

Mayville State University

EDUC 380: Teaching English Language Learners

Fall 2025 (On Campus)

2 Credit Hours

Course and Instructor Information

Instructor Name: Mrs. Jeni Peterson (Please address me as Jeni)

Contact Information: Office ED116F, email jeni.peterson@mayvillestate.edu, phone 701-788-4718

Hours of Availability: by arrangement

Instruction Mode: On Campus Face-to-Face

Time Zone: Mondays 1:00-3:00 CB 101. All times indicated throughout this syllabus reflect Central Time (CT).

Course Description

This course will introduce teacher candidates to the different types of ELLs as well as develop understanding of program options for ELLs. Using language proficiency levels, teacher candidates will practice using strategies to assist ELL students in learning content. Teacher candidates will learn how to make instructional decisions to respect the individual strengths and needs of ELLs based upon English language development standards and Can Do descriptors. The final assignment will be a detailed lesson plan that is developed specifically to an ELL student's needs.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB*](#)):

1. Identify processes used to identify English Language Learners (ELLs). (InTASC 1, 10)
2. Describe a school's legal responsibility to develop programming specific to the needs of ELLs.
3. Evaluate classroom environments that facilitate learning. (InTASC 9, 10)
4. Explain the different types of ELLs, the assets that they bring to the classroom and potential difficulties that may affect particular students. (InTASC 1, 2, 3, 4, 5, 7, 8, 9)
5. Demonstrate the ability to relate to linguistically and culturally diverse students and families through reading and through interactions with guests. (InTASC 1, 3, 4, 5, 9, 10)
6. Demonstrate appropriate use of Can Do descriptors and English language development standards in order to plan for an appropriate level of instruction. (InTASC 1, 2, 3, 7, 8)
7. Create a working definition for academic language. (InTASC 9)
8. Demonstrate understanding of instructional methods that specifically target students at various levels of English language development. (InTASC 1, 2, 3, 7, 8)
9. Design teacher-made materials for linguistically appropriate assessment and instruction. (InTASC 1, 2, 6, 7, 8)

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10. Create a whole class lesson plan that includes specific strategies and accommodations for a sample linguistically diverse student including thoughtful consideration of peer feedback. (InTASC 1, 2, 3, 5, 6, 7, 8, 9)

*See specific standards alignment at the end of the syllabus.

Diversity Objectives:

- 1(g) explain the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
- 2(i) defines the second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

Enrollment Verification

The U.S. Department of Education requires instructors to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated in BlackBoard. If it is not complete your enrollment in this course will be at risk.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Assignments and due dates are all listed in Blackboard

“Course Timeline and Schedule are subject to change as deemed necessary by the instructor.”

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Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If there is a significant health or safety event that necessitates a change in course format, plans for remote options for this course will be communicated via Blackboard announcements

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document ‘Conceptual Framework’ provided in the Mayville State Teacher Education Handbook located on the Mayville State University website.

INTASC – Teacher Education

BLO	InTASC	Standard Language
1	1	Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	2	Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
	3	Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
2	4	Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
	5	Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3	6	Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	7	Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
	8	Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
4	9	Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	10	Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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Instructional Strategies (Required for Teacher Education and Nursing program courses. Otherwise, optional.)

- Discussions
- Reflective Writing
- Advanced Organizers
- Presentations
- Quizzes
- Lesson Planning

Proctor Notification

There are no proctors required for this course.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded on all the activities. Students will not be penalized for missed assignments, but the student is still responsible for completing the course material that was covered during their initial absence.

Course Materials and Technologies

“Documented” Film by Jose Antonio Vargas <https://documentedthefilm.com/>

Yzquierdo, M. L. (2017). *Pathways to Greatness for ELL Newcomers*. Irving, TX: Seidlitz Education.

All students will need access to a screen recording software and a working camera. Options for free screen recording software teach tools are listed in Blackboard.

Software Requirements

Updated versions of Chrome, Flash Player, Adobe Reader, Quicktime, and Java. Students need MS Office or Viewers for PowerPoint and Word or Google Docs to view and create documents. All assignment documents need to be submitted as either a Word document or a PDF.

Course Expectations

Regarding Assignments:

- In order for this course to count toward your program of study, you must receive an 80% or higher on your final grade. Students that receive less than an 80% will have to retake this course.
- There is a final project/key assessment in this course. You will NOT be able to receive an 80% or higher if you do not complete the key assessment in its entirety.
- All assignments must be completed for students to be able to earn a grade of “D” or above. It is the student’s responsibility to check due dates for all assignments.
- Assignments are due by class time the following week.
- Late assignments will be assessed with partial credit for all late work.
- Quizzes cannot be taken after the original due date.

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- If you do poorly on an assignment, reach out to me within three days of it being graded. You will be able to use my feedback, correct your assignment, and resubmit it for partial credit.
- Your disposition (professionalism, attendance, timelessness, etc) are factored into your final grade.
- If there are issues with BlackBoard, and you cannot submit an assignment, you should e-mail it to your professor to show that you did in fact complete the assignment on time. Once BlackBoard is “fixed,” you still need to submit your assignment via BlackBoard.

Instructor/Student Communication

- Email is my preferred method of communication, jeni.peterson@mayvillestate.edu I usually respond within 24 hours during weekdays. Emails received on weekends may receive a delayed response.
- Reminder that you are able to schedule an appointment with me via Zoom or phone call.
- I will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address(your.name@mayvillestate.edu) as it is the only way to ensure reliable communication between students and instructors. Students are accountable for all academic communication sent to their Mayville State University email address.
- It is the student's responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day it is due is not appropriate demonstrating a lack of planning and preparation (dispositions for student evaluation in the Teacher Education Program).
- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.
- Any student product such as an assignment or assessment that is emailed will NOT receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.
- Mayville's LMS Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.

Students are accountable for all academic communications sent to their Mayville State University e-mail address.

Student:

Students who are in the college classroom either face-to-face or online have made the conscious choice to be a part of the course. In this course, you are viewed as a participant in the learning; hence, there are expectations that come with the choice you made to take this course. Read through the responsibilities carefully. These are the expectations that I have as the instructor of this course. Active participation in the classroom and online discussions demonstrates your interest, engagement, and willingness to work with other students and the instructor in preparation for a teaching career. It is a recipe for successful learning. Here are some guidelines that will help you throughout this learning experience:

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- Read the syllabus in its entirety.
- Actively participate in discussions and activities. This is required to successfully complete this course. Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for teachers/teacher education candidates in any professional preparation course. Participation in discussions, demonstrations, and assignments will result in solidifying the readings and research you have done, adding to the quality of your learning.
- Read all assigned readings and complete all activities as scheduled. Both the student and instructor share the responsibility for your learning. It is the student's responsibility to be prepared to 'recall' information from course readings so that concepts can be applied in the online activities and discussions developed by the instructor. Teacher/teacher candidates' preparation for class is not only important to meet the learning objectives for the course but, more importantly, for their use of professional concepts/content in their future instruction.
- Online Posting: Some assignments may be in the form of online discussion forums. These discussion boards will have questions stemming from readings, research, or other pertinent course information. Sign all postings and *use appropriate citation and reference* formatting when referring to resources. Reference to your readings is expected. Substantive postings are postings that demonstrate *understanding and application of course content*, extension of ideas, and possibly connecting to personal experiences. Discussion forums are reviewed for quality and application of content. Discussions are a part of the graded work.
- Weather or an event causes class to be canceled. This may come from the NDUS system announcement, or you may get an announcement from your instructor if it is only this class that is canceled. The instructor will post the responsibilities and assignment in Blackboard for the day, and it is expected that all students will log in and complete the assignment on the day of the cancellation.
- Students are held accountable for all academic communications sent to their Mayville State University e-mail address, as this is designated as the official communication method for the university.
- It is the student's responsibility to contact the instructor by email if they have a question about an assignment or exam with an appropriate amount of time prior to the exam or assignment due date for the instructor to respond.
- Adhere to the code of student conduct found in the MaSU Student Handbook: <https://mayvillestate.edu/files/2616/9473/9205/Code-2023-24.pdf>. Each student is responsible for reading the handbook and following expectations set forth by the University. Citing and referencing other's work is the demonstration of an honest, trustworthy student. Violations of academic honesty include copying another student's assignment, having another person complete the work for you, using generative AI as original ideas, using an author's ideas, or writing without properly giving that author credit, either intentionally or unintentionally are examples of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. Programs to detect plagiarism may be used on submitted assignments. Please note: Papers and

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presentations submitted where references are used but not cited within the text of the paper are considered a form of plagiarism and will be reported in Starfish.

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION).** Any papers that include research references must include a working bibliography in the most current APA format.
- **Disability Support Services.** Students with disabilities who believe they may need accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.
- **Writing Expectations.** Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MaSU Writing Center for assistance with their writing.
- **Expectations/Protocol:** Students are to fulfill all requirements of the course and field experience. Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Students are expected to read course materials, have assignments completed by due dates, and participate in all aspects of this course in a professional manner. Professional academic writing requires in-text citations and references in the most current APA edition format.

Assignments and Assessments

- **Articles (Required Readings):** Weekly course preparation and work with assignments require researching and reading current articles on reading instruction and assessment. Articles referenced for the course may be part of assigned readings and referenced for discussions. Articles students will be required to read for class will be listed on Blackboard.
- **Text (Required Readings):** Weekly course preparation and work with assignments require information from our text readings. Specific readings from our texts will be listed on Blackboard.
- **Assignments:** Completion of weekly course preparation and assignments are an expectation. These will be listed on Blackboard with coordinating due dates.
- **Assessments:** Completion of formative and summative assessments may be a part of this course. Students will be notified by the instructor and the dates listed on Bb.

Week	Assignment
Week 1	The Unwanted Comp. PPT The Unwanted Quiz Assignment #1 Quiz
Week 2	Documented Guided Notes Understanding Migrants, Immigrants, and Refugees
Week 3	12 Ways to Help ELLs BICS vs. CALP Rating Speaking and Writing
Week 4	Instructional Strategies Observing Effective Teaching

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Week 5	Strategy Presentations
Week 6	Accommodating EL Students
Week 7	Key Assessment
Week 8	Final Test

Evaluation and Grading

This course adheres to the following grading scale:

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%. A grade of “C” or higher in this course is required for Teacher Education Program Completion requirements as stated in the Teacher Education Handbook.

ESPB Program Approval Standards*

EDUC 380 – Teaching English Language Learners

Standards Alignment (Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards-ND ESPB):

EARLY CHILDHOOD

- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 2a: Know about, understand, and value the diversity of families.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

ELEMENTARY

- 50015.1a–Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.

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- 50015.1b-Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
- 50015.3b- Candidates use assessment results to improve instruction and monitor learning.
- 50015.3c Candidates plan instruction including goals, materials, learning activities and assessments.
- 50015.3d- Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
- 50015.3f- Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.
- 50015.4a– Candidates use a variety of instructional practices that support the learning of every child.
- 50015.4g-Candidate effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.

SPECIAL EDUCATION:

- Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.
- Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
- Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.
- Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.
- Component 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.
- Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.
- Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.
- Component 6.2: Candidates use a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being.

ENGLISH

- 05020.3.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
- 05020.3.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
- 05020.3.3 Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
- 05020.3.6 Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

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- 05020.4.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
- 05020.4.2 Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to analyze and respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. Candidates are able to analyze data from standardized and classroom writing assessments and make instructional decisions.
- 05020.4.3 Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
- 05020.4.4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.
- 05020.4.5 Candidates design instruction focused on the use of research to build and present knowledge, with an emphasis on assessing credibility and accuracy of information, integrating evidence, and documenting sources.
- 05020.5.1 Candidates plan and implement English language arts and literacy instruction that promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- 05020.5.2 Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g. race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.
- 05020.6.1 Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
- 05020.6.2 Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

HEALTH

- Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.

MATHEMATICS

- 11010.4 Undergraduate Mathematics Content Knowledge: The program requires the teacher candidate to demonstrate and apply knowledge of the core mathematics content including calculus, axiomatic geometry, linear and abstract algebra, statistics, probability, and computer programming.
- 11010.6 Instructional Tools: The program requires the teacher candidate to select and use appropriate instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and makes appropriate decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

PHYSICAL EDUCATION

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 2.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.

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- 2.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 2.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 2.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.
- 3.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 4.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

SCIENCE

- 13047.3 Inquiry The program requires study of the processes of science common to all scientific fields.
- 13047.6 Curriculum The program provides candidates with information necessary to identify, evaluate, and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- 13047.8 Environment for Learning The program prepares candidates to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students.
- 13047.10 Technology The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

SOCIAL SCIENCE

- 15035.3 The program requires study of multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives.
- 15035.5 The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques.
- 15035.6 The program requires the study of current, appropriate instructional technology.