

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Department of Secondary Education

SED 525D *Methods of Teaching Dance* (3 units)
Maple Hall, 318
Wednesdays, 7:00pm – 9:45pm

Contact Information

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Campus Phone Number: N/A

Office hours: Wednesdays, 5:00pm-6:45pm, or by appointment

Land Acknowledgement

CSUN recognizes and acknowledges the Sesevitam, the first people of this ancestral and unceded territory of Sesevenga that is now occupied by our institution; and it honors their elders, past and present, and the Sesevitam descendants who are citizens of the Fernandeño Tataviam Band of Mission Indians. We recognize that the Sesevitam are still here and we are committed to lifting up their stories, culture and community.

The 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, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Catalog Course Description

Prerequisite: Restricted to candidates officially admitted to a CSUN teaching-credential program or already possessing a teaching credential.

This methods course addresses strategies for planning instruction, using instructional technologies, building disciplinary literacy, assessing student performance, and implementing effective learning experiences for all dance students in grades K-12. Course emphasizes pedagogies that are inclusive and equitable for diverse student populations. Course activities focus on instruction of the California curriculum standards for dance, guided by the *Visual and Performing Arts Framework for California Public Schools* and *California Arts Standards for Dance*.

Student Learning Outcomes

Single Subject Credential candidates will demonstrate proficiency in Teacher Performance Expectations within the seven California Standards for the Teaching Profession:

1. Engaging and supporting all students in learning.
2. Creating and maintaining effective environments for student learning.
3. Understanding and organizing subject matter for student learning.
4. Planning instruction and designing learning experiences for all students.
5. Assessing student learning.
6. Developing as a professional educator.
7. Providing effective literacy instruction for all students.

Course Objectives

This course meets the Single Subject Credential Student Learning Outcomes (SLO). Upon completion of this course the students will be able to:

1. Identify appropriate materials and activities in the four domains of dance (creating, performing responding and connecting) that meet the California Arts Standards for Dance and the *Visual and Performing Arts Framework for California Public Schools* (SLO 1, 2, 3, 4, 5, 6, 7).
2. Develop lessons and unit plans that align and integrate the four dance domains across grade levels, cultural backgrounds, and varying abilities in students (SLO 1, 2, 3, 4, 5, 6, 7).
3. Develop and use a variety of assessment methods that effectively evaluate the four domains of dance competency (SLO 5).
4. Demonstrate proficiency in California's Teaching Performance Expectations (TPE) (SLO 1, 2, 3, 4, 5, 6, 7).
5. Acquire skills in compiling a variety of resources on dance and music for the purpose of teaching K – 12 (SLO 1, 2, 3, 4, 5, 6, 7).
6. Reflect critically upon the four domains of dance and approaches to enhance social-emotional development in K-12 as a single subject teaching credential with specific awareness of cultural and physical diversity (SLO 1, 2, 6).

ESSENTIAL QUESTIONS GUIDING THE COURSE

1. What are the characteristics of good teaching? What does a dance educator teach? How do they teach it? How do they know if their teaching works?
2. What does the dance educator need to know and be able to do?
3. What does an anti-racist pedagogy in dance education look like?

4. How can a teacher's artistic/creative practice inform their teaching, and their teaching inform their artistry?
5. How do dance educators decenter traditions of dance-making while also teaching techniques?
6. How can learning environments be constructed to foster inclusivity and creativity to encourage meaningful dance making?
7. How do educational standards and notions of foundations inform dance education?
8. How can the study and making of dance build bridges of understanding to others, especially those historically oppressed, silenced, or excluded?
9. How can cultivating critical conversations in dance education create spaces for new ideas to flourish in the classroom?

Summary of Topics and Dates

The course is designed as a combination of lecture, demonstration, practice, discussion, reflective writing, and cooperative teaching. The course addresses the primary skills of planning lessons, units and curriculum, instructional approaches appropriate for a diverse student population, and assessment methods designed to evaluate the dance content areas identified in the California Single Subject Dance Standards.

Tentative Schedule

| Week | Topics and Activities | Assignments |
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| Week 1 | <i>Building Community & Grounding Our Practice</i> <i>What is your Why?</i> Overview of dance education, dance content areas, and potential careers in dance | No assignments due week 1 |
| Week 2 | <i>Unpacking CA Dance Standards</i> Examine the dance single subject matter in detail (four domains and subsections of creating, performing, responding, connecting). Discuss the four domains and subsections and experiment with teaching examples during class. Review edTPA lesson template, identify TPE areas of personal strength and growth. | Reading Assignment: Chapters 1 & 2, pages 3-40 (Kassing & Jay-Kirschenbaum, 2021) Review National Core Arts Standards and CA Dance Standards Due: Written Reflection #1 |
| Week 3 | <i>Unit Plan Overview + Themes in Lesson Design</i> How to find great lessons and connect them to Dance standards, and essential questions. Who are your students & connecting to your classroom. Develop lesson plans and integrate student learning outcomes (SLO) and course objectives. Lecture, instructor demonstration of creating a lesson plan, individual in class practice in | Reading Assignment: Chapters 1-2 (Jones, 2024) Chapters 8 and 9 (Kassing, G., & Jay-Kirschenbaum, D. (2021). |

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| | writing SLOs and objectives related to knowledge and skills to embody dance. | Review Music & Dance edTPA document Due: Written Reflection #2 |
| Week 4 | <p><i>Lessons, Standards, & Assessments in Dance Education</i></p> <p>Examine methods and strategies to teach dance (technique, composition, performance)</p> <p>Facilitate group-led lesson plan Identify SLOs of the group led lesson plan</p> <p>and integrate cultural functions and global application into lesson plans.</p> <p>TPE 1-7 jigsaw</p> <p>Lecture, PowerPoint presentation, discussion/Q&A. Class discussion related to class preparation assignments.</p> | <p>Class Preparation:</p> <p>Collect 2+ dance unit ideas from published sources demonstrating culturally responsive, inclusive, and student-focused pedagogies/content; and STEM integration unit ideas</p> <p><i>Bring 1 link of an online dance class/demo and be ready to identify various teaching strategies that were implemented.</i></p> <p>Come to class prepared to teach a short (5 -15 minutes) excerpt of a lesson that demonstrates one style of teaching as</p> <p>Read: Applying Mosston's Spectrum of Teaching Styles PDF</p> |
| Week 5 | <p><i>SEL & Classroom Management</i></p> <p>Intro to Social and Emotional Learning in Dance Ed contexts. Strategies to manage dance classes and student behavior with the goal of developing social-emotional skills. Implicit bias and its impact on classroom management. Restorative conversations, classroom management, classroom jobs. Seating arrangements, expectations, and creating classroom communities.</p> | <p>Reading Assignment:</p> <p>Chapters 3-4, p. 41-64 (Kassing, G., & Jay-Kirschenbaum, D. (2021).</p> <p>Borowski, 2023 ; Rajan & Aker, 2020 ; Giguere, 2022</p> <p>Due: Unit plan outline</p> |
| Week 6 | <p><i>Recognizing Values and Biases in Dance Education</i></p> <p>Teaching different age groups and integrating awareness of diversity (cultural and physical) and social-emotional development.</p> | <p>Reading assignment:</p> <p>Chapter 6, p. 79-98 (Kassing, G., & Jay-Kirschenbaum, D. (2021);</p> |

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| | | McCarthy-Brown & Carter, 2019 (PDF) Due: Lesson Plan #1 |
| Week 7 | <p><i>Grading & Assessments, Revisited</i></p> <p>Assessment approaches: explore personal values and assumptions and how they influence perception and assessment (i.e., evaluating artistic expression and ideas). Explore observational skills, how students learn dance, and direct/indirect instructional strategies.</p> | <p>Reading Assignment:</p> <p>Chapter 6, “Feedback and Assessment” (Gordon, 2022)</p> <p>Chapter 17, “Good Morning Dancers” (Hahne, 2023)</p> <p>Rubric Sample due next week</p> |
| Week 8 | <p><i>Preparing to Teach in 525</i></p> <p>Feedback for students; Liz Lerman’s Critical Response Process. Discuss assessment strategies for specific age groups & best practices. Individual feedback meetings with lesson plans. Discuss video observations/ video as a teaching/learning tool.</p> | <p>Reading Assignment:</p> <p>Chapters 3-4 (Jones, 2024)</p> <p>Chapters 4-5 (Gordon, 2022)</p> <p>Peer teaching opportunities TBA</p> |
| Week 9 | <p><i>Teaching Practicum: In class peer teaching</i></p> <p>How do people learn? Connecting and debunking the Theory of Multiple Intelligences</p> <p>Guest Lecturer – edTPA</p> <p>–Lecture, PowerPoint presentation, Q&A/discussion.</p> | <p>Reading Assignment:</p> <p><i>Analysis of Transformation of Dance Teaching Model Equipped with AI Technology</i> (Yameng Zhang, 2023)</p> <p><i>Artificial intelligence in dance education: Using immersive technologies for teaching dance skills</i> (Zheng Wang, 2024)</p> <p><i>Why multiple intelligences theory is a neuromyth</i> (Lynn Waterhouse, 2023)</p> <p>Due: Lesson Plan #2</p> |
| Week 10 | <i>Technology & Communication in Teaching</i> | Reading Assignment: |

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| | <p>Using technology to communicate, the role of AI in teaching and learning, the role of advocacy in K-12 dance education. Guest Lecturer – AI in dance education</p> <p>Parent and administration communication strategies. Grading platforms & Learning management systems.</p> | <p>Chapter 10, p.159-182. (Kassing & Jay-Kirschenbaum, 2021).</p> <p>Due: Written Reflection #3</p> |
| Week 11 | <p><i>Arts Integration & Connections Across Subjects</i></p> <p>Creating curriculum for dance programs from K – 12 grades (include developmental strategies, artistic ideas and expressions, western and nonwestern dance traditions, roles and forms of dance in societies from the past and present). Lecture, PowerPoint presentation, Q&A/discussion and Peer Teaching practice.</p> | <p>Reading Assignment:</p> <p>Chapter 13 & 14 (review 3-4 units in depth) (Hahne, 2023)</p> <p>Student Teaching: TBA</p> |
| Week 12 | <p><i>Supporting students with special & diverse needs</i></p> <p>How can we support our learners of all kinds? Accommodations & modifications in the dance class; how to contribute to IEP meetings with parents; working with teaching assistants. In what ways can attending to diversity support dance literacy, equity, and social, cultural, and historical awareness?</p> | <p>Revised Unit Plan Due.</p> <p>Student Teaching: TBA</p> |
| Week 13 | <p><i>Advocacy, Building Connections, and Collaboration</i></p> <p>Examine the role of a dance educator within school and community environments (ethical and professional responsibilities and provide specific examples). Include focus on value of the arts and connections to personal and cultural experiences. Lecture, PowerPoint presentation, Q&A/discussion and Peer Teaching practice.</p> | <p>Reading Assignment: To be determined by student interest</p> <p>Review: https://createca.org</p> <p>Due: Sample assessment tool</p> |
| Week 14 | <p><i>Relevant issues in Dance Education *today*</i></p> <p>Student-facilitated discussion and movement-based experiences related to an important issue related to systems of power, equity, justice, and how they impact dancers and dance education.</p> | <p>Reading Assignment: To be determined by student interest</p> <p>Student Teaching: TBA</p> |
| Week 15 | <p><i>Technology, Copyright Laws & Creativity for Dance Education</i></p> <p>Investigate the integration of technology, copyright laws/intellectual property, creativity, and dance education, and explain the implications for dance</p> | <p>Student Teaching: TBA</p> |

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| | educators. Review of course concepts. Review final submissions due next week. | |
| Week 16 | <p><i>Culmination & Community</i></p> <p>Summary of weekly journal reflections submitted (examine personal assumptions and how to enhance awareness of diversity [cultural, sex, body shape, abilities/disabilities] and equality in dance education within schools and the community). Group discussion and Q&A.</p> | Final Portfolio Due. |

Method of Evaluation

| Assessment | Description | % of Course Grade |
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| <i>Two Dance Lesson Plans</i> | <ul style="list-style-type: none"> • Create 2 separate lesson plans that directly address 2 of the 4 domains (creating, performance) and discuss how to integrate the other 2 domains (responding, connecting) • Each lesson plan should address teaching objectives and teaching strategies for 2 different grade levels • Write objectives in the cognitive, psychomotor, and affective domains • Design and describe a sequence of learning activities for teaching a specific topic in your subject area. Be sure to identify the topic, the California standard that it addresses, and the actual learning goal(s) of the lesson. • Identify what will be assessed at the end of each lesson • Include all of the above in your 2 written lesson plans that will be submitted – Due Date: • Follow SED edTPA Daily Lesson Plan Template below when designing your two lesson plans • The lesson plans (as indicated in the template below) must include: Activity Name and Time, Teacher Actions, Anticipated Student Responses, Support for Varied Student Needs, Monitoring <p><u>The two lesson plans must be complete and clearly written so that another teacher can implement it.</u></p> | 20% |
| <i>Peer Teaching of Two Dance Lessons</i> | <ul style="list-style-type: none"> • Practice teaching in class followed by peer feedback and discussion on areas of success and areas that need improvement. The two in class practice teaching sessions will be based on the two lesson plans that you created in the Two Dance Lesson Plans Assignment (above). Practice teaching session will be completed in a 30-minute timeframe with 15 minutes dedicated to feedback. Handouts, teaching aids and practice demonstrations are required, including musical selections for the | 20% |

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| | specific activities included in your lesson plans. You will follow the lesson plan guidelines listed below. | |
| <i>Dance Unit Plan</i> | <ul style="list-style-type: none"> • Integrate 4 dance education domains and social-emotional development content into unit plan • Write objectives and student learning outcomes for the unit • Create methods of assessment to evaluate students and to determine the effectiveness of the unit plan (addressing SLOs and unit objectives). The assessments may include written and/or practical tests and rubrics to evaluate practical skills and creative works based on a point distribution for degrees of understanding and competence. • Outline all above factors in a presentation (PowerPoint that is accompanied by practical demonstrations) to the class • Provide a written Unit Plan that includes all the details outlined above as well as write a commentary explaining your rationale for the content in the unit and how it was assessed. | 30% |
| <i>Reflection/ Teaching Philosophy Paper (based on 4 written journal reflections)</i> | <ul style="list-style-type: none"> • Examine personal assumptions and how to enhance awareness of diversity (cultural, sex, body shape, abilities/disabilities) and equity in dance education within schools and the community • Summarize professional plans for growth based on what was learned during the semester and how to increase subject matter knowledge and teaching effectiveness. | 10% |
| <i>Participation/ Engagement/ Creative Assignments</i> | <p>Attendance, punctuality, teamwork, respect for peers. Students are expected to read the assigned chapters or media viewing, come to class prepared, and actively engage in class discussions and class practical activities.</p> <p>Throughout the semester you will be engaged with creating dance and other pieces of creative work. Some of these will be in class, and some will be assigned as homework outside of class. Each of these assignments are part of your overall and final grade, and contribute positively to your participation and engagement grade.</p> | 20% |

Grading. I make a genuine effort to grade your assignments in a timely manner after the due date, and it is your responsibility to check your feedback regularly.

Some Assignments will be graded using a Proficiency Scale.

Advanced = Clear, solid evidence (100% assignment points awarded for assignment)

Proficient = Some, limited evidence (80% assignment points awarded on assignment)

Approaching Proficiency = Minimal or no evidence (60% assignment points for assignment; revision of assignment will be requested to raise grade)

LATE WORK AND REVISIONS

Reading Responses are due the Tuesday night before the next class meets (11:59pm). All other projects and assignments are due in Canvas. Assignments are left open with a one-week grace period after the

due date. They cannot be turned in after the grace period. Once the assignment is completed, you may revise based on feedback for a higher score, should you choose to.

Final Grading Scale

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| A 93-100 | B+ 87-89 | C+ 77-79 | | |
| A- 90-92 | B 83-86 | C 73-76 | D 65-69 | F < 65 |
| | B- 80-82 | C- 70-72 | | |

Note that a grade of C or better is required to meet the requirements of the credential program.

REQUIRED TEXTBOOK & RESOURCES

Kassing, G., & Jay-Kirschenbaum, D. (2021). *Dance teaching methods and curriculum design: Comprehensive K – 12 dance education*, 2nd Edition. Human Kinetics.

Jones, Wendy. *Choreographing the Curriculum: Design a Dance Program with the Creative Process at Its Core* (2024).

Other readings will be available on the course website as PDF documents.

Highly Recommended

Krasnow, D. H., & Wilmerding, M. V. (2015). *Motor learning and control for dancers: Principles and practices for performers and teachers*. Human Kinetics.

Recommended Reading

Cone, T. P., & Cone, S. L. (2012). *Teaching Children Dance* (3rd Ed.). Human Kinetics, Inc., 2012.

Gilbert, A. G. (2015). *Creative dance for all ages* (2nd ed). Champaign, IL: Human Kinetics.

McCarthy-Brown, N. (2017). *Dance pedagogy for a diverse world: Culturally relevant teaching in theory, research and practice*. McFarland & Company Inc, Publishers.

Meyer, F. (ed). (2010). *Implementing the National Dance Education Standards*. Champaign, IL: Human Kinetics.

Risner, D., & Schupp, K. (2020) *Ethical dilemmas in dance education: Case studies on humanizing dance pedagogy*. McFarland & Company, Inc. Publishers.

Website Resources

The CALIFORNIA Arts Standards for Dance Pre Through Grade 12. Available online at:

CA Arts Standards <https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

CA VAPA Framework <https://www.cde.ca.gov/ci/vp/cf/>

Course Attendance Policy

Success in this course depends upon active participation; therefore, attendance is critical. Excessive absences, tardies, and early departures may result in deductions from your class participation grade. If you are absent, be sure to contact the instructor. You are responsible for finding out what you missed from your classmates. It is a professional courtesy to contact your professor if you will be/are absent.

- **You are expected to arrive on time and stay for the entire duration of class** or until class is officially dismissed. Your presence, participation, and use of class time are vital to your success in this course.
- **Two tardies or two early departures equal one absence.** Leaving class early will be counted the same as a tardy.

- Professional courtesy and respect are expected at all times.

Virtual Classroom Guidelines:

In the event that we hold a class virtually via Zoom, please follow these guidelines.

- Please make sure that the name displayed in Zoom is your real name (first and last)
- I appreciate if you keep your camera on throughout the session, though this is not a requirement
- As a courtesy, please try to join the session prior to the start time and participate in the entire session
- Keep your microphone on mute if you are not actively speaking in order to reduce background noise.
- These sessions will not be recorded as they are designed for primarily discussion and question and answer sessions. Please contact a classmate if you miss a session to catch up on any additional information you may have missed.

Announcements and Notifications

Announcements and notifications will be sent to you via your CSUN email address. You are responsible for checking your email regularly. Failure to check your email is not a valid excuse for missing an announcement, deadline, etc. It is recommended that you exchange contact information with two classmates so that you may call on them in the event you miss a class. In the event of any changes to this Syllabus, you will be notified by your instructor in a timely manner as to effective date of revision.

Statement on Personal Communication Devices

Please silence and/or turn off all personal communication devices (cell phones, computers, etc.) prior to the start of the class period and leave them off for the duration of the period. If you need to leave your device on for emergency purposes, please notify the instructor before the class period begins. Due to the disruptive nature of these personal communication devices on the educational process, failure to comply with these rules may result in a loss of points toward your overall class grade.

Academic Dishonesty

Plagiarism and cheating will not be tolerated and will result in an automatic “Fail” in the course. Cheating or plagiarism is listed in Section 41301, Title 5, California Code of Regulations and is an especially serious offense for which a student may be expelled, suspended or given a less severe disciplinary sanction. Please review the policy on Academic Dishonesty in the CSUN catalog at <http://www.csun.edu/catalog/policies/academic-dishonesty/>

Policy on the use of generative artificial intelligence tools

Using an AI-content generator such as ChatGPT to complete assignments without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute use of any tools and sources.

Learning to use AI responsibly and ethically is an important skill in today’s society. Be aware of the limits of conversational, generative AI tools such as ChatGPT.

- Quality of your prompts: The quality of its output directly correlates to the quality of your input. Master “prompt engineering” by refining your prompts in order to get good outcomes.

- Fact-check all of the AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies.

Here are approved uses of AI in this course. You can take advantage of a generative AI to:

- Fine tune your guiding questions by using this tool <https://labs.packback.co/question/> Enter a draft theme for a unit plan. The tool can help you find related, open-ended questions or prompts.
- Brainstorm and fine tune your ideas; use AI to draft an outline to clarify your thoughts
- Check grammar, rigor, and style.

Withdrawal Policy

It is your responsibility to formally withdraw from a class by following University guidelines and procedures. Absence from class meetings does not constitute official withdrawal. If you do not officially withdraw you will receive a “WU” which counts as a grade of “F” in computing grade point averages.

This syllabus is subject to change. It is a tentative guide designed to be a living document. The instructor reserves the right to change the syllabus with advanced notice, including changes to assignments, projects, presentations, etc., to accommodate student needs or unexpected circumstances. I will make every effort to notify you in advance about any changes. If you have questions about the course or this syllabus, ask me during office hours or by email. My email is Lindsay.Lindberg@csun.edu and I will try to respond to you within 1-2 business days.

Student Support Services:

CSUN aims to make all learning experiences as accessible as possible, and has a variety of resources available to help support students. If you believe the design of this course poses barriers to effectively participate or demonstrate your learning, please contact me to discuss possible options and adjustments.

- The [IT Help Center](#) (818)677-1400, helpcenter@csun.edu is available to help with Canvas, CSUN e-mail, SOLAR/Portal, and other technical issues.
- [CSUN Device Loaner Program](#) provides devices that can be checked out that includes laptops, webcams, hotspots and headsets
- The [Learning Resource Center](#) (818) 677-2033 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. Student who use the LRC learning programs will develop and strengthen their critical thinking skills, study strategies, writing skills and performance in subject matter courses.
- [University Counseling Services](#) (818) 677-2366, Bayramian Hall 520. UCS provides resources and information to assist students in dealing with a variety of large and small psychological

obstacles that may interfere with academic progress and/or relationship satisfaction. Services include individual, group, and crisis counseling.

- In accordance with the [CSUN Accessibility Policy](#), CSUN is working to ensure that campus communication and course materials are accessible to everyone. Please reach out to me if you have difficulty with any of the materials for this course.
- If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD).
 - The [DRES](#) office can be reached at (818) 677-2684.
 - [NCOD](#) can be reached at (818) 677-2611.
 - Reasonable accommodations and services will be provided to students if requests are made in a timely manner and with appropriate documentation
 - If you would like to discuss your need for accommodations with me, please drop in office hours or contact me to set up an appointment.
- [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 department chair, or the Dean's Office, we can also facilitate assistance. You don't have to be alone in this moment.
- [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>).
- [Emergency MataCare grants](#), one-time grants to prevent evictions, urgent child care issues, etc.
- DACA (Deferred Action for Childhood Arrivals) Resources: Check out the [Central American Resource Center facebook page](#), [legal resources](#) listed on CSUN's Educational Opportunity Program (EOP) [Dream Center](#) that was created to support all undocumented students & allies ([Dream Center flyer](#)). CSUN President Harrison issued a [support statement on the CSUN homepage](#) for DACA and resources.
- [Help lines](#) (after hours when the University Counseling is closed) for numerous topics/needs (e.g., suicide, drug, rape, LGBTQ, military, or any crisis). You don't have to manage these feelings alone.
- [Pride Center](#) offers support and resources to lesbian, gay, bisexual, transgender, queer, & questioning students, faculty, & staff. ([Pride Center flyer](#))
- [Klotz Student Health Center: Numerous health services including primary care, dental, nutritional counseling, acupuncture, massage and lots more.](#)
- [Career Center](#) for resume writing & interviewing and much more; [Matty's Closet](#) has free professional clothes for students who need interview or professional attire.
- [USU](#) for more student services; [Clubs & Organizations](#): Hopefully a dozen people have already advised you to "[get involved](#)" at CSUN in something that interests you. ([USU flyer](#))
- [Associated Students](#) offers recycling, and a Children's Center providing child care
- [Financial Aid & Scholarships](#) offers aid for applications
- [University Library](#) for many additional academic resources
- [Veterans Resource Center](#) assists CSUN students as they transition from military service to academic success. ([VRC flyer](#))

Title 5, California Code of Regulations, § 41301. Standards for Student Conduct – (a) Campus Community Values: The university is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in

responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.