

## Educational Administration and Secondary Education-1

### Educational Administration and Secondary Education

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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, 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. This will be EED 400 or MTT 380, respectively.*

##### Any semester before the beginning of student teaching and after taking EFN 299:

EFN	398/Historical and Political Context of Schools	1 course unit
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##### Either semester of the fourth year as a three-course-unit 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 examines the nature and the complex interrelationship between schools and communities in the rapidly changing diverse culture of the United States. Students will be expected to become familiar with 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.

## **Educational Administration and Secondary Education-2**

### **EFN 398 – Historical and Political Contexts of Schools**

**1 course unit**

(every semester)

This course explores schools as cultural, economic, and political institutions. It requires all students to engage in self reflection about 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, designed for students in secondary education, examines adolescent learning within the framework of normative development and 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)

This course prepares students for the act of teaching. This pedagogical course guides the pre-service teacher in applying the knowledge gained from previous courses to the act of teaching itself. In this course students develop the pedagogical knowledge skills and dispositions necessary to becoming an effective and reflective culturally responsive practitioner. This course shares field experiences with content methods courses that are 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.

Students will participate in action research projects, present a complete portfolio, and conduct community service activities.