Course Catalog
2011-2012

Lewis & Clark
Graduate School of
Education and Counseling

http://docs.lclark.edu/graduate/
Disclaimer
Lewis & Clark College reserves the right to withdraw courses at any time, change the fees, change the rules and calendar regulating admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective when approved and shall apply not only to prospective students but also to those who are matriculated in Lewis & Clark College at the time. The contents of this catalog are based on information available to the administration at the time of publication.

Nondiscrimination Statement
Lewis & Clark adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans With Disabilities Act of 1990, and their implementing regulations.

ADA Statement
Lewis & Clark is committed to serving the needs of its students with disabilities and learning differences. Professional staff in Student Support Services ensure that students with disabilities receive the benefits of a comprehensive selection of services as outlined under the Americans With Disabilities Act (1990) and Section 504 of the National Rehabilitation Act of 1973. A formal student disability grievance procedure provides prompt and equitable resolution of any complaints related to ADA or Section 504.

To view the full text of Lewis & Clark’s disability policy, visit go.lclark.edu/student/disability/policy.

Please route undergraduate and graduate student requests for accommodations through Student Support Services at www.lclark.edu/offices/student_support_services.

Security
The security of all members of the campus community is of vital concern to Lewis & Clark. Information about safety, the enforcement authority of the Office of Campus Safety, policies concerning the reporting of any crimes that may occur on campus, and crime statistics (Clery) for the most recent three-year period is available at www.lclark.edu/about/campus_safety. You may also request this information from the Office of Campus Safety at 503-768-7855.

Accreditation
Lewis & Clark is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Lewis & Clark is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, and the Northwest Association of Private Colleges and Universities. Lewis & Clark is on the approved lists of the American Chemical Society and the American Association of University Women.

Graduate programs in education and counseling psychology are approved and accredited by the appropriate associations and agencies including:

- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- National Association of School Psychologists (NASP)
- National Council for Accreditation of Teacher Education (NCATE)
- Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT)
- Oregon Teacher Standards and Practices Commission (TSPC)

All NCATE accredited institutions are required to include the following statement in their publications: The Graduate School of Education and Counseling at Lewis & Clark College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) covers Professional Mental Health Counseling (formerly Community Counseling) and Professional Mental Health Counseling—Addictions (formerly Addiction Studies) programs, which are currently accredited under the 2001 standards for Community Counseling Programs.
Middle-Level/High School

Lewis & Clark offers an outstanding 13- to 14-month program that leads to an initial teaching license and a master’s degree. Our preservice program for new teachers emphasizes the following:

- Dynamic learning environments that foster caring, equity, and inclusion and promote diverse perspectives.
- Classroom experiences characterized by intellectual debate, a rigorous learning atmosphere, intellectual growth, and a dedication to social justice.
- Educational experiences that cultivate connections between learners and their communities.
- School and classroom environments designed to eliminate the impact of societal and institutional barriers to academic success and personal growth for all students.

Scholarships and Grants

Various scholarships are available to preservice teacher education students. Information about the application and selection process for these funds is available online: www.lclark.edu/graduate/offices/admissions/paying_for_graduate_school/scholarships

About the Oregon Initial I Teaching License

Students seeking a license to teach in Oregon who successfully complete any of the licensure options offered by Lewis & Clark and all state-required tests receive institutional recommendation to the Oregon Teacher Standards and Practices Commission (TSPC).

Testing Required for the Oregon Initial I Teaching License

Oregon uses a system of multiple measures to determine whether a candidate is a teacher licensure "program completer." Educators who wish to be recommended for an Oregon Initial Teaching License (or a teaching license in any state) are required to pass a basic skills test, a civil rights test, and a battery of subject-matter tests.

For basic skills testing, the candidate may choose to take the Praxis I: Pre-Professional Skills Tests (PPST) or the California Basic Educational Skills Tests (CBEST), or the Washington Educator Skills Test-Basic (WEST-B).

For demonstration of knowledge of civil rights laws, candidates must pass the NES/ORELA: Protecting Student and Civil Rights in the Educational Environment test.

Authorizations in high school teaching require passing scores on NES/ORELA or PRAXIS II tests in their specific subject matter. Generally, the tests typically include some combination of multiple-choice and constructed response formats.

Graduates complete all program requirements, including a yearlong practicum, before becoming eligible for recommendation to TSPC for an Initial I Teaching License.

Those candidates who do not pass the basic skills test, the civil rights test, and the subject-matter tests required for completion of an Oregon teacher education program are not considered program completers and are not eligible for initial licensure recommendation in any state. Please note that other states may also require that licensure candidates pass additional tests. Recommendation for an Oregon Substitute Teaching License may be an option.

Applying for Licensure

Students must apply for a license directly to TSPC by submitting the appropriate forms, fees, test scores, and transcripts. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services office, which you can find at www.lclark.edu/graduate/career_and_licensing/k-12.

Licensing Agencies

Lewis & Clark's graduate programs leading to licensure and endorsement are approved under the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC).

Master of Arts in Teaching With Initial Teaching License, Middle-Level/High School Authorizations

Lewis & Clark offers a full-time, 13- to 14-month program for beginning educators in middle and high school (grades 5-12) in subject areas including mathematics, biology, chemistry, physics, integrated science, social studies, or English language arts. Specialty-area endorsements also may be offered in art and music. (Note: The music endorsement program is not accepting students in 2011-2012). The Middle-Level/High School Program prepares candidates for an Initial I Teaching License to teach specific and multiple subjects in grades 5-9 (in elementary, middle, and junior high schools) and specific subject-areas in grades 9-12 (in high schools).

The M.A.T. degree in middle and high school education includes studies in education, adolescent development and learning, and subject-areas, as well as practicum and supervised teaching experiences and the interdisciplinary graduate Core program. The supervised teaching option enables beginning educators to meet the needs of adolescents in ways that extend adolescent learners' experiences and enhance beginning educators' and adolescents' capacity to solve problems. This option focuses on disciplinary knowledge with an emphasis on research in theory and best practices, including creating democratic learning communities.
designing educational activities that cultivate connections between learners and their communities, and incorporating a range of teaching and technological resources.

M.A.T. candidates begin coursework in mid-June of each year and continue through the following summer. The program includes a full school year of classroom experience with an outstanding mentor in a local school and the opportunity for a practicum at the other licensure level (i.e., if a candidate is placed in a middle school internship, the practicum will be at the high school level).

The program begins with an orientation in mid-June. Candidates then take a week-long writing course, followed by courses in education and their subject areas. After a short break, candidates are expected to begin work with their mentors the week before the opening of school in the fall (typically the week before Labor Day). During the fall semester, candidates examine subject matter and educational theory and research, as well as reflect on their professional identity, while spending time in their classroom observing and tutoring students, assisting the mentor teacher, and planning and teaching some lessons. Candidates take on the teaching of one class period in December. In the spring semester, candidates continue to teach the one class they took on in December and continue their coursework on campus, with an emphasis on curriculum, inquiry, and classroom management as well as a seminar to support their teaching and job search. After spring break, candidates take on "full-time" teaching, which continues until the end of the public school year. The second summer includes additional coursework in education, disciplinary knowledge, and the Core Program. Candidates may be eligible for licensure at the end of 12 months, leaving the second summer session for completion of master's degree requirements.

M.A.T. Degree Requirements
A minimum of 40 semester hours, including all requirements for licensure listed below:

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**Subject-Area Courses**
A minimum of 6 semester hours and three courses in the subject-area (may be completed in first or second summer).

**Graduate Core Requirement**
A minimum of 2 semester hours (may be completed in the fall, spring, or second summer semester) and one Core convocation

**M.A.T. Courses**
**ED 550 Social, Historical, and Ethical Perspectives on Education**
Content: Critical and comprehensive review of education and schooling in American society. Considers education in its larger socioeconomic, political, ideological, and cultural contexts and examines race, class, gender, and culture in the formal educational system. Analyzes issues of goals, funding, governance, curricula, policy, staffing, and reforms both in historical and contemporary forms. Participants study education both as a microcosm of society, reflecting the larger struggles in the country, and as a quasi-autonomous entity. Prerequisites: Admission to a preservice program. Credits: 2 semester hours.
ED 552 Adolescent Development, Learning, and Exceptionality
Content: Discussion, critique, and application of current research on adolescent development, including the early adolescent and middle school years, understood from a life-span, ecological, and culturally responsive perspective, with applications to adolescents' experiences in and out of school. Topics include cognitive, psychosocial, physical, sexual, moral, spiritual, and identity development including contexts of race, ethnicity, class, and gender; risk-taking behavior and vulnerability; coping skills; resilience; substance use/abuse/addiction; health and wellness; families and communities; and the internal and external assets that help today's young people thrive. Examines strategies for engaging students in learning experiences responsive to development levels and cultural contexts.
Prerequisites: Admission to Middle-Level/High School Program or consent of instructor.
Credits: 2 semester hours.

LA 531 Writing and the Writing Process
Content: Increasing teachers' understanding of the writing process, primarily by working on their own prose writing. Students write, read their work to peers, and receive feedback. This personal experience provides opportunities to reflect on common writing problems and issues teachers across disciplines encounter in their classrooms. Topics include recent research and theory in composing as well as practical teaching techniques that can be integrated to enhance learners' experiences. Required introductory course in the Middle-Level/High School Program.
Prerequisites: None.
Credits: 2 semester hours.

ED 551 Literacy, Culture, and Learning
Content: Understanding of the central importance of language and the social construction of knowledge. Examines issues of diverse perspectives; the changing definitions of literacy, including numeracy, scientific literacy, and visual literacy; an integrated process-oriented approach to reading and writing in the subject field; and basic information about standardized testing and classroom-based assessment. Introduction to literacy issues for students whose first language is not English. Stresses qualitative methods for understanding the learning environment and the meaning-making systems of students. At their internship sites, participants conduct interviews and apply ethnographic methods and observation systems as they work to assess and document the meaning-making strategies of a selected middle or high school student and advocate for, support, and improve that student's literacy skills. Incorporates a range of technological resources from the school and community into experiences that support literacy learning.
Prerequisites: Admission to Middle-Level/High School Program.
Credits: 3 semester hours.

ED 553 Classroom Teaching and Learning I (Middle-Level/High School)
Content: Professional seminar in support of students' fall practicum. Topics include teacher identity, professionalism, socialization, reflective practice, renewal/support for teachers, and the creation of democratic learning communities. Examines federal and Oregon law prohibiting discriminatory practices in schools. Participants gain practice in teaching through a concurrent internship placement in a middle school or high school.
Prerequisites: Admission to Middle-Level/High School Program.
Credits: 4 semester hours.

ED 554 Classroom Teaching and Learning II (Middle-Level/High School)
Content: Professional seminar to support student interns' practice teaching in schools, including supervision, self-evaluation, and reflection on ethical behavior and professional development. Examination of a professional identity continues, emphasizing respect for diverse peoples, ideas, and cultures. Addresses standards-based assessment practices, including those congruent with Oregon education reform, teaching as an occupation and profession, the legal context of teaching, and rationales for educational practices.
Prerequisites: Current enrollment in Middle-Level/High School Preservice Program internship.
Credits: 7 semester hours.

ED 563 Classroom Management and Inclusion
Content: Placing classroom management in perspective, understanding students' personal and academic needs, creating positive teacher-student and peer relationships, and creating classroom rules and procedures within democratic learning communities. Examines motivation theory, teaching methods that prevent discipline problems, problem-solving, behavioral interventions, and working with parents. Explores school and classroom practices in response to the cultural, developmental, and exceptional needs of children and adolescents. Sections focus on theory and practice appropriate for the developmental levels and cultural contexts of either early childhood/elementary classrooms or middle-level/high school classrooms.
Prerequisites: Admission to a preservice program.
Credits: 2 semester hours.

ESOL 535 English Language Learners: Theory and Practice
Content: This course is designed to prepare secondary preservice teachers for meeting the linguistic and academic needs of English Language Learners, by providing an overview of language acquisition theory and program components. Students will learn how to identify and use appropriate second language assessment tools, create language and content objectives, and design lessons that target various levels of language proficiency. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.
Prerequisites: Enrollment in the final term of a preservice teacher education program.
Credits: 2 semester hours.
ED 546 Classroom Teaching and Learning III (Middle-Level/High School)
Content: Continued support for student interns' intensive practice teaching in schools, including classroom management practices, supervision, self-evaluation, and reflection on professional development.
Prerequisites: Admission to Middle-Level/High School Program. Demonstration of "emerging" or better rating on the Intern Teaching Profile formative assessment by mentor and supervisor, or, in the event of any rating of "unsatisfactory" on the ITP, a written plan of assistance with faculty approval.
Credits: 1 semester hour.

Subject-Area "Teaching to Adolescents" Courses
ART 579 Teaching Art to Adolescents
Content: Overview of the instructional issues and concerns encountered in the art classroom. Links disciplinary knowledge related to art history, criticism, and aesthetics to the production of a variety of media. Pays attention to the organizational factors involved in teaching art, including materials ordering and management. Includes planning, organization, and assessment practices aimed at supporting the successful learning of all students. Emphasizes instruction to enhance the experience of students with varied interests, developmental levels, and cultural backgrounds. Central to the class are visits to the classrooms of art teachers throughout the Portland area to investigate the range of teaching and technological resources used to support student learning in this field. Participants write the teaching plan for their first required inquiry/work sample.
Prerequisites: Admission to Middle-Level/High School Preservice Program or consent of instructor.
Credits: 4 semester hours.

LA 579 Teaching Language Arts to Adolescents
Content: Student-centered view of teaching literature and composition to adolescents. Participants read about, discuss, and experience the importance of writing to learning and discovery, the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory in the field of literature, participants learn how they can encourage students to respond to texts and also lead adolescents from those first responses into analysis of both the text and their reading of it. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts; articulation of objectives and linking them to teaching and assessment. Participants write the teaching plan for their first required inquiry/work sample.
Prerequisites: Admission to Middle-Level/High School Preservice Program or consent of instructor.
Corequisites: None.
Credits: 4 semester hours.

MATH 579 Teaching Mathematics to Adolescents
Content: Teaching and learning mathematics in middle-level and secondary classrooms. Emphasizes meaningful understanding of mathematical concepts as well as competence with mathematical techniques of problem solving. Students become familiar with national teaching and curriculum standards for creating learning environments in school mathematics as well as with research into the psychology of learning mathematics. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment. Participants will examine educational resources in order to write the teaching plan (including a careful strategy of assessment) for their first required inquiry/work sample. Participants are also introduced to information technologies for teaching middle- and secondary-level mathematics with emphasis on mathematical exploration and problem solving. Attention to how best to structure the learning environment to incorporate computer and calculator resources.
Prerequisites: Middle-Level/High School Preservice Program or consent of instructor.
Credits: 3-4 semester hours.
MUE 579 Teaching Music to Adolescents
Content: Attitudes, skills, resources, and problem-solving techniques needed by the music specialist to teach instrumental or vocal music at the middle and high school levels. Disciplinary topics include rehearsal techniques, recruiting, motivation, assessment, budget and administration, sequential instruction, scheduling, and public performance. Emphasis on tailoring curricular priorities and selecting instructional materials responsive to student differences, interests, developmental levels, and cultural backgrounds. Attention to helping participants reflect upon their own experience and professional practice with the aim of developing a personal philosophy of music education.
Prerequisites: Admission to Middle-Level/High School Preservice Program.
Corequisites: For students seeking an Initial Teaching License, MUE 544.
Credits: 4 semester hours.

SCI 579 Teaching Science to Adolescents
Content: Teaching and learning science in middle-level and high school classrooms. Emphasizes the design of investigations, safety, and the role of laboratory technologies in science teaching. Includes planning, organization, and assessment of science teaching and learning. Pays attention to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment. Introduces students to the importance of science as the work of a particular cultural community with shared values and linguistic norms while examining research about the challenge students may face in making a "cultural border crossing" into science. Materials draw upon research from the history and philosophy of science as well as research about the psychology of learning science, with particular attention to the "human constructivist" views of Novak, Mintzes, and Wandersee as well as Driver, Posner, Aikenhead, and other leaders in science education research. Participants complete an interview assessment of students' prior knowledge and write the teaching plan for their first required inquiry/work sample. Prerequisites: Admission to Middle-Level/High School Preservice Program or consent of instructor.
Credits: 4 semester hours.

SS 579 Teaching Social Studies to Adolescents
Content: Developing a conceptual framework for teaching social studies in a democratic society. Focuses on different ways of organizing instruction and assessing learning in secondary and middle school content areas. Students examine historical and contemporary issues in teaching social studies, including terminology, philosophy, content, and method. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction for various purposes and student needs and articulation of objectives, linking them to teaching and assessment. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners’ experiences and enhance their own and students’ capacities to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Students also learn to assess, document, and advocate for the successful learning of all students and school stakeholders. Participants write the teaching plan for their first required inquiry/work sample. Prerequisites: Admission to Middle-Level/High School Preservice Program or consent of instructor.
Credits: 4 semester hours.

Subject-Area "Curriculum and Inquiry"
COURSES
ART 564 Curriculum and Inquiry: Art
Content: Further organizing and applying of appropriate curriculum and teaching approaches to engage mid-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in art curriculum and pedagogy. Participants continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include Backward Design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in art. Continued analysis of best practice methodology. Students complete both required Inquiry Work Samples. Prerequisites: ART 579.
Credits: 3 semester hours.
LA 564 Curriculum and Inquiry: Language Arts
Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research in language arts curriculum and pedagogy. Participants continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in language arts; and continued analysis and application of best practice methodology. Students complete two required inquiry work samples.
Prerequisites: Admission to Middle-Level/High School Program.
Credits: 3 semester hours.

MATH 564 Curriculum and Inquiry: Mathematics
Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in mathematics curriculum and pedagogy. Participants continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum materials and resources; social and political contexts that impact curriculum; the role of inquiry in science, technology, engineering, and math (STEM) education; the value of math-science integration; and mathematical literacy for the 21st century. Students complete two inquiry work samples as part of the course.
Prerequisites: Admission to Middle-Level/High School Program.
Credits: 3 semester hours.

SCI 564 Curriculum and Inquiry: Science
Content: Organizing and applying appropriate curricular and teaching approaches to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in science curriculum and pedagogy. Participants continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum approaches, materials, and resources; social and political contexts that impact curriculum; exploration of the role of inquiry in science; the importance of scientific literacy; and the value of math-science integration. Students complete two required inquiry work samples.
Prerequisites: Admission to Middle-Level/High School Program.
Credits: 3 semester hours.

SS 564 Curriculum and Inquiry: Social Studies
Content: Organizing and applying appropriate curriculum to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, learning styles, and cultural contexts. Attention to research and theory on social studies curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. A continued emphasis on backward design in support of planning and assessment. A variety of social studies lessons will be modeled including: leading discussions, using primary documents, role playing, visual literacy, non-linguistic organization, and document-based questions. Candidates complete two required inquiry/work samples.
Prerequisites: Admission to Middle-Level/High School Program.
Credits: 3 semester hours.