

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)**

COURSES

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 an educator? Through reflection and ethnographic study, students will begin to develop an understanding of their own socialization and will question how this has impacted their own educational experiences and those of others.

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EFN 398/Historical and Political Contexts of Schools

1 course unit

(every semester)

Through sociological, philosophical, and historical lenses this course explores schools as cultural, economic, and political institutions. By examining the existing tensions within power relationships that impact schools on local, state and federal contexts, students develop knowledge of the various discourses that frame educational issues, subsequently becoming more informed and effective teachers and citizens.

SED 224/Adolescent Learning and Development

1 course unit

(every semester)

This course is designed for prospective secondary education teachers (serving grades 6-12/serving schools that are departmentalized). It focuses on adolescent learning and development using diverse frameworks: theoretical, empirical and practice/policy. It requires prospective teachers to: (a) know and understand the students they propose to teach in addition to understanding their own development and the contexts of that development; (b) develop high levels of competencies related to the application and use of the tools and products of the science of development, specifically, reflection, research and inquiry; and (c) cultivate in self and exercise leadership and advocacy for youth through participation in a thirty (30) hour structured field experience.

SED 391/Independent Study in Secondary Education

.25–1 course unit

(every semester)

SED 399/Pedagogy in Secondary Schools

1 course unit

(every semester)

In this course, students develop the pedagogical knowledge, skills, and dispositions necessary to become an effective and reflective culturally responsive practitioner. Students learn instructional design, pedagogical strategies, and various approaches to classroom management. Using “Understanding by Design” students practice the principles of writing lesson and unit plans by creating a two week unit assigned by a cooperating teacher in a middle or high school setting. This unit is taught and evaluated by the cooperating teacher and college professors. This course shares a 100 hour field experience 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)

This course is designed to promote professional development, problem solving skills, and best practices during student teaching. Through guided discussion, students analyze pedagogical, classroom management and bureaucratic problems they encounter in their field placement. In addition, students continue to hone the instructional and assessment skills they developed in their junior year. Completion of an inquiry project that assesses the effectiveness of their teaching on student learning and presentation of the electronic portfolio are the culminating assignments of this course and of the secondary education program.