

Educational Administration and Secondary Education (EASE)

Faculty: Girard (Chair); Bellino, Connolly, Davis, Lawrence, Leake, Mayger, Riley-Lepo

The Department of Educational Administration and Secondary Education (EASE) provides a sequence of undergraduate courses and experiences that support the preparation of students matriculated in secondary education track programs in biology, chemistry, physics, mathematics, social studies (through either the history or the economics major), 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.

- Students must earn a grade of B- or better in SED 224, EFN 299, SPE103.
- Students must have a minimum GPA of 2.75 to enroll in SED 399.
- Students must have earned a grade of B- or better in SED 399, in their content area methods course (xxx390) and RAL 328 and have a cumulative GPA of 3.0 to enroll in student teaching.
- Students must earn a minimum grade of B- in SED 498 to meet program requirements.
- Students must evidence satisfactory performance on the Educators Disposition Assessment (EDA). Student dispositions are assessed throughout the program and will be used as a criterion for retention in the program
- demonstrate basic skills competency prior to applying for Clinical I
- complete Harassment, Intimidation, and Bullying Prevention (HIB) training in accordance with NJ Bill No. 3466
- complete Child Abuse Prevention (CAP) prior to student teaching
- required to obtain a New Jersey Department of Education criminal background check before participating in any field experiences.

Secondary Teacher Education Program

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

During the first and second year:

SED 099/College Seminar	0 course unit
SED 224/Adolescent Learning and Development	1 course unit
EFN 299/Schools, Communities and Culture	1 course unit
SPE 103/Social and Legal Foundations of Special Education	1 course unit
(Prerequisite SED 224 <i>or</i> EFN 299; Recommended Spring Sophomore/Fall Junior)	

Either second semester of third year or first semester of fourth as a three-course block:

SED 399/Pedagogy in Secondary Schools	1.5 course unit
XXX 390/A discipline-specific methods course	1 course unit*
RAL 328/ Reading in Secondary Education	.5 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 380 or MTT 380 respectively.*

Either semester of the fourth year as a three-course-unit block, but be taken in semester immediately following the prior 3 course block:

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

Five-Year Secondary Special Education Master's Program

Students in this program are dual majors who are housed in their primary content major (Biology, English, History, Physics, Chemistry, or Mathematics) in conjunction with the Department of Educational Administration and Secondary Education (EASE) during their undergraduate years. After completing their Bachelor Degree, students transition to the Department of Special Education, Language & Literacy (SELL) for their Master's Degree.

The program is designed to prepare students who may be considering any of the following careers in education:

- A student planning to become a middle or high school **English, Mathematics, Social Studies, Physics, Chemistry** or **Biology** teacher who wants to be able to meet the diverse needs of secondary students in inclusive classrooms.
- A student planning to become a **Special Education** teacher who might want to work with students with disabilities in middle and high school classrooms. (*In New Jersey, the Teacher of Students with Disabilities certificate is not a stand-alone certificate and requires an additional instructional certificate.*)
- A student who may be uncertain what level they hope to teach but wants to enter the profession with extensive skill in teaching a content area, a wide body of knowledge about how diverse students learn, and an advanced degree in education.

The 5-Year SED/SPED major provides a cohesive learning experience that blends a focus on teaching a content area with course work in meeting the needs of students with disabilities. Entering first-year students will begin their coursework the first semester and be placed in the field to work with classroom students by the beginning of sophomore year. Students will have extensive practicum experiences in both general education and special education settings throughout their 4 undergraduate years. The fifth year will focus on coursework and clinical internships leading to a Master's Degree in Special Education.

Degrees & Certificates Awarded

Upon completion of the undergraduate portion, typically in four years, students earn the following:

- Bachelor of Arts Degree (BA) or Bachelor of Science Degree (BS)

Upon completion of the graduate portion, typically one additional year (summer, fall and spring semester), students earn the following:

- Master of Teaching (MAT) degree in Special Education
- Certification in a Subject Area (K-12)
- Certification as a Teacher of Students with Disabilities (K-12)

Entrance and Retention in the Program

Students must have a minimum GPA of 2.75 to enroll in SED 399, have a cumulative GPA of 3.0 to enroll in student teaching, and have completed 8 units and a GPA of 3.3 and departmental permission to overload beyond 4.5 units. Students must provide evidence of satisfactory performance on the Educators Disposition Assessment (EDA). Student dispositions are assessed throughout the program and will be used as a criterion for admission and retention in the program.

Entrance into *teacher candidacy* is granted at the end of Fall semester, Junior year, only to those students who have met the departmental requirements as well as those of the School of Education and of the College. A student must have a minimum of 16 earned course units, a grade of B- or higher in RAL 220, SPE 214 & EFN 299, and a minimum GPA of 2.75 or higher. Students are required to provide evidence of passing the Praxis Core exam prior to clinical fieldwork.

Courses required for Secondary and Special Education are listed below. Students may begin taking graduate courses in their senior year if they have room in their schedule after transferring in AP credit, summer courses. Students in English and History Education majors may only overload once during their undergraduate year.

Secondary and Special Education

	<u>MIN GRADE</u>
SPE 103: Soc. Legal Found Spec. Ed.	B-
EFN 299: Schools and Communities	B-
RAL 220: Lit Strategies, Assess, Instruct	B-
SED 224: Adolescent Learning and Dev.	B-
SPE 214: Exploring Classroom Communities	B-
SPE 322: Inclusive Practices	B-
SPE 324: Teach Stu Severe Disabilities	B-
SED 399: Pedagogy in Schools	B-
____390: Content Specific Methods	B-
RAL 328: Reading in Secondary Ed	B-
2 nd Education Methods/Elective Course	B-
SPE 490: Practicum in Special Ed.	B

*Additional 11-16 course units in the content major. Please see the ***Biology Education, English Education, History Education, Physics, Chemistry, or Mathematics Education*** bulletin for information about the courses required to fulfill the content major.

Special Education Graduate Course Sequence: Total of 33 credits

- SPED 522: Remedial Instruction (3 credits)
- SPED 664: Research Trends in Special Education (3 credits)
- EDUC 513: Collaboration (3 credits)
- SPED 521: Assistive Technology (3 credits)
- SPED 631: Transition & Community-Based Instruction (3 credits)
- SPED 648: Positive Behavior Supports for Students with Extreme Behaviors (3 credits)
- 1 Advanced Course on Diverse Learners (3 credits)
 - *SPED 655—Social & Cultural Constructions of Behavior, or*
 - *ESLM 579: Language & Literacy for ESL*
- 1 Advanced Literacy Course (3 credits)
 - *RDLG 571: Language and the Teaching of Reading, or*
 - *RDLG 673: The Writing Process in Literacy Development*
- SPED 695: Internship - Special Education (6 credits)
- SCED 667: Current Issues in Secondary Education (Capstone) (3 credits
simultaneous-listed with *SED 498: Collaborative Capstone for Professional Inquiry*)
- SPED 700: Comprehensive Exam (0 credits)

5-Year Urban Secondary Education Program

The Department of Educational Administration and Secondary Education offers a 5-Year Urban Secondary Education program consisting of both undergraduate and graduate courses that support the preparation of students matriculated in secondary education track programs in biology, chemistry, physics, mathematics, social studies (through either the history or the economics major), and English. Upon completion of this program students apply for certification in their content area and earn a Master of Arts in Teaching in Urban Secondary Education. Additionally, students select one of three concentrations: Literacy, Special Education or Teaching English as a Second Language (TESL). The TESL concentration may lead to an additional in ESL/Bilingual certification if students complete the 5-required courses. Department courses are guided by the Conceptual Framework of The School of Education, the New Jersey Administrative Code and State Standards, and national accrediting organizations.

An overview of the 5-Year Urban Secondary Education preparation program can be found below. In addition to the required coursework students must also meet the following program requirements:

- Students must earn a grade of B- or better in SED 224, EFN 299, SPE 103.
- Students must have a minimum GPA of 2.75 to enroll in SED 399.
- Students must have earned a grade of B- or better in SED 399, in their content area methods course (xxx390) and RAL 328 and have a cumulative GPA of 3.0 to enroll in student teaching (SCED 695 Internship II).
- Students must earn a minimum grade of B- in SCED 667 to meet program requirements.

- Students must evidence satisfactory performance on the Educators Disposition Assessment (EDA). Student dispositions are assessed throughout the program and will be used as a criterion for retention in the program.
- demonstrate basic skills competency prior to applying for Clinical I
- complete Harassment, Intimidation, and Bullying Prevention (HIB) training in accordance with NJ Bill No. 3466
- complete Child Abuse Prevention (CAP) prior to student teaching

During the first and second year:

SED 099/College Seminar	0 course unit
SED 224/Adolescent Learning and Development	1 course unit
EFN 299/Schools, Communities and Culture	1 course unit
SPE 103/Social and Legal Foundations of Special Education	1 course unit

During the third year:

EFN 398/Historical and Political Context of Schools	1 course unit
EFN 357/Investigating Systems Inequalities Impacting Urban Education	1 course unit

During the fourth year:

EFN 311/Working within Urban Communities	1 course unit
ELE 302/Introduction to Teacher Research	1 course unit
ESLM/578 Theory and Practice in ESL	1 course unit/3 grad credits
SED 399/Pedagogy in Secondary Schools	1.5 course unit
XXX 390/ Discipline-specific methods course	1 course unit*
RAL 328/ Reading in Secondary Education	.5 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 380 or MTT 380 respectively.*

During the 5 year:

SCED 695/Internship II	6 credits
SCED 667/Capstone	3 credits
SPED 612/Curriculum and Methods for Students w/Mild Disabilities	3 credits
EDFN 627/Critical Pedagogies	3 credits

Students accepted into the 5-Year Urban Secondary Education Program also select an area of concentration in either Literacy, Special Education or ESL. All courses are 3-credits.

The course options are listed below:

Literacy

RDLG 579: Content Area Literacy
RDLG 673: The Writing Process in Literacy
RDLG 684: Digital Literacy in a Globally Connected World
ESLM 555: The Intersections of Culture, Language, and (dis)Abilities

Special Education

EDUC 513: Collaboration

EDUC 614: Creating/Sustaining Classroom Communities

ESLM 555: The Intersections of Culture, Language, and (dis)Abilities

SPED 655: Advanced Topics in the Social and Cultural Construction of Behaviors

or

SPED 626: Teaching Students with Severe Disabilities

ESL

ESLM 525: Second Language Acquisition

ESLM 545: English Structure and Proficiency Assessment

ESLM 577: Sociolinguistics and Cultural Foundations of Second Language Education

ESLM 578: Theory and Practice in ESL

ESLM 579: Language and Literacy for ESL

ESLM 587: Curriculum & Methods/Multilingual Population