTE: CSUN Graduate Schools and Certification programs require a C grade

CSUN Points to Grading Scale



A 1034 - 1100 94.0 - 100.0 %	B 924-956 83.9 - 86.9 %	C 814-456 73.9 - 76.8 %	D 704 - 736 63.9 - 66.8 %
A- 1001 - 1033 90.9 - 93.9 %	B- 880-923 80.0 - 83.8 %	C- 770 - 813 70.0 - 73.8 %	D- 660 - 703 60.0 - 63.8 %
B+ 957 - 1000 87.0 - 90.8 %	C+ 847-879 79.9 - 79.9 %	D+ 737 - 769 66.9 - 69.9 %	F 599 or below 0.0 - 59.9 %

Assignment Overview

- #1 Discussion Posts – (3 x 6 = **18 pts**)
- #2 Class Activities – (10 x 4 = **40 pts**)
- #3 Mandated Reporting Online Course & Certificate – **25 pts.**
- #4 Intro to Course Quiz -**4 pts.**
- #5 IOL Practice Quiz - **6 pts.**
- #6 Module 0 Quiz Ed Psych Modules – **20 pts.**
- #7 Module 1 Quiz: Canvas - E-text -**10 pts.**
- #8 Module 2 Quiz: Canvas - E-text -**10 pts.**
- #9 Module 3 Quiz: Canvas - E-text -**10 pts.**
- #10 Module 4 Quiz: Canvas - E-text -**10 pts.**
- #11 Module 5 Quiz: Canvas - E-text -**10 pts.**
- #12 Module 6 Quiz: Canvas - E-text -**10 pts.**
- #13 Module 7 Quiz: Canvas - E-text -**10 pts.**
- #14 Module 8 Quiz: Canvas - E-text -**10 pts.**
- #15 Module 9 Quiz: Canvas - E-text -**10 pts.**
- SIGNATURE ASSIGNMENT- SEE FIELD NOTES & MANAGEMENT PLAN**
- #16 **Portfolio Theme and MP Organization** – **10 pts.**
- #17 **Field Notes:** Parent/Caregiver Concerns and Resources Research- 16 +14=**30 pts.**
- #18 **MP:** Parent/Caregiver Newsletter, Conferences Application/Practice – (Part 1 - 2) **70 pts**
- #19 **Field Notes:** Assessment Matrix - **8 pts.**
- #20 **MP:** Assessment **16 pts**
- #21 **Field Notes:** Planning & Teaching Observation/Analysis: **14 pts.**
- #22 **MP:** Planning & Teaching Application/Practice (Part 1-2) -130+30 =**160 pts.**
- #23 **MP:** Student Demographics Application/Practice (Part 1-2)-25+200 = **225 pts.**
- #24 **Field Notes:** Classroom Layout Observation/Analysis – **16 pts.**
- #25 **MP:** Classroom Layout Application/Practice (Part 1-2)– 16 + 60 =**76 pts.**
- #26 **Field Notes:** Classroom Expectations & Procedures Observation/Analysis -**12 pts.**
- #27 **MP:** Section 6: Classroom Expectations & Procedures Application/Practice – **70 pts**
- #28 Wellness presentation – **10 pts.**
- #29 Wellness responses – **20 (4x5 pts.)**
- #30 Management **Plan/Portfolio Organization** - all sections with appropriate headings -**30 pts.**
- #31 Portfolio Artifact Reflection **40 pts.**
- #32 Attendance & participation (meaningful interactions and responses, not just showing up)- **90 pts.**

TOTAL:1100 Points

About This Course:

EPC 500 is an intensive introduction to the science and practice of teaching. Course content focuses on knowledge of self, knowledge of learning, and knowledge of teaching, specifically as they relate to the development of effective and efficient classroom practices.

Week 1: Intro to Course: - What Teaching Entails

Are you in the right class? General course requirements, objectives & expectations

Review: O/P Information, assignments, & paperwork

Review: Syllabus

Discuss: Course Expectations & Commitment Policy- Read around-

Watch: Word Crimes (video) -

Complete: Name Tags -

Discuss HW: Syllabus Responsibilities & Expectations - Agreement

Review HW: Grade level choice survey -

Review HW - Discussion Post 1: Suitcase Poem & Collage -

Homework: Suitcase poem & collage, Grade level survey

Week 2: Getting to Know You: Maslow/EQ, Making Connections, and Creating a Charter

Getting to Know Us - Connecting & Creating A Safe Place

Share: Suitcase Poems -

Complete: Prompt - *Why do you want to be a teacher?* -

Review: Maslow

Complete Maslow Feeling Activity

Discuss: Self-Care, Mindfulness, & Impact on Learning: critical and creative thinking, analysis inquiry, problem solving, and reflection

Discuss: SEL- Class Charter -RULERS -

Discuss: The semester ahead, End-goals & nature of teaching including the context, structure, and history of public education in California

Review: Group Work & Team Rapport

Discuss: TPE's

Review: Portfolio & Management Plan as evidence of your ability to meet TPEs-

Review HW: Portfolio & Management Plan Format & Covers for each section

Review HW - Discussion Post 2: Implicit Associations & Impact on Teaching

Homework: E-text-Mod. 1, Class Activity 2, Class Activity 3,

Homework: MP Slide Format, Reflection Core Commitments

(TPEs: 1.3, 1.5, 2.3, 6.7)

Week 3: Who We Teach: Basic Needs, Diversity, Bias, and Bronfenbrenner

Personal Development, Bias, Family & Peers -

Discuss: Implicit Association, Bias & impact on teaching

Complete: Journal Prompt: I wish my teacher knew

Discuss: Family systems, friendships, peer status & implications for learning.

Introduce: Parent/Family Interactions

Discuss: Parental Styles

Review: Bronfenbrenner

Complete: Self Bioecological system chart --

Review HW: Who Are You & Cultural Identity Chart -

Discuss HW: Mandated Reporting <http://educators.mandatedreporterca.com/>

Homework: Mandated Reporter certificate,

Homework: Class Activity 4, E-text-Mod. 2, Self-Concept & Mod. 6, "Personal, Social & Moral Dev."

Week 4: Development: Personal, Social & Moral Personal, Social SEL, Identity, Self-Concepts/Esteem, Individual Differences & Social Competence **Focus:**

Student Demo

Complete Journal Prompt: How do your Bioecological influences impact you?

Discuss: Reaction to film -

Discuss & share: Personal assessment results -

Watch: Erikson Video -

Review: Erickson/Marcia **in all sections**

Complete: Resolving Crisis

Discuss: Ethnic, Gender, & Cultural Differences & impact on learners & learning **Discuss:** Self Concept, Self Esteem, & Social Competence/Self-efficacy.

Review: What is Abuse?

Complete: Impact of Abuse

Homework: Class Activity 6, Class Activity 7, E-text-Mod. 3, "Assessment, Lesson Plans, & Environ

Homework: Planning & Teaching (Observation/Analysis)

Week 5: Your role in Education: Moral, Social-emotional, & Academic.

Planning for Teaching: IOLs, Effective Strategies & Meaningful Feedback. **Focus: Planning & Teaching**

Complete Starter: Communication & Effective Teaching. -

Complete: What is the role of Teachers?

Write: IOL statements & connecting to TPEs -

Complete: IOL writing practice

Review: Moral development - Kohlberg, Piaget, Gilligan, etc.

Complete: Kohlberg Activity

Review: Behavior - Pro-social, Aggressive & Advancing Moral development

Discuss: Bloom's Taxonomy -

Complete: Bloom Activity

Review: Lesson Plan Format (organize the curriculum to facilitate student understanding of subject matter using standards-aligned instructional materials)

Discuss: Direct Instruction & Assessment Bias

Review: Eggan Video -

Discuss: Effective Lesson Planning (including the visual and performing arts) & Assessment (Monitor for engagement)

Complete: Planning & teaching part "b" in class

Review HW: Planning & Teaching Application to Practice Assignment (Use digital tools and learning technologies across learning environments)

Homework: Class Activity 8

Homework: Planning & Teaching (Application to Practice)

(TPE 1.7, 1.8, 3.2, 3.6, 3.7, 3.8, 4.8)

Week 6: What a Teacher Does: Family Engagement, Socialization, and Student Success

Lessons, Assessments, Parent/Caregiver Interactions & Creating Effective Classroom Environments

Focus: Caregiver communication

Review: Emails & Newsletters

Review: Effective Objective, Outcomes & Assessment

Complete: Familiar Sayings Activity -

Homework: Parent/Caregiver Interactions Part 1-3

Week 7: Understanding Standards, Objectives & Assessments

Effective Assessment Tools - **Focus: Assessment**

Complete: Assessment Matrix- (formative and summative assessments and making accommodations and modifications)

Review: Standardized tests

Discuss: Assessment (including self-assessment and reflection and English learners' assessment data)

Homework: Assessment Connections (communicating outcomes to students and families in a timely manner)

Homework: E-text- Mod 4- "Development" & Mod. 7 "Diversity"

(TPEs: 5.3, 5.4, 5.5, 5.6, 5.7, 5.8)

Week 8: Typical, A-Typical Cognitive Development & Exceptional Learners Cognitive development, Exceptional Learners & Special Education Services: **Focus: Student Demographics and Resources** (how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile)

Discuss: Maturation & Learning Piaget

Review: Piaget & Vygotsky, Kahneman

Complete: What is Learning Activity (AP)

Complete: Piaget Activities -

Review: Intellectual & behavioral Differences & Impact on Learners & Learning

Review: Laws, Expectations & IEPs

Discuss: Ability Grouping & Impact on Learners

Complete: Reading Disability Exercise -

Discuss: Exceptional Children **Homework:**

Homework: Class Activity 9, E-text -Mod 5- "Language, Intelligence & The Brain"

(TPEs: 2.4)

Week 8: Typical, A-Typical Cognitive Development & Exceptional Learners

Cognitive development, Exceptional Learners & Special Education Services: **Focus:**

Student Demographics and Resources

Discuss: Maturation & Learning Piaget

Review: Piaget & Vygotsky

Review: Kahneman

Complete: What is Learning Activity (AP)

Complete: Piaget Activities -

Review: Intellectual & behavioral Differences & Impact on Learners & Learning

Review: Laws, Expectations & IEPs

Discuss: Ability Grouping & Impact on Learners

Homework: Student Demographics Assignment (Observation/Analysis)

Week 9: Development: The Brain, Language, Intelligence & Learning Styles -

Impact of language & brain on learning **Focus: Student Demographics, Diverse learners & UDL**

Review: Gender Differences, Bias & impact on learning

Complete: Decrease Gender Differences Activity -

Discuss: Learning & the Brain Styles and Impact on Learners

Complete: UDL Activities & Strategies, transition plans

Discuss: Views of Intelligence/Giftedness - Gardner, Levine, Sternberg, Spearman, Etc.

Complete: Can You Read This? -

Complete: Five Properties of Language/ Language acquisition, ELD: Work with a variety of resources for planning and instruction

Complete: Is this Language? -

-Homework: Student Demographics Assignment (Application to Practice)

(TPEs: 4.4, 4.5, 4.6, 7.11)

Homework: *Class Activity 10, E-text-Mod 8- "Motivation"*

Week 10: Motivating Learners & Establishing Rules:

Motivating Learners: Interest, & Effort - **Focus:** *Classroom Rules and Procedures*

Complete: An Exercise in Learning -

Complete: What is Motivation?

Discuss: Theories & Causes of Motivation

Complete: Extrinsic & Intrinsic -

Complete: How to increase intrinsic motivation -

Discuss: Teacher Effect on Motivation

Homework: *Expectations & Procedures Assignment (Observation/Analysis)*

Week 11: Behavioral & Cognitive Approaches to Motivation & Establishing Rules: Understanding various approaches to motivation - **Focus:** *Classroom Rules and Procedures* **Discuss:** Classical Conditioning Pavlov

Complete: Classical Conditioning Everyday - **Discuss:**

Operant Conditioning: Types of Reinforcers **Complete:**

Operant Conditioning -

Review: Guidelines for Consequences & Impact on Students

Complete: Shaping Behavior -

Review: Behavioral Expectations & Impact on Learners

Homework: *Expectations & Procedures Assignment (Application to Practice)*

Homework: *Class Layout Assignment (Observation & Analysis)*

Homework: E-text -Mod 9- "Managing The Classroom"

Week 12: Management & Instruction: Focus: Classroom Environment & Layout -

Review: Effective Layout Designs

Review: Classroom Layout Assignment.

Discuss: Principles of Classroom Management

Review: Managing the Class & Impact on Learners & Learning

Review: Kounin

Complete: Time Usage -

Complete: Violence in Schools -

Homework: *Class Layout Assignment (Application to Practice)*

Week 13: Thanksgiving Break/Spring Break- No Class This Week

(Shift as needed per semester)

Homework:

Week 14: Reflective Practitioner: Reflecting on yourself as a learner & potential teacher

Discuss: Impact of self-care on you, as a learner

Review: Artifact Reflection **in all sections**

Homework: *Artifact Reflection, & Self-care Emergency Kit*

Week 15: Putting it All Together: Management Plans & Portfolio Grading

Completed Management Plan - Last Week of Class

Bring: Management Plan & Portfolio & all Application to Practice Assignments printed out as clean copies. **in all sections**

Organize: Management Plan & Portfolio **in all sections**

Share: Management Plans & Reflect **in all sections**

Grade: Comprehensive Teaching Plan & Portfolio **in all sections**

EPC 315/500 Course Overview

Signature Assignment: Electronic Portfolio

The Signature Assignment for EPC 315/500 is an electronic portfolio containing two significant parts: the Management Plan (instructor-selected artifact) and a Self-Selected Artifact with an Artifact Reflection. The portfolio demonstrates candidates' mastery of the Teaching Performance Expectations (TPEs) through planning, classroom management, instruction, communication, and assessment.

The Management Plan (Instructor-selected artifact)

- **Management Plan Components**

- ***Expectations and Procedures (Application to Practice)***

- Candidates create a set of classroom expectations and procedures grounded in research and classroom management theory. They develop a flyer, explain their choices, and describe how expectations will be taught and maintained.
 - **TPE 2.5** (Introduced: maintain high expectations for all students)
 - Candidates learn about developing expectations that assume and support the success of every student.
 - **TPE 2.6** (Introduced: establish and maintain clear expectations for behavior)
 - Candidates are introduced to design classroom rules and procedures that explicitly communicate student expectations.
 - TPE 2.1 (Practiced: support social-emotional growth)
 - Candidates practice creating a safe and structured environment where students can thrive emotionally and academically.
 - TPE 2.2 (Practiced: establish inclusive learning environments)
 - Candidates practice building classroom environments that are welcoming and accessible for all students.
 - **TPE 2.6** (Assessed: establish and maintain clear expectations for behavior)
 - Candidates are assessed on their ability to articulate, apply, and justify clear behavior expectations aligned with positive classroom management strategies.

- ***Classroom Layout (Application to Practice)***

- Candidates design a physical classroom layout that fosters accessibility, student engagement, and classroom community. Justifications must be linked to UDL principles and research.
 - TPE 2.1 (Practiced: support social-emotional growth)
 - Candidates practice setting up environments that help students feel emotionally and physically safe.
 - **TPE 2.2** (Introduced: create productive learning environments)
 - Candidates are introduced to designing classroom spaces that maximize participation, access, and comfort.
 - TPE 2.5 (Practiced: maintain high expectations for student success)
 - Candidates design spaces that encourage responsibility, independence, and achievement.
 - TPE 4.4 (Introduced: apply Universal Design for Learning principles)
 - Candidates are introduced to designing classrooms that accommodate diverse learning needs.
 - **TPE 4.7** (Introduced: promote student collaboration and participation)

- Candidates are introduced to strategies that use physical space to facilitate peer interaction and group learning.
- ***Student Demographic: Meeting Needs of Diverse Learners (Application to Practice)***
 - Students research and describe demographic, linguistic, cultural, and psychosocial factors influencing learners in their classrooms. They then develop strategies to address diversity.
 - **TPE 1.1** (Introduced: apply knowledge of students' backgrounds and needs)
 - Candidates are introduced to understanding and applying student background information to teaching practices.
 - **TPE 1.4** (Introduced: plan instruction for diverse learners)
 - Candidates practice selecting strategies that differentiate instruction based on student demographics.
 - **TPE 1.6** (Introduced: support English learners and students with disabilities)
 - Candidates are introduced to identifying the instructional and language needs of English learners or students with disabilities.
 - **TPE 2.1** (Introduced: promote social-emotional growth)
 - Candidates are introduced to understanding students' emotional and developmental needs.
 - TPE 2.5 (Practiced: maintain high expectations for all students)
 - Candidates practice planning for equity and access.
 - TPE 2.6 (Practiced: establish clear behavior expectations and routines)
 - Candidates are assessed on integrating demographic knowledge into structured classroom routines and norms.
 - **TPE 3.3** (Introduced: support English learners in content areas)
 - Candidates recognize English learners' needs when analyzing demographics.
 - **TPE 3.4** (Practiced: adapt curriculum for students with disabilities)
 - Candidates recognize the need to modify instruction for students with disabilities.
 - **TPE 4.2** (Practiced: use developmentally appropriate practices)
 - Candidates apply developmental knowledge to instructional planning.
- ***Planning and Teaching: Schedule Template (Application to Practice)***
 - Candidates create a classroom schedule that supports academic learning, social-emotional development, and a structured environment for student success.
 - **TPE 2.3** (Practiced: inclusive learning environment design)
 - Candidates are introduced to structuring time to support accessibility and inclusion.
 - TPE 2.6 (Practiced: establish clear routines and expectations)
 - Candidates practice designing routines that reinforce student engagement and behavior expectations.
 - **TPE 3.1** (Introduced: demonstrate subject matter competence)
 - Students plan lessons based on academic content and literacy development.
 - **TPE 4.3** (Introduced: schedule to include instruction and assessment plans)
 - Candidates design and implement instruction and assessment that reflects the interconnectedness of academic content areas.

- **TPE 4.4** (Practiced: plan using UDL principles)
 - Candidates practice developing schedules that accommodate different learning needs.
- **TPE 7.1** (Introduced: apply literacy instruction across content areas)
 - Candidates are introduced to integrating literacy development into all subjects.
- **TPE 7.3** (Introduced: use asset-based approaches to literacy)
 - Candidates are introduced to building on students' linguistic and cultural strengths.
- ***Planning and Teaching: Lesson Strategies (Application to Practice)***
 - Candidates design lesson strategies that integrate content knowledge, technology, student engagement, literacy development in all subjects, and techniques to support diverse learners.
 - **TPE 1.3** (Introduced: connect subject matter to real-life contexts and adapt instruction):
 - Candidates are required to explain how they adapt content delivery methods to meet the diverse communication needs of students, ensuring meaningful access to subject matter and promoting student engagement.
 - TPE 1.5 (Practiced: promote critical and creative thinking):
 - Candidates practice designing instruction that fosters students' critical and creative thinking by incorporating inquiry, problem solving, and opportunities for meaningful reflection within the Management Plan.
 - TPE 1.7 (Practiced: incorporate visual and performing arts):
 - Candidates practice planning lessons that integrate visual and performing arts into the curriculum as a strategy to enhance student engagement and access, as demonstrated in the Management Plan.
 - TPE 1.8 (Practiced: monitor student learning and adjust instruction):
 - Candidates practice identifying strategies within their Management Plan for monitoring student learning during instruction and adjusting teaching approaches to maintain student engagement and support learning outcomes.
 - **TPE 3.1** (Introduced: demonstrate subject matter competence)
 - Candidates are introduced to planning content-rich lessons.
 - TPE 3.2 (Practiced: apply subject-specific pedagogy)
 - Candidates design strategies, including how content is taught, not just what is taught.
 - **TPE 3.5** (Introduced: use content standards and frameworks)
 - Candidates align lesson planning to state-adopted content standards
 - TPE 3.6 (Practiced: access appropriate resources)
 - Candidates select materials that support the curriculum and student learning.
 - **TPE 3.7** (Practiced: integrate technology into content instruction)
 - Candidates incorporate technology tools to enhance subject-specific learning.
 - **TPE 3.8** (Practiced: use technology to enhance content engagement)

- Candidates design strategies where technology fosters a deeper understanding of content.
- **TPE 4.1** (Introduced: plan instruction based on students' needs)
 - Candidates are introduced to design lessons that connect students' backgrounds and readiness levels
- **TPE 5.1** (Introduced: use assessments to guide instruction)
 - Candidates are introduced to selecting strategies that include checking for understanding.
- TPE 7.1 (Introduced: apply literacy instruction across content areas)
 - Candidates are introduced to integrating literacy development into all subjects.
- **TPE 7.2** (Introduced: Plan and implement evidence-based literacy instruction with UDL and MTSS)
 - Candidates are required to plan for literacy instruction
- **TPE 7.4** (Introduced: literacy instruction for all students that is active, motivating, and engaging)
 - Candidates are required to plan for engagement strategies in literacy plans
- **TPE 7.6** (Introduced: meaning making by building on prior knowledge and using complex literary and informational texts)
 - Candidates are required to incorporate questioning, discussion, higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines
- **TPE 7.9** (Introduced: Promote students' content knowledge)
 - Candidates are required to integrate reading, writing, listening, and speaking in discipline-specific ways, including printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and/or wide and independent reading
- ***Parent/Caregiver Interaction Part 1: Conferences***
 - Candidates plan and practice conference strategies that build positive, respectful communication between school and families.
 - **TPE 1.2** (Introduced: maintain ongoing communication with students and families):
 - Candidates are introduced to strategies for establishing ongoing communication with students and families through examples of newsletters, digital updates, and discussions about building positive school-home relationships.
 - TPE 2.1 (Practiced: foster student social-emotional success through family engagement.
 - Candidates practice planning communications that support student growth.
 - TPE 2.2 (Introduced: create inclusive environments through family partnerships.
 - Candidates are introduced to the role of communication in promoting inclusion.

- TPE 6.4 (Introduced: communicate professionally with families)
 - Candidates are introduced to strategies for building professional relationships with caregivers.
 - TPE 6.4 (Assessed: demonstrate professional responsibility and conduct)
 - Candidates practice ethical communication with families.
- **Parent/Caregiver Interaction Part 2: Newsletter**
 - Candidates create an introductory classroom newsletter that introduces themselves, sets expectations, and builds trust with families from the start of the school year.
 - TPE 1.2 (Practiced: maintain communication with students and families):
 - Candidates practice effective communication by designing a family newsletter that shares classroom expectations, learning goals, and strategies for supporting student success. This activity emphasizes clear, ongoing communication tailored to diverse family backgrounds.
 - TPE 2.2 (Practiced: culturally responsive classroom environment)
 - Candidates practice designing messages that are welcoming and inclusive of all backgrounds.
 - TPE 6.4 (Introduced: professional communication with families)
 - Candidates are introduced to creating written communications that build caregiver partnerships.
 - TPE 6.5 (Practiced: professional responsibility in communication)
 - Candidates practice professional communication norms.
- **Assessment: Application to Practice**
 - Students select an assessment method, explain its use, and describe how it informs instruction and supports student learning.
 - TPE 2.2 (Practiced: culturally responsive classroom environment)
 - Candidates practice designing messages that are welcoming and inclusive of all backgrounds.
 - TPE 6.4 (Introduced: professional communication with families)
 - Candidates are introduced to creating written communications that build caregiver partnerships.
 - TPE 6.5 (Practiced: professional responsibility in communication)
 - Candidates practice professional communication norms.
- **The Self-Selected Artifact and Self-Selected Artifact Reflection**
 - The Self-Selected Artifact and Self-Selected Artifact Reflection allow candidates to showcase an additional meaningful experience or product, explain how it supports student learning with research-based support, and connect it directly to the TPEs. This portfolio prepares students for the California Teacher Performance Assessment (EdTPA) expectations.
 - Self-Selected Artifact Reflection
 - TPE 5.1 (Practiced: use assessments and evidence to inform instruction)
 - Candidates analyze evidence from their selected artifact to demonstrate how instructional decisions positively impacted student learning outcomes.

- **TPE 6.1** (Practiced: reflect on instructional practices to improve teaching and learning)
 - Candidates reflect on their professional growth by analyzing an artifact, showing how it impacts student learning, and identifying areas for continued development.
- TPE 6.5 (Practiced: demonstrate responsibility and professional ethics)
 - Candidates practice engaging in honest, professional reflection that demonstrates responsibility for student learning and continuous self-improvement.

Additional Course Assignments

- **Field Notes: Observation and Research (Practice Activities)**
 - Students complete 20 hours of structured video-based or observation-based field notes. These are not included in the portfolio but are practice activities designed to scaffold success on the Management Plan and discussions.
 - TPE 1.1 (Introduced: apply knowledge of students' backgrounds and needs)
 - Candidates observe student differences and needs, to inform instructional planning.
 - TPE 1.6 (Introduced: support English learners and students with disabilities)
 - Candidates note strategies used to support diverse learners.
 - TPE 2.1 (Introduced: support social-emotional growth)
 - Candidates observe how classroom environments promote emotional development.
 - TPE 2.2 (Introduced: establish inclusive learning environments)
 - Candidates examine how teachers create welcoming and accessible classrooms.
 - **TPE 2.5** (Introduced: maintain high expectations for all students)
 - Candidates observe how expectations are consistently applied to diverse learners.
 - **TPE 2.6** (Introduced: establish clear expectations and routines)
 - Candidates document examples of structured behavior expectations.
 - TPE 3.1 (Introduced: demonstrate subject matter competence)
 - Candidates observe content-specific instruction and delivery methods.
 - TPE 4.1 (Introduced: plan instruction based on students' needs)
 - Candidates observe how instruction is adapted to student differences.
 - **TPE 4.2** (Introduced: apply knowledge of human development)
 - Candidates observe how developmental stages impact classroom learning.
 - TPE 4.4 (Introduced: apply Universal Design for Learning principles)
 - Candidates observe UDL strategies to support learning accessibility.
 - TPE 5.1 (Introduced: use assessments to guide instruction)
 - Candidates observe formative and summative assessments in practice.
 - **TPE 5.2** (Introduced: use multiple sources of assessment information)
 - Candidates observe varied data sources used to inform instruction.
 - TPE 6.1 (Introduced: reflect on practice)
 - Candidates reflect on effective and ineffective teaching strategies seen in the field.
 - TPE 6.2 (Introduced: recognize and address personal biases)
 - Candidates reflect on equity and access observed in classroom practices.

- TPE 6.4 (Introduced: communicate effectively with families)
 - Candidates note how communication with families supports student learning.
- TPE 6.5 (Introduced: demonstrate professional responsibility)
 - Candidates observe and reflect on professional conduct and ethical behavior.
- **Mandated Reporter Training**
 - Students complete California-mandated child abuse and neglect identification training and upload a certificate of completion.
 - **TPE 6.6** (Introduced: understand responsibilities related to mandated reporting)
 - Candidates are introduced to their legal duty to identify and report suspected cases of child abuse and neglect.
 - TPE 6.6 (Practiced: demonstrate professional responsibility and ethics)
 - Candidates practice professional and ethical responsibilities by completing state-mandated training requirements.
 - TPE 6.6 (Assessed: comply with mandated reporting requirements)
 - Candidates are assessed through completion of the certification process, demonstrating readiness to fulfill mandated reporting duties.

In-Class Activities & World Cafe Discussions

The World Café method fosters collaborative, student-centered discussions by encouraging every participant to share ideas in small rotating groups. This format deepens understanding, builds community, and supports critical thinking, ensuring that diverse perspectives contribute to developing practical teaching strategies aligned with the TPEs.

- **Class Activity 0: Group Contract**
 - Students collaboratively establish group norms, encouraging a respectful, inclusive environment.
 - TPE 2.1 (Introduced: positive learning environment)
 - TPE 6.4 (Introduced: effective communication)
- **Class Activity 2: Implicit Association Test**
 - Students reflect on unconscious bias to develop self-awareness and equitable practices.
 - TPE 6.2 (Introduced: address personal biases)
- **Class Activity 4: Meeting Basic Needs (Maslow's Hierarchy)**
 - Students identify classroom strategies to meet students' survival and growth needs.
 - TPE 2.1 (Introduced: support social-emotional growth)
 - TPE 2.2 (Introduced: establish inclusive learning environments)
- **Class Activity 5: IOL Practice (Impact on Learning)**
 - Students practice linking classroom strategies to measurable impacts on student learning.
 - TPE 4.1 (Introduced: planning instruction)
 - TPE 4.4 (Introduced: apply UDL principles)
 - TPE 5.1 (Introduced: design appropriate assessments)
- **Class Activity 5A: IOL Strategy Development**
 - Students refine intervention strategies tied to planning and instructional effectiveness.
 - TPE 4.1 (Practiced: effective planning)
 - TPE 5.1 (Practiced: assessment linked to instruction)
- **Class Activity 6: Erikson's Theory and Emotional Abuse**
 - Students apply psychosocial development theory to support student social-emotional growth.
 - TPE 2.1 (Introduced: support social-emotional development)
 - TPE 2.2 (Introduced: foster positive classroom environments)

- **Class Activity 7: Moral Development**
 - Students explore student dilemmas to support ethical development and moral reasoning.
 - TPE 2.1 (Introduced: promote moral development)
- **Class Activity 8: Maturation, Learning, and Instruction Reflection**
 - Students discuss and distinguish between maturation, learning, and instruction processes.
 - TPE 2.1 (Introduced: support developmental and learning processes)
- **Class Activity 9: Reading Impairment Simulation Exercise**
 - Students experience reading difficulties to build empathy for students with learning disabilities.
 - TPE 1.1 (Introduced: apply knowledge of students with disabilities)
 - TPE 1.6 (Introduced: support English learners and students with disabilities)
- **Class Activity 10: Operant Conditioning**
 - Students analyze teacher strategies using operant conditioning to support behavior management and assessment.
 - TPE 2.6 (Introduced: establish clear behavior expectations)
 - TPE 5.1 (Introduced: use assessments to guide instruction)

Discussions

- **Discussion 1: Introduction to Educational Psychology and Adolescent Development**
 - Students reflect on their identity and its influence on teaching.
 - TPE 6.2 (Introduced: reflect on personal background and identity)
 - Candidates are introduced to examining how their experiences shape expectations, communication, and engagement with diverse students.
 - TPE 6.2 (Practiced: recognize and address personal biases)
 - Candidates practice articulating ways their identity influences their future practice, setting the foundation for equitable teaching.
- **Discussion 2: Recognizing and Addressing Personal Bias**
 - Students analyze personal biases and plan for growth into culturally responsive educators.
 - TPE 6.2 (Introduced: recognize personal biases and barriers to equity)
 - Candidates are introduced to critically examine implicit and explicit biases that may affect student learning opportunities.
 - TPE 6.2 (Practiced: address personal biases to promote equitable learning environments)
 - Candidates practice creating action plans to minimize bias and maximize equity, aligning with ethical and professional teaching standards.

Management Plan Format

Front Slide **Ms./Mrs./Mr./Mx. _____ Management Plan**

Transition Slide Heading: **I. Introduction & Strategies for Diverse Learners**

USE SECTION 5: STUDENT DEMOGRAPHICS (APPLICATION TO PRACTICE)

Transition Slide Heading: **II. Expectations, Consequences & Procedures**

USE: SECTION 6: Rules & Procedures (WORKING OBSERVATIONS & ANALYSIS)

Transition Slide Heading: **III. My Classroom Environment:**

USE: SECTION 4: CLASSROOM LAYOUT (APPLICATION TO PRACTICE)

Transition Slide Heading: **IV. Planning for Effective Instruction & Assessment:**

USE: SECTION 2: PLANNING & TEACHING (APPLICATION TO PRACTICE)

Transition Slide Heading: **V. Communicating with Parents**

USE: SECTION 3: PARENT INTERVIEW (APPLICATION TO PRACTICE)

Transition Slide Heading: **VI. Understanding Assessment**

USE: SECTION 1: ASSESSMENT (ANALYSIS & APPLICATION TO PRACTICE)

Organization Rubric: Management Plan for Teaching

Writing: Meets minimal professional standard? Yes, _____ No, _____

It is your responsibility to ensure that your portfolio meets minimal professional standards.

All Slides are clear and include title & name	5 pts.
Each section has a proper heading and is organized and readable.	7 pts.
The plan contains all appropriate materials	7 pts.
The theme reflects the students' personality & preferred grade level	6 pts.
The plan is organized, easy to read and neat	5 pts.
Total:	30 pts

Campus Resources for Students:


Most of us need a little help at some point. These resources are for students; don't miss out before you graduate. Please let me know if you have any questions or want help exploring the resources below.





 **CSUN as One** is the hub for CSUN's Fall 2020 plans. Whether learning and working on-campus or virtually, CSUN remains a united university dedicated to transformative educational opportunities. Each part of these plans aims to offer the safest experience possible to protect all members of the CSUN community.


CSUN with A HEART If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>)


 **Food Pantry** at CSUN: Anybody who faces challenges securing food or housing and believes this impacts course performance should contact CSUN's Food Pantry website and the corresponding contacts. If you also feel comfortable contacting me, the CADV department chair, or Hthe HD Dean's Office, we can also facilitate assistance.


 **Emergency MataCare grants**, one-time grants to prevent evictions, urgent child care issues, etc.


 **University Counseling Center (USU)**: Did you know part of your tuition covers a certain number of free counseling sessions each year? Once you leave CSUN, these sessions can cost up to \$200 per hour. UCS provides resources and information to assist students in dealing with a variety of large and small psychological challenges that may interfere with academic progress and/or relationship satisfaction. Services include individual, group, and crisis counseling. Bayramian Hall 520 - (818) 677-2366.


 **Help lines** (after hours when the USU is closed) for numerous topics/needs (e.g., suicide, drug, rape, LGBTQ, military, or any crisis). You don't have to handle intense feelings alone! (in conjunction with UCS and Associated Students, Inc.)
Phone: (818) 349-HELP (4357)
– ALL CALLS ARE CONFIDENTIAL
Hours: 6:00 p.m. to 12:00 a.m., Sunday through Thursday; 7:00 p.m. to 10:00 p.m., Friday and Saturday

 **Matador Escort**: You don't have to walk alone on campus- call an escort.

 **Sexual Assault & Violence**: CSUN offers the support you or a friend may need. In the event that you choose to write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while you were a CSUN student, federal and state education laws require that, as your instructor, I must notify the Campus Title I Coordinator. She will contact you to let you know about your rights and options as a survivor and support services at CSUN, including possibilities for holding accountable the person who harmed you.

 **Disabilities Resource Educational Services (DRES)**. If you had an IEP in the past, you can receive assistance in college too. OR, maybe you are still curious to know if you have an undiagnosed learning challenge; get tested and start using DRES assistance before you graduate.

 **Clubs & Organization**: Hopefully, a dozen people have already advised you to "get involved." at CSUN in something that interests you.

 **Pride Center**::supporting LGBTQIA+ students through programming and outreach.



The Black House

continues to play an active role in the provision of educational programs that advance the learning skills of CSUN students through tutorial programs, a computer lab, and guest lectures.



Multicultural Organizations

"At their core, multicultural centers are made to provide a wide range of resources to specific groups of students. Most of the groups are historically marginalized or discriminated against people of color, such as indigenous students, black students, and Asian students. Safe spaces can be either physical or symbolic, according to research from the University of Cincinnati. Regardless of type, these spaces allow students to build a community and collective identity." <https://mainecampus.com/2018/04/the-importance-of-multicultural-centers-on-college-campuses/>



Career Center University Hall 105 - (818) 677-2878. Need some help in deciding on a career? Or do you know your career and need to meet employers? Perhaps your resume needs some sprucing up? The Career Center offers a variety of services for students, from those new to the University to those about to graduate into the world of work.



Learning Resource

Center offers tutoring, a writing center, & more. The mission of the LRC is to enable students to improve their academic performance through a variety of learning programs, including

workshops, one-on-one and group tutoring, Supplemental Instruction classes and interactive subject area computer programs and videos. You can earn up to 5 points by visiting LRC (each visit is worth one point).

-Trained writing tutors await.
-3rd Floor, Oviatt Library, East Wing, (818) 677-2033.

-Plan and make an appointment; otherwise, you will wait a very long time as a walk-in.

-Make sure to take a hard copy of the latest revision of your paper.



Campus computer labs & Lab Printing



To de-stress, go to the spa-like Oasis for relaxation or our Student Recreation Center (SRC). Many professors wish they could use these two places for free as you can.



Student Health: Klotz

Student Health Center

Located east of the bookstore, across from the National Center on Deafness
Phone: (818) 677-3666
Hours: 8:00 a.m. to 5:00 p.m., Monday through Wednesday;
9:00 a.m. to 5:00 p.m., Thursday; 8:00 a.m. to 5:00 p.m., Friday



Academic Advisement:

The college-based academic advisement centers are available to assist students in selecting courses and programs of study and in choosing or declaring a major or minor. Visit the website to locate the advising center for your major, or for undeclared majors.



The Campus Title IX

Office of Equity & Diversity,
University Hall 285

Phone: (818) 677-2077,

E-Mail:

barrett.morris@csun.edu

Hours: 8:00 a.m. to 5:00 p.m.,

Mon - Fri

<http://www.csun.edu/eqd>

If it is determined that a perpetrator poses an imminent or immediate threat to the broader campus community or if person(s) under 18 years of age are involved, CSUN employees are required to notify the Campus Title IX Coordinator and/or the Campus



Department of Police

Services:

Located on the corner of Darby Ave. & Prairie St.

Phone: 818 677-2201

Hours: 8:00 a.m. to 5:00 p.m.,

Monday through Friday

Hour Police Dispatch:

(818) 677-2111



Please, take care of yourself and enjoy life as you work hard on your classes.

Reach out to me if you have any questions, concerns, or want to schedule student/professor private office hours Zoom meetings.

ellen.stohl@csun.edu

