

## **Part-time Faculty, Education Department, Secondary Instructor for Principles of Secondary Curriculum & Content Area Modules**

### **About Mount Saint Mary's University:**

Mount Saint Mary's University is an independent, Catholic, liberal arts University which provides a values-based undergraduate education for women, as well as innovative graduate programs for professional men and women on two historic campuses in Los Angeles. It is nationally recognized for its academic programs, its culturally diverse student body, and its focus on preparing the next generation of citizen leaders. The Mount also offers a supportive, nurturing environment for faculty and staff and prides itself on its quality working environment.

Mount Saint Mary's University is an equal opportunity employer. The University is thoroughly committed both to providing equal employment opportunities for all job applicants and employees, and to providing a work environment that is free from harassment, discrimination and retaliation.

Applicants must be able to provide proof of eligibility to work in the United States. The University will not assist applicants with any visa matter. A background check will be required. All courses are held on the historic downtown Doheny Campus, centrally located near the 10 and 110 freeways.

### **Job Description:**

The Education Department at Mount Saint Mary's University (Los Angeles) invite applicants with a master or doctoral degree in education, or a related field, with expertise in K-12 education to teach EDU 167/267: Principles of Secondary Curriculum & Content Area Modules. This course focuses on the teacher as curricular decision-maker and instructional designer. We will deepen our knowledge of issues addressed in earlier courses such as assessment of development, design and delivery of instruction, and educational equity. The role of the teacher will be examined with an eye to creating longer connected learning sequences, or units, and developing performance assessments.

The Content Area Modules are offered in each content area and address content-specific instructional and curricular strategies.

### Course Objectives: Essential Questions

- Who and what defines curriculum?
- What are excellent and equitable pedagogies for teaching in my subject area?
- How does one plan for instruction, short- and long-term?

Student Learning Outcomes/ Course Objectives: Students who complete this course are expected to:

1. Be able to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.

2. Plan and deliver content-specific instruction that is consistent with the state-adopted academic content standards in grades 6-12.
3. Consider students' prior knowledge, experiences, abilities, and interests as they plan academic instruction.
4. Understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English Learners, including programs for English Language Development and their relationship to the state-adopted reading/language arts student content standards and framework.
5. Understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.

**Qualifications:** Applicants must hold a masters or doctoral degree in education, or a related field. Expertise with K-12 education is expected.

**Additional Information:**

The University is committed to recruiting and retaining a diverse student population and workforce as a reflection of our commitment to maintain the excellence of the University, and to offer our students richly varied disciplines, perspectives and ways of learning. In compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, the University does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs. We encourage people of all backgrounds to apply to be a student or to work for the University.

**Application Instructions:**

Please provide the following information so that we can evaluate your application.

1. Completed application form through Interview Exchange
2. Cover letter
3. Current resume / CV
4. Current student evaluations and/or peer evaluations (if available)
5. List of 2-3 references who can testify to your teaching and/or qualification
6. Teaching statement (optional)