

<b>EFN 299/Schools and Communities</b> (every semester) <i>Prerequisite:</i> Sophomore, junior standing This course examines the nature and the complex interrelationship between schools and communities in the rapidly changing diverse culture of the United States. Students learn how family and school values, belief systems, and attitudes intersect and subsequently result in inequitable schooling opportunities and student academic achievement. Students develop an informed discourse that enables them to analyze classroom dynamics through the use of social theory as they examine case studies, ethnographies and complete a field based observation study. Through these experiences students are expected to reflect on their own socialization and begin to shape an understanding of how social structures have impacted their own educational experiences as well as those of others. Students must register for a fifteen (15) hour field practicum that is taken concurrently with this course. This course is <b>only</b> offered to students who have attained sophomore status. Students must earn a minimum of C+ to enroll in SED 399.	<b>1 course unit</b>
<b>EFN 391/Independent Study</b> (spring)	<b>.25–2 course units</b>
<b>EFN 393/Independent Research</b> (every semester)	<b>.25–2 course units</b>
<b>EFN 398/Historical and Political Contexts of Schools</b> (every semester) This course studies the complexities of schooling as a major American public institution by using theoretical and methodological approaches found in the social sciences, including anthropology, sociology, philosophy and political science. Students will learn how social forces shape educational systems, especially in periods of change and reform. By examining historical cases, students will interpret how these forces have influenced efforts to achieve democratic schooling in America. Students will be expected to formulate their reflections into personal commitment for action.	<b>1 course unit</b>
<b>EFN 493/Independent Research II</b> (every semester)	<b>.25–2 course units</b>
<b>SED 224/Adolescent Learning and Development</b> (every semester) <i>Prerequisite:</i> Sophomore, junior standing 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 fifteen (15) hour structured field experience. This course is only offered to students who have attained sophomore status. Students must earn a minimum of C+ to enroll in SED 399.	<b>1 course unit</b>
<b>SED 370/300-Level Special Topics</b> (every semester)	<b>.25–1 course unit</b>
<b>SED 390/Discipline Specific Research Course</b> (every semester)	<b>.25–1.5 course units</b>
<b>SED 391/Independent Study in Secondary Education</b> (every semester)	<b>.25–2 course units</b>
<b>SED 392/Guided Study</b> (every semester)	<b>.25–1.5 course units</b>

**SED 393/Independent Research** **.25–2 course units**  
(every semester)

**SED 399/Pedagogy in Secondary Schools** **1 course unit**

(every semester)

*Prerequisite:* SED 224 and EFN 299

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. Students have earned a C+ in both SED 224 and EFN 299 and have a minimum GPA of 2.5 to enroll in this course.

**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 490/ Secondary Education Student Teaching Supervision** **1 course unit**  
(every semester)

**SED 493/Independent Research II** **.25–2 course units**  
(fall)

**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 instruction, 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. This course is taken concurrently with student teaching. Students must have a minimum GPA of 2.75 to student teach.