

Educational Administration and Secondary Education

Faculty: Farber, *Chair;* Evangelisto, Gosselin, Leake, Norris, Palmer, Rodriguez, Seaton, Wright

The Department of Educational Administration and Secondary Education provides a sequence of undergraduate courses and experiences that support the preparation of students matriculated in secondary education track programs in biology, chemistry, physics, Spanish, mathematics, the social studies, and English. Department courses and programs are guided by the Conceptual Framework of The School of Education, the New Jersey Administrative Code and State Standards, and national accrediting organizations.

Secondary Teacher Education Program

An overview of the entire secondary-level teacher preparation sequence can be found below.

During the second year

SED 224/Adolescent Learning and Development	1 course unit
EFN 299/Schools and Communities	1 course unit

Either Semester of the third year as a three-course block

SED 399/Pedagogy in Secondary Schools	1 course unit
XXX 390/a discipline-specific methods course	1 course unit*
SPE 323/Secondary Content Literacy in the Inclusive Classroom	1 course unit

**Students majoring in English or in mathematics will take a second discipline-specific methods course in a different semester prior to beginning their student teaching. These will be EED 400 and MTT 380.*

Any semester before the beginning student teaching and after taking EFN 299 (or a similar social science course):

EFN 398/Historical and Political Context of Schools	1 course unit
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Either semester of the fourth year as a 3-course Block (no other course may be taken during this semester):

XXX 490/ Student Teaching	2 course units
SED 498/Collaborative Capstone for Professional Inquiry	1 course unit

Total **9 course units (or 10 course units for English or mathematics)**

EFN 299/Schools and Communities **1 course unit**
(every semester)

This course studies the nature and the complex interrelationship between schools and communities in a rapidly changing diverse culture in the United States. Students will be expected to become familiar with the different mores, values, belief systems, and attitudes held by various groups in order to understand how the individual is socialized and enculturated in society. Students will develop an informed discourse regarding the philosophical query: What does it mean to be educated? Through reflection and ethnographic study, students will begin to develop an understanding of their own socialization and will question how this may have impacted their own educational experiences and those of others.

EFN 398 – Historical and Political Contexts of Schools **1 course unit**
(every semester)

This course allows the student to understand schools as cultural, economic, and political institutions. It requires all students to engage in self reflection of their own enculturation and educational experience; it assists students to understand the tensions within power relationships regarding schools on a local, state and federal context; and it prepares all students to become more effective citizens regarding educational issues.

SED 224/Adolescent Learning and Development

1 course unit

(every semester)

This course for students in secondary education examines adolescent learning within the framework of normative development within a context of culture and ethnicity. Students will study traditional and emerging developmental theories and their application to multiple learning contexts.

SED 391/Independent Study in Secondary Education

.25–1 course unit

(every semester)

SED 399/Pedagogy in Secondary Schools

1 course unit

(every semester)

The purpose of this course is to prepare students for the act of teaching. Whereas in their previous courses students developed knowledge pertaining to adolescent learning, issues of diversity in communities, and an understanding of the historical and political nature schools, this methods course expects the pre-service students to apply the knowledge gained from previous courses to the acts of teaching itself. It is in this course that students will develop the pedagogical knowledge skills and dispositions necessary to becoming an effective and reflective culturally responsive practitioner. This course includes a shared field experience with other methods courses which will be taken concurrently.

SED 470/Selected Topics in Secondary Education

.5–2 course units

(occasionally)

In depth study and/or field experience in current or specialized topics proposed by the faculty and approved by the department.

SED 498/ Collaborative Capstone For Professional Inquiry

1 course unit

(every semester)

To be taken concurrently with student teaching

This course is designed to facilitate discussion, the sharing of ideas and materials, field-based assessment and the connection of educational theory with best practice. Emphasis will be upon the interrelatedness of economic, political, and sociologic factors that influence the teacher, the school, and the community. Course and student teaching activities correlate with the Conceptual Framework of The College of New Jersey School of Education for Professional Education (Professional Role; Instructional Design Role; Classroom Performance Role; Personal Role).