

# SECONDARY & SPECIAL EDUCATION (SASE)

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## **SASE 210 Public Purposes of Education: Democracy and Schooling (3 credits)**

Prerequisite(s): WRIT 105 or HONP 100. This course examines the public purposes of education in our social and political democracy. Students inquire into the role of schools in fostering the development of democratic principles and practices, and examines various curriculum designs and pedagogical strategies. Students also explore the main issues stemming from the efforts to teach democratically in public educational institutions. They examine and analyze successful practices of instruction and classroom management. Students complete 25 hours of fieldwork in an assigned high-performing urban school, which provides a context for these explorations. In order to participate in the fieldwork, students will be required to undergo a criminal history background check with fingerprinting as a required component of this course, which carries a separate fee paid to the state of New Jersey. Attendance at the first class and the fieldwork orientation is required. This course is prerequisite for admission into the teacher education program. Satisfies Interdisciplinary Studies GenEd requirement; satisfies SEEDS Political and Civic Life student learning outcome in alignment with Social Justice and Equity value. Mutually Exclusive with READ 210 and EDFD 210.

## **SASE 305 Teaching for Equity and Diversity (3 credits)**

Corequisite(s): SASE 310 and SASE 312, EDFD 312, or READ 312. Prerequisite(s): SASE 210, EDFD 210, or READ 210. This course examines the qualities of teachers, teaching, and schooling that foster the learning of students from diverse social and cultural backgrounds. Students explore the ways in which socialization experiences shape perceptions. They reflect on their own beliefs, assumptions and perceptions about sociocultural identity and how their own socialization has shaped their perceptions of themselves and other people. Students also examine the nature and impact of the increasing social and cultural diversity in K-12 schools in the United States. They learn ways of teaching all children well and to develop positive relationships among teachers, parents and children. Mutually Exclusive with SASE 305 and READ 305.

## **SASE 310 Inclusion in Middle and Secondary Schools (1 credit)**

Corequisite(s): SASE 305, EDFD 305, or READ 305; AND SASE 312, EDFD 312, or READ 312. Prerequisite(s): SASE 210, EDFD 210, or READ 210. Restriction(s): Admission to Teacher Education Program. This course module exposes students to the central issues in the inclusion of students with disabilities in U.S middle and secondary schools. Best practices for providing access to the curriculum through explicitly designing and adjusting instruction for students with disabilities in inclusive classrooms are presented to address the wide range of needs and bolster the academic performance of all students. Issues addressed include legal, professional and environmental influences on the education of students with special needs; implementation of effective inclusion, collaborative teaching diversified instruction, and social integration for students with disabilities in the inclusive classroom.

## **SASE 312 Educating English Language Learners (1 credit)**

Corequisite(s): SASE 305, EDFD 305, or READ 305; and SASE 310. Prerequisite(s): SASE 210, EDFD 210, or READ 210. Restriction(s): Admission to the Teacher Education Program. This course module exposes students to the central issues in the education of English language learners in US schools and helps them learn about best practices in education through hands-on experience creating and adjusting lessons and instruction to benefit the academic performance of English language learners as well as of all students. Issues addressed include sociocultural, legal, and political influences on the education of English language learners; principles of second language acquisition; and explicit practice in planning academic content instruction for English language learners. Mutually Exclusive with READ 312 and EDFD 312.

## **SASE 314 Assessment of Learning (1 credit)**

Corequisite(s): SASE 316 and READ 411. Prerequisite(s): SASE 210, EDFD 210, or READ 210; SASE 305, EDFD 305, or READ 305. Restriction(s): Admission to Teacher Education Program. This course module is designed to be an introduction for preservice teachers to assessment and accountability. The course introduces students to various issues and techniques related to assessing students in the classroom, and provides hands-on practice understanding different assessment methods, evaluating student performance, and using assessment data to adjust and improve in-class instruction and student learning.

## **SASE 316 Integrating Technology Across the School Curriculum (1 credit)**

Corequisite(s): SASE 314 and READ 411. Prerequisite(s): SASE 210, EDFD 210, or READ 210; SASE 305, EDFD 305, or READ 305. Restriction(s): Admission to Teacher Education Program. This one-credit course introduces pre-service teachers to the dimensions of educational technology for teaching and learning. It exposes them to the history of educational technology as well as pedagogical and practical implementation of educational technologies. It enables the students to draw upon field-based experiences and in READ 411 to plan instructional technology environments that are student-centered, collaborative, and inquiry-based, that emphasize critical thinking, and that support specific curricular goals as stated in institutional, state and national standards for technology in education.

## **SASE 320 Curriculum Design for Inclusive Classrooms (3 credits)**

Corequisite(s): SASE 321. Prerequisite(s): SASE 210. Restriction(s): Admission to Teacher Education. Students explore the multiple forces that have and will continue shaping curriculum in US public schools in grades P#12. They will consider the role of professional bodies and individuals in curriculum design, and how teachers, students, and their families might play a more central role. The course provides prospective teachers with knowledge, skills, and dispositions necessary for developing curriculum appropriate for inclusive classroom settings. Candidates will examine the theory, research, and practice of curriculum design; evaluate different models of curriculum to assess their efficacy in nurturing culturally sustaining and inclusive pedagogies for all learners; design curriculum and assessment for use in their own classrooms, justify the pedagogical decision making process in regard to equity and accessibility; and analyze curriculum policies and practices at local and national levels to maximize both student and teacher performance. Requires 20 hours of field#based study.

**SASE 321 Assessment Practices for Inclusive Classrooms (3 credits)**

Corequisite(s): SASE 320. Prerequisite(s): SASE 210. Restriction(s): Admission to Teacher Education. This course provides prospective teachers with knowledge and skills for evaluating and understanding student growth and learning across diverse, inclusive educational settings. Students consider assessment practices from the point of view of learners and how they experience learning opportunities, and will construct assessments for use in the classroom. Particular focus will be on the development of authentic assessments and how to use assessment data to inform instructional decision making. Teacher candidates also analyze assessment policies and practices, both local and national, in order to understand their impact on teaching and learning in formal settings. They draw on aspects of assessment policy and practice to evaluate their own understandings of assessment and its development. Requires 20 hours of field-based study.

**SASE 322 Language and Learning in Content Area Teaching (3 credits)**

Prerequisite(s): SASE 320. This course focuses on language and literacy in inclusive classroom settings and exposes students to issues central to the education of emergent bi/multilingual students including socio-cultural, legal, and political influences; the social and academic uses of language; and the role of language variation in society and education. Particular attention will be paid to additional language and literacy acquisition, explicit practice and planning for learning academic content, and methods and approaches to facilitate academic language and literacy development. Requires 20 hours of field-based study.

**SASE 401 Methods of Teaching Social Studies (3 credits)**

Restriction(s): Admission to Teacher Education Program in social studies education or departmental approval. Presents recent trends in educational method in teaching the social studies. A program is presented containing the correlation of subject matter organization in socialized recitation, the teaching of current events, projects in citizenship, and the use of the project-problem as a method of teaching history and civics. Equivalent course SOSC 401 effective through Summer 2019.

**SASE 402 Methods of Teaching Science in Secondary Schools (4 credits)**

Prerequisite(s): SASE 320 or SASE 321. Restriction(s): Admission to the Teacher Education Program for a P-12 science certification (Biology, Chemistry, Earth Science, Physics, Physical Science). The course will focus on developing beginning science teachers' understanding of the major goals of science education as well as the enactment of core instructional, curricular, and assessment practices. The course will make use of New Jersey curriculum standards as well as the Next Generation Science Standards. Prospective middle and high school science teachers will analyze and practice inquiry-based methods for engaging students in developing models and explanations of real-world phenomena, elicit student conceptual thinking, engage students in investigations, facilitate sense-making discussions, integrate the use of instructional technology and practice different ways of representing content. Readings and video are selected from current science education research and practice and the course focus is on the specific instructional activities and practices necessary for rigorous and equitable secondary science teaching. Equivalent course PHED 401 effective through Fall 2020.

**SASE 409 Teaching for Critical Thinking (3 credits)**

Restriction(s): Formal admission to Teacher Education Program. Designed for pre-service teacher to foster critical thinking in and about the disciplines they will teach. Emphasis will be placed on the processes of thinking in general, on the nature of critical thinking, on classroom conditions which promote critical thinking, on metacognition, whereby students will be encouraged to be conscious of their own thinking and on methods for assessing the quality of students' thinking.

**SASE 412 Field Work in Urban Education (1-3 credits)**

Prerequisite(s): Departmental approval. Similar to SASE 410 with emphasis on tutoring and individual conferences in urban public school. Student keeps a log of activities. Class meetings on campus. Meets World Cultures Requirement.

**SASE 413 Field Work in Community Agencies (1-3 credits)**

Prerequisite(s): Departmental approval. Thirty hours of guided experiences in public and private agencies. Objectives, scope and activities of agencies related to education. Preparation of report as specified on application form and log of activities. Class meetings on campus during the experience are arranged.

**SASE 421 Seminar: Problems of a Classroom Teacher (1-3 credits)**

Prerequisite(s): Departmental approval. Reviewing, evaluating and relating teacher aide and student teaching experiences to initial employment as a teacher. Analyzing strengths and weaknesses and making adaptations in techniques and practices. Should be taken concurrently with or immediately after experiences.

**SASE 423 Teaching in Urban Schools (3 credits)**

Restriction(s): Admission to Teacher Education Program. Focuses on factors affecting teaching and learning in urban schools. Topics include the nature and structure of urban schools, recent innovations in urban settings, mores and family patterns in the inner city, and funding opportunities. Meets World Cultures Requirement.

**SASE 450 Clinical Practice I (3 credits)**

Corequisite(s): SASE 451. Prerequisite(s): EDFD 200; SASE 210, EDFD 210 or READ 210; EDFD 220; EDFD 221; SASE 305, EDFD 305 or READ 305; SASE 310; SASE 312, EDFD 312 or READ 312; SASE 314; SASE 316; READ 411. Restriction(s): Admission to Teacher Education Program. Special fee. Students spend 175 hours, or approximately three days a week, in a selected public school. Activities include, but are not limited to, observing classroom teachers, facilitating small group and individual instruction, participating in after-school activities, tutoring, attending department meetings, shadowing and interviewing students and teachers, lesson planning and teaching, and assessing student work.

**SASE 451 Seminar in Inclusive Pedagogies (3 credits)**

Corequisite(s): SASE 450. Restriction(s): Admission to Teacher Education Program. This is the first course in a two-semester sequence (SASE 451, SASE 452) in preparation for student teaching and the beginning of the students' professional careers in teaching and is held on site in a partner secondary school that acts as a laboratory for learning in inclusive practices. Students investigate democratic classroom practice by focusing on curriculum development; creating a positive, well-structured climate for learning in their classrooms implementing inclusive pedagogies; learning and practicing techniques for effective classroom management; and choosing appropriate teaching strategies and assessments to create successful learning experiences for their students. The student must apply for the clinical fieldwork year prior to registering for this course.

**SASE 452 Advanced Seminar in Inclusive Pedagogies (3 credits)**

Corequisite(s): SASE 453. Prerequisite(s): SASE 451; and ARED 401 or ARED 512 or SASE 402 or SASE 502 or DNCE 402 or HLTH 401 or HLTH 520 or ENGL 471 or ENGL 571 or PEMJ 457 or PEMJ 558 or SASE 401 or SASE 501 or FREN 419 or FREN 519 or SPAN 418 or SPAN 518 or ITAL 419 or ITAL 519 or LATN 419 or LATN 519 or MATH 470 or MATH 519 or MUED 321 or MUED 557 or LNGN 403 or APLN 525 or THTR 406. This is the second course in a two-semester sequence (SASE 451, SASE 452). This course focuses on putting into practice all the knowledge and skills students have developed throughout their professional sequence in their full-time, supervised student teaching experience in an inclusive setting. A primary focus is on planning and implementing curriculum. In addition to curriculum planning and using appropriate instructional and assessment strategies, students learn about the impact of the school and classroom culture and climate on student learning and on relationships between and among students, teachers, and other professionals in schools that practice inclusive pedagogies.

**SASE 453 Clinical Practice II (9 credits)**

Corequisite(s): SASE 452. Prerequisite(s): EDFD 200; SASE 210, EDFD 210 or READ 210; EDFD 220; EDFD 221; SASE 305, EDFD 305 or READ 305; SASE 310; SASE 312, EDFD 312 or READ 312; SASE 314; SASE 316; SASE 450; SASE 451; READ 411; and a methods course. Special fee. Full-time student teaching under the supervision of a qualified cooperating teacher in the public schools of New Jersey is required of all students who complete the regular program of certification requirements.

**SASE 501 Graduate Methods of Teaching Social Studies (3 credits)**

Corequisite(s): Graduate-level course in Intermediate Fieldwork (SASE 527). Restriction(s): Graduate students in either the Master of Arts in Teaching Social Studies or the post-baccalaureate certification program. Introduces and analyzes a range of instructional strategies in social studies education. Students must demonstrate a proficiency in planning a variety of instructional strategies, both short-term and long-, and present a rationale for the implementation of those strategies that is grounded in both the social purposes of secondary education and the nature of social studies knowledge. Intended for graduate students in either the Master of Arts in Teaching Social Studies or the post-baccalaureate certification program, all of whom must also concurrently register for a graduate-level course in Intermediate Fieldwork and scheduled to student teach the following spring or fall semester. Equivalent course SOSC 501 effective through Summer 2019.

**SASE 502 Teaching Science in Secondary Schools (4 credits)**

Restriction(s): Admission to the Teachers Education program for a P-12 science certification (Biology, Chemistry, Earth Science, Physics, Physical Science). The course will focus on developing beginning science teachers' understanding of the major goals of science education as well as the enactment of core instructional, curricular, and assessment practices. The course will make use of New Jersey curriculum standards as well as the Next Generation Science Standards. Prospective middle and high school science teachers will analyze and practice inquiry-based methods for engaging students in developing models and explanations of real-world phenomena, elicit student conceptual thinking, engage students in investigations, facilitate sense-making discussions, integrate the use of instructional technology and practice different ways of representing content. Readings and video are selected from current science education research and practice and the course focus is on the specific instructional activities and practices necessary for rigorous and equitable secondary science teaching.

**SASE 505 Teaching, Democracy, and Schooling (3 credits)**

Corequisite(s): SASE 518. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This course brings together differing viewpoints regarding the purposes of teaching in the United States and the teacher's role in fostering democracy. It provides future teachers with the habits of mind, skills, tools and resources to analyze and evaluate the relationship between the history of public education, the evolution of teacher identity, and the roles teachers and teaching have played in shaping the United States as a society and vice versa. Using Montclair State's Portrait of a Teacher as an organizing framework, this course places particular emphasis on the idea that all students can learn regardless of their gender, ability, race, ethnicity, or economic background. Students in the course study the history, philosophy, and politics that shape differing views about the roles and responsibilities of teachers, especially as these views relate to integration and inclusion in the classroom. May be repeated once for a maximum of 6 credits. Mutually Exclusive with EDFD 505.

**SASE 509 Sociocultural Perspectives on Curriculum and Assessment (3 credits)**

Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI) or Master of Education (MED). This course examines how teachers, teaching, schooling, & curriculum can foster student learning from diverse socio-economic, linguistic & cultural backgrounds. Students explore foundational learning theories & how they inform curriculum & assessment; the ways socialization shapes perceptions of oneself & others; reflect on their own beliefs about their sociocultural identities & how those have been shaped by experience. The course provides prospective teachers with knowledge & skills for evaluating & understanding student learning across diverse educational settings, including an introduction to the design & evaluation of curriculum for how it provides students with learning opportunities. Students consider assessment practices from the learners' point of view and analyze local & national assessment policies & practices in order to maximize student performance. They learn to develop assessments that meet the needs of diverse learners & are aligned with curricular learning goals. Mutually Exclusive with EDFD 509.

**SASE 510 School Violence and Vandalism: Problems and Solutions (3 credits)**

The course will provide students with a sufficient knowledge base to understand school vandalism and violence, and its ramifications and offer practical methodologies and techniques that will enable them to apply this knowledge in practical situations. Course activities will provide students with the needed skills to suggest or conduct controlled experiments, for particular problems, in school districts.

**SASE 514 In-Service Graduate Clinical Practice II (6 credits)**

Prerequisite(s): Departmental approval. Special fee. Open only to post-baccalaureate and graduate students; this course replaces supervised student teaching for those already employed in teaching situations without standard certification. Joint supervision by the school district and University personnel. Student must obtain permission of department chairperson and the school district. Certain qualifications required.

**SASE 516 Meeting the Needs of English Language Learners (1 credit)**

Corequisite(s): SASE 509 or EDFD 509; SASE 517. Prerequisite(s): SASE 505 or EDFD 505; SASE 518. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This course examines the best practices in educating English language learners. Students gain a greater understanding of the linguistic difficulties and resources of English language learners as well as the importance of a multicultural curriculum. Students learn how to make content comprehensible and differentiate instruction based on the language levels of individual English language learners. Students develop an understanding of the academic and affective needs of English language learners, and of strategies for meeting these needs. May be repeated once for a maximum of 2 credits.

**SASE 517 Inclusive Classrooms in Middle and Secondary Schools (1 credit)**

Corequisite(s): SASE 509 or EDFD 509; and SASE 516 or EDFD 516. Prerequisite(s): SASE 505 or EDFD 505; and SASE 518. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This course presents the central issues in the inclusion of students with disabilities in United States middle and secondary schools. It focuses on best practices for providing access to the general education curriculum for students with disabilities in inclusive settings. In addition, students explore the legal, professional, and contextual influences on the implementation of inclusion. May be repeated once for a maximum of 2 credits.

**SASE 518 Technology Integration in the Classroom (1 credit)**

Corequisite(s): SASE 505 or EDFD 505. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This one-credit course introduces pre-service teachers to the dimensions of educational technology for teaching and learning. Students also explore the history of educational technology with a focus on the pedagogical and practical implementation of educational technologies, youth technology culture, and merging technologies. It enables the students to draw upon field-based experiences in READ 501 to plan instructional technology environments that are student-centered, collaborative, and inquiry-based; that emphasize critical thinking; and that support specific curricular goals - as stated in institutional, state and national standards for technology in education. May be repeated once for a maximum of 2 credits.

**SASE 519 Assessment for Authentic Learning (3 credits)**

Prerequisite(s): SASE 505 or EDFD 505, SASE 518. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This course provides prospective teachers with knowledge and skills for evaluating and understanding student growth and learning across diverse educational settings. Students consider assessment practices from the point of view of learners and how they experience learning opportunities. Teacher candidates also analyze assessment policies and practices, both local and national, in order to maximize both student and teacher performance. They draw on aspects of assessment policy and practice to evaluate their own understandings of assessment and its development. May be repeated once for a maximum of 6 credits. Mutually Exclusive with EDFD 519.

**SASE 520 Inclusive iSTeM for the Adolescent Learner I (3 credits)**

Prerequisite(s): SPED 579 and SPED 568. This course provides an introduction to integrative STEM education (e.g., Science, Technology, Engineering, and Mathematics) as a tool to advance student learning in the STEM content areas, creativity, and innovation. Teachers today have a strong commitment to teaching the subject matter as listed in their content-area standards. However, given the changing trends in education and the push for technology integration, teachers and students are facing rapid change. This course addresses the essential question, "How do you inspire learning and creativity in all students according to the standards while maintaining balance in your core curriculum?" Through exploration of "big ideas" in invention and innovation, teacher candidates will begin to answer this question.

**SASE 521 Inclusive iSTeM for the Adolescent Learner II (3 credits)**

Prerequisite(s): SPED 579 and SPED 568 and SASE 522. This course examines research and pedagogy for integrative STEM teaching and learning. In this course, teacher candidates learn to systematically apply design-based inquiry and project-based learning, and national STEM (e.g., Science, Technology, Engineering, and Mathematics) standards and integrative curricula. The setting for the study of inclusive iSTeM and design-based inquiry will focus on initiating iSTeM teaching and learning in inclusive middle/secondary math and science classrooms, with particular attention to improving access to the general education STEM curriculum for students with disabilities and English language learners. Students will demonstrate their learning through design and inquiry projects, field-based, universally-designed instructional planning and implementation, class discussions, and writing assignments.

**SASE 522 Innovations in Teaching (3 credits)**

New media and strategies, novel teaching roles, individualized instructional programs, classroom group dynamics and experimental school organizations. Team teaching utilized where feasible. The student prepares an innovation proposal.

**SASE 523 Education in the Inner City (3 credits)**

The urban school through the eyes of city youngsters, teachers and other educational personnel. Influences of social and economic forces: poverty, family patterns, ghetto mores, urban unrest, emergent minority leadership, school funding patterns, community agencies and school traditions. Evaluation of federal and other projects, innovative teaching and local action. Student prepares a proposal for improvement of an urban school situation.

**SASE 524 Methods Technology Education (3 credits)**

This course prepares pre-service and in-service teachers to teach Technology Education K-12. The course includes application of the NJCCCS 8.2 (Technological Literacy); planning a course of instruction (unit plans, lesson plans, technology learning activities); laboratory management, equipment, and safety; record keeping and assessment. Students engage in micro-teaching lessons. May be repeated once for a maximum of 6 credits.

**SASE 526 Seminar in Inclusive Pedagogies (3 credits)**

Corequisite(s): SASE 527 and content area methods course(s).  
 Prerequisite(s): SASE 509 or EDFD 509. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), or Master of Education (MED). This is the first course in a two-semester sequence (SASE 526, SASE 543). This course focuses on developing classroom practices necessary for student teaching and the beginning of a professional career in teaching, building from the knowledge and skills developed in previous courses in the professional sequence. In conjunction with SASE 527-Fieldwork, students have the opportunity to observe in classrooms and to do individual, small group, and whole class teaching. Students investigate democratic classroom practice by focusing on curriculum development; creating a positive, well-structured climate for learning in their classrooms; learning and practicing techniques for effective classroom management; and choosing appropriate teaching strategies and assessments to create successful learning experiences for their students. May be repeated for a maximum of 6 credits.

**SASE 527 Clinical Practice I (3 credits)**

Corequisite(s): SASE 526. Restriction(s): AFC; Students must be enrolled in a Master of Arts in Teaching (MAT) or Instructional Teaching Certificate (CRI). Special fee. Students will spend 175 hours, or approximately two days per week, in an assigned public school. Activities include, but are not limited to, observing classroom teachers, facilitating small group and individual instruction, participating in after-school activities, tutoring, attending department meetings, shadowing and interviewing students and teachers, lesson planning and teaching, and assessing student work. May be repeated once for a maximum of 6 credits. Students must submit a Clinical Year application before registering for this course: the application is due by March 1 for Fall Clinical I and by October 1 for Spring Clinical I.

**SASE 529 Clinical Practice II (6 credits)**

Corequisite(s): SASE 543. Prerequisite(s): SASE 527; and ARED 401 or ARED 512 or SASE 402 or SASE 502 or DNCE 402 or HLTH 401 or HLTH 520 or ENGL 471 or ENGL 571 or PEMJ 457 or PEMJ 558 or SASE 401 or SASE 501 or FREN 419 or FREN 519 or SPAN 418 or SPAN 518 or ITAL 419 or ITAL 519 or LATN 419 or LATN 519 or MATH 470 or MATH 519 or MUED 321 or MUED 557 or LNGN 403 or APLN 525 or THTR 406. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT) or Instructional Teaching Certificate (CRI). Special fee. Full-time student teaching in a New Jersey public school is required for all students in the Teacher Education Program (B/MAT, Post-BA, and MAT teacher preparation tracks). Fall Clinical II begins in late August and Spring Clinical II begins the first weekday after January 1. May be repeated once for a maximum of 12 credits.

**SASE 530 Principles of Curriculum Development (3 credits)**

will determine the pattern of curriculum in American education in the American public schools from K-12 grades. Accepted manner of designing such curricula and professional bodies and individuals who play leading roles in the process of curriculum design. Connection of community interest and power structures in society which are related to the professional decisions. Full time student teaching in the public schools of New Jersey for the duration of a semester is required of all students who complete the regular program of certification requirements. 6 hour lab requirements. May be repeated once for a maximum of 12 credits.

**SASE 532 Middle School Curriculum and Organization (3 credits)**

Prerequisite(s): SASE 530. Emerging curriculum of the rapidly developing middle school. Organization of pupils, instruction, media and facilities. Recent social changes and educational innovations; practices in typical middle schools; developing instructional strategies.

**SASE 533 Curriculum Construction in the Secondary School (3 credits)**

Prerequisite(s): SASE 530. Secondary school curriculum and the needs of a changing civilization. Effective means of curriculum construction.

**SASE 535 Designing Curriculum for Affective and Humanistic Education (3 credits)**

Prerequisite(s): SASE 530. The design and implementation of curricular approaches to emotion and process phenomena in the school; evolution, theory and current practice experientially evaluated. Workshops to devise original design models, and simulative and micro-teaching sessions to demonstrate competence in their application.

**SASE 537 The Study of Teaching and Curriculum (3 credits)**

The teaching process, the varieties of teaching models and metaphors, underlying philosophical considerations and the relationship between teaching and learning outcomes.

**SASE 541 Individualized Learning (1 credit)**

To help the teacher develop materials and techniques which will help him/her to make adaptations to the needs of individual students.

**SASE 543 Advanced Seminar in Inclusive Pedagogies (3 credits)**

Prerequisite(s): SASE 526 and SASE 527. This is the second course in a two semester sequence (SASE 526, SASE 543). This course focuses on putting into practice all the knowledge and skills students have developed throughout their professional sequence in their full time, supervised student teaching experience. A primary focus is on planning and implementing curriculum with an emphasis on the inclusive classroom. In addition to curriculum planning, using, and modifying appropriate instructional and assessment strategies, students learn about the impact of the school and classroom culture and climate on student learning and on relationships between and among students, teachers, and other professionals in school. May be repeated once for a maximum of 6 credits.

**SASE 544 Language and Learning in Secondary Classrooms (3 credits)**

Restriction(s): Admission to the MSU Alternate Route Teacher Education program. This course focuses on language and literacy in inclusive classroom settings and exposes students to issues central to the education of emergent bi/multilingual students including socio-cultural, legal, and political influences; the social and academic uses of language; and the role of language variation in society and education. Particular attention will be paid to additional language and literacy acquisition, explicit practice and planning for learning academic content, and methods and approaches to facilitate academic language and literacy development.

**SASE 545 Theory and Practice of Teaching the Bilingual Child (3 credits)**

Methodology, and teaching the bilingual student in content areas, i.e., social studies, language arts, mathematics and science. Special emphasis is given to the evaluation of methodology and to instructional materials available for bilingual students. Attention will also be given to the study of operational programs with (as far as practicable) visitation and observation. Required for bilingual certification.

**SASE 546 Education of the Gifted and Talented (3 credits)**

Course will focus on the components necessary for planning and implementing programs for gifted and talented students: definition and identification procedures, alternative organizational patterns, curriculum design, instructional strategies and materials, teacher selection and program evaluation.

**SASE 548 Meeting the Social and Emotional Needs of the Gifted (3 credits)**

This course explores the various social and emotional needs of students who are gifted. The course focuses not only on the perceived deficits of these students, but on their social and emotional strengths as well. In addition, a variety of types of gifted students and their particular needs are discussed. Those include students who are underachievers, gifted students with disabilities, the twice exceptional, gifted boys, gifted girls, young gifted children, gifted minority students, highly creative students, and the highly gifted. The issue of parenting gifted students is also addressed.

**SASE 558 Interdisciplinary Curriculum (3 credits)**

Prerequisite(s): SASE 530. This course will examine interdisciplinary curriculum from both a historical perspective and as a current model of curriculum design.

**SASE 560 Inquiry into Knowledge, Learning and Education (9 credits)**

This course focuses on the development of three distinct, but interconnected, understandings about knowledge, learning, and adolescent identity within urban communities outside of school. Through personal learning autobiographies and hands-on learning activities, students come to understand how and why they learn and how their personal learning histories affect them in different contexts. They also study the lives and learning of urban youth, and explore the urban community. Through reflection they acquire new understandings about the nature of knowledge, the lives of urban youth and communities, and the processes and products of learning. Their understanding of knowledge construction and learning is applied to the teaching and learning of math and science in non-traditional settings. Field trips, internships in community-based organizations, book groups, an online discussion forum and a student study form the core activities of this full-time experience.

**SASE 561 Inquiry into Knowledge, Learning, and Schooling (11 credits)**

Prerequisite(s): SASE 560. This course focuses on assessing and building on students' prior knowledge, strengths, and needs, planning curriculum and instruction, and teaching math or science. Residents learn to use student data to plan differentiated math or science instruction. They explore how students' learning histories affect their classroom achievement and learn about students' lives outside the classroom. They also plan math/science teaching around how students do their best learning, gather data about what student learning looks like through formal and informal assessments, and create action plans for addressing the learning needs of students. These concepts are developed primarily through an apprenticeship with a classroom-based mentor in math or science during which residents co-teach the mentor's full teaching assignment, develop and teach units and lessons, and collaboratively engage in action research with the mentor. Additionally, residents participate in instructional rounds and a weekly half-day seminar and are observed by university education, subject area, and school based faculty.

**SASE 562 Inquiry into Teaching and Schooling (11 credits)**

Prerequisite(s): SASE 560, SASE 561. Builds on teacher residents' prior knowledge & experience planning for student learning in math & science. Residents employ pedagogical content knowledge in designing & implementing classroom activities, assessments, & units of study. They learn to evaluate their teaching effectiveness & adjust their instruction based on monitoring learning through formative & summative assessments. Special attention is given to addressing the needs of students with disabilities & English lang learners, & supporting differentiated instruction through the use of educational technologies. The residents engage in math/science curriculum study. They explore how curriculum is developed, why it is selected, & the epistemological theory that informs the curriculum & its implementation. Residents examine the school culture & engage in professional relationships with all members of the school community. Takes place primarily through an apprenticeship with a classroom-based mentor during which residents co-teach the mentor's full teaching assignment, develop & teach units & lessons, & collaboratively engage in action research with the mentor. Additionally, residents participate in instructional rounds & a weekly half-day seminar, & are observed by university education, subject area & school based faculty.

**SASE 563 Reflections on Teaching and Learning (3 credits)**

Prerequisite(s): SASE 560, SASE 561, SASE 562. In this course, residents focus on developing themselves as reflective practitioners who take seriously their roles as classroom teachers, lifelong learners, and agents of change for the betterment of public education. Residents explore the structures and history of various educational policies that impact their work in schools. Their knowledge helps them learn to negotiate power and authority inside and outside classrooms and schools. Residents reflect on their math/science teaching and learning beliefs and practices through the preparation and presentation of a digital portfolio. Sample lesson plans, samples of student work, a statement of teaching and learning, and action research project report(s) are some of the artifacts to be included. Students present their portfolios in research roundtables composed of fellow residents, mentor teachers and other school-based colleagues, as well as members of the surrounding community. As residents examine who they have become as teachers over the past year, they think broadly about the context of their teaching and the external societal, historical, political, economic, and social influences that shape their emerging identity as professional teachers.

**SASE 605 Practicum in Teaching (5 credits)**

Prerequisite(s): Departmental approval. The student initiates and completes an independent study project within the fields of curriculum and instruction.

**SASE 610 Independent Study in Curriculum and Teaching (1-3 credits)**

Prerequisite(s): Departmental approval. An opportunity for practicing teachers to develop and implement curricula under the guidance of curriculum development specialists. Student should discuss proposal with a faculty sponsor in the department of Curriculum and Teaching and secure permission prior to registration. Especially appropriate for teachers involved in "T and E" planning. May be repeated once for a maximum of 6 credits.

**SASE 620 Clinical Internship in Urban Education I (2-4 credits)**

Prerequisite(s): Departmental approval. The semester-long field experience is designed to provide a student with teaching experience in an urban school. The authentic experience is guided and supervised by school district and university supervisors. University supervisors will represent both the field of education and the academic discipline the student is teaching. A student is required to meet all school district requirements and obligations of a full-time teacher. All students enrolled in this course will have been matriculated in a specialized teacher education program for urban teaching.

**SASE 621 Clinical Internship in Urban Education II (2-4 credits)**

Prerequisite(s): Departmental approval. The semester-long field experience is designed to provide a student with teaching experience in an urban school. The authentic experience is guided and supervised by school district and university supervisors. University supervisors will represent both the field of education and the academic discipline the student is teaching. A student is required to meet all school district requirements and obligations of a full-time teacher. All students enrolled in this course will have been matriculated in a specialized teacher education program for urban teaching.

**SASE 635 Research Seminar in Curriculum Construction (3 credits)**

Prerequisite(s): SASE 532 or SASE 533. Individual advanced work in curriculum construction. Admission upon approval of the instructor.

**SASE 650 Transitional Seminar (2 credits)**

Prerequisite(s): EDFD 503. Restriction(s): Matriculation in MEd program. This course provides participants with an opportunity to integrate major content of Phase I and set goals for remainder of program.

**SASE 654 Professional Development Modules I (4 credits)**

The Professional Development Modules provide an individualized learning experience for MEd students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. MEd Candidates must master the competencies required at the time they enroll in the course. This four-credit course may not be repeated.

**SASE 670 Culminating Activity (4 credits)**

This is the final course of the MEd program. Each teacher is responsible for implementing, at a field site, the activity he/she planned in Transitional Seminar II, and then evaluating and disseminating the results.

**SASE 680 Special Topics in Curriculum and Teaching (1-3 credits)**

Topics vary in accordance with needs, concerns, or requests of school districts, teachers, faculty and students, or professional organizations desiring additional study in a particular area of curriculum and/or teaching. Current problems, concerns and issues are given priority. Credits are dependent upon number of hours, workshops and/or seminars that are appropriate to the topic. May be repeated twice for a maximum of 6 credits as long as the topic is different.

**SASE 681 Leadership in Content and Instruction (2 credits)**

Corequisite(s): SASE 682 and SASE 683. Restriction(s): Admission to MEd in Teacher Leadership program. The purpose of this course is to enrich teacher leaders' capacity to lead by example in their classrooms, develop knowledge for practice in their content area, and deepen their understanding of the knowledge, purposes, methods, and forms of their content area. Teacher leaders will have the opportunity to immerse themselves in the construction of knowledge through inquiry with internship experiences and by developing a conceptual map of knowledge in the content area, understanding how that knowledge is developed, why it is important, and how that knowledge is communicated to others. In conjunction with SASE 682 and 683, teacher leaders will lead by example through the development of an interdisciplinary curricular unit based on the content that they have gained and an emphasis on the process of how they gained that content. May be repeated once for a maximum of 4 credits.

**SASE 682 Leadership in Curriculum (3 credits)**

Corequisite(s): SASE 681 and SASE 683. Restriction(s): Admission to MEd in Teacher Leadership program. This course explores theories and practices of curriculum development for high quality instruction and enhanced student learning and achievement. It provides teacher leaders with the habits of mind, skills, tools and resources to lead by example and to analyze and evaluate curriculum quality and effectiveness. Teacher leaders will study the history and differing models of curriculum development as well as state standards and apply their understandings to design high quality, developmentally appropriate, interdisciplinary, and standards-aligned curriculum for diverse students, including those with special needs and English Language Learners. May be repeated once for a maximum of 6 credits.

**SASE 683 Fieldwork Experience in Content, Instruction and Curriculum (2 credits)**

Corequisite(s): SASE 681 and SASE 682. Restriction(s): Admission to MEd in Teacher Leadership program. Teacher leaders will deepen their content knowledge by reconnecting with their discipline in a discipline-based experience. Following this extra-curricular experience, they will implement a curriculum unit of their own design in their classrooms. Selection and redesign of the curriculum unit will occur in SASE 681 and SASE 682. Implementation of the unit, evidence of teaching, and a reflection on the discipline-based experience will occur in this field course. May be repeated once for a maximum of 4 credits.

**SASE 684 Leadership in Self-Study and Action Research of Teaching Practices (3 credits)**

Corequisite(s): SASE 685 and specialization course. Prerequisite(s): SASE 681 and SASE 682 and SASE 683. This course guides teacher leaders to develop a form of inquiry that parallels their understandings of teaching and learning. It provides teacher leaders with the tools and resources necessary to examine their own practice as the center of their investigation and later share their findings with other teachers. Participating in a cycle of inquiry, teachers will design a self-study that focuses on an authentic question that has emerged from their teaching in the classroom or school setting. They will utilize a variety of different research methods such as action research and narrative research to collect and analyze data. They will be invited to share their research process with their colleagues to reflect on the process of self-study and the ways in which it has begun to impact their teaching. The research proposal from this course becomes the basis for the Teacher Leadership culminating project concluded in SASE 693. May be repeated once for a maximum of 6 credits.

**SASE 685 Field Experience in Self-Study/Action Research of Teaching Practices (1 credit)**

Corequisite(s): SASE 684 and specialization course. Prerequisite(s): SASE 681 and SASE 682 and SASE 683. This course, taken in conjunction with CURR 684 and a specialization course, will provide teacher leaders with the opportunity to examine their classroom practices from a content area specialist/researcher's perspective. Through this investigation, teacher leaders will design a self-study/action research proposal, which features their emerging research question, their description of their context, a literature review, research design, and methods and data analysis. This field experience will provide them with time to collect preliminary data. May be repeated once for a maximum of 2 credits.

**SASE 686 Leadership in Teaching and Learning (3 credits)**

Corequisite(s): SASE 687 and SASE 688. Prerequisite(s): SASE 681 and SASE 682 and SASE 683. This course brings together current ideas and literature in a critical exploration of the interrelationship between learners and instruction. It provides teacher leaders with tools and resources to evaluate and develop their own views of learning, knowledge and pedagogy and to apply these understandings to their own practice. Teacher leaders will study examples from a variety of settings that illustrate common interests and concerns in teaching and learning with an emphasis on professional learning, research-based instructional practices, and the quality of reflective practice and self-study of teaching. May be repeated once for a maximum of 6 credits.

**SASE 687 Leadership in Assessment (3 credits)**

Corequisite(s): SASE 686 and SASE 688. Prerequisite(s): SASE 681 and SASE 682 and SASE 683. This course is intended to provide prospective teacher leaders with knowledge and skills for evaluating and understanding student growth and learning across diverse educational settings. It presents theory and practice of assessment for teachers and other professionals, with an emphasis on classroom evaluation and assessment procedures consistent with the New Jersey Core Curriculum Content Standards. Teacher leaders are encouraged to analyze current assessment policies and practices - their own as well as local and national - and to consider assessment practice from the point of view of learners and how they experience learning opportunities, and to relate these aspects to an evaluation of their own assessment practice and its development. May be repeated once for a maximum of 6 credits.

**SASE 688 Fieldwork in Teaching, Learning and Assessment (1 credit)**

Corequisite(s): SASE 686 and SASE 687. Prerequisite(s): SASE 681 and SASE 682 and SASE 683. This field experience will immerse teacher leaders in a cycle of assessment, teaching, and learning by practicing skills, engaging in ongoing reflection, and enacting a self-study regarding the effectiveness of one's efforts. To do this, teacher leaders enrolled in fieldwork will implement assignments from the corequisite courses SASE 686 and SASE 687. May be repeated once for a maximum of 2 credits.

**SASE 689 Leadership in Professional Development (3 credits)**

Corequisite(s): SASE 690 and SASE 691. Prerequisite(s): SASE 681, SASE 682, SASE 683, SASE 684, SASE 685, SASE 686, SASE 687, and specialization course. This course brings together research and practice in a critical exploration of professional development and teacher learning. It provides teacher leaders with the tools and resources to be able to develop their own understanding of the role of communities of practice and professional development in teacher learning. Students will study what research tells us about effective and ineffective professional development forms, focusing particularly on those that involve teacher leadership. We will examine the role of technology and data analysis in teacher learning and how it is most effectively used in professional development. Students will identify professional development needs in their school and then work to develop professional development plans and programs to meet those needs, incorporating technology and their understanding of effective professional development practices. May be repeated once for a maximum of 6 credits.

**SASE 690 Dynamics of Leadership (3 credits)**

Corequisite(s): SASE 689 and SASE 691. Prerequisite(s): SASE 684, SASE 685, SASE 686, SASE 687, SASE 688, and specialization course. This course brings together theories and practices of group dynamics and organizational behavior drawn from work inside and outside of schools for critical application to the work of prospective teacher leaders. A major focus of the course will be on understanding and applying the processes of building collegial relationships and communication across constituent groups. The course will examine barriers to change and leadership, and will explore strategies for building a community across traditional boundaries while remaining sensitive to school context. The process of educating for mentoring/coaching expertise, the dissemination of information on teaching and learning, and fostering collaboration among education professionals are also essential topics for this course. May be repeated once for a maximum of 6 credits.

**SASE 691 Field Experience in Professional Development and Dynamics of Leadership (1 credit)**

Corequisite(s): SASE 689 and SASE 690. Prerequisite(s): SASE 681, SASE 682, SASE 683, SASE 684, SASE 685, SASE 686, SASE 687, and specialization course. Teacher leaders will implement a professional development plan of their own design in their schools. Design of the professional development plan will occur in SASE 689 and SASE 690. Implementation of the plan, assessment of implementation and the plan as a whole, and a reflection on the implementation will occur in this field course. Feedback and assessment of the plan will be submitted in fulfillment of the course requirement. May be repeated once for a maximum of 2 credits.

**SASE 692 Leadership for Impact: People, Policies and Practice (3 credits)**

Prerequisite(s): SASE 681, SASE 682, SASE 683, SASE 684, SASE 685, SASE 686, SASE 687, SASE 688, SASE 689, and SASE 690. This course brings together theories and practices of education policy and law that have had an impact on teacher education, certification, and licensure. It provides teacher leaders with the habits of mind, skills, tools and resources to analyze and evaluate the effectiveness of education policy and law through the lens of teacher education. Teacher leaders will study the history that has shaped the development of these education policies and laws on local, state, and federal levels, and will consider the impact of politics, the courts, and public opinion. They will apply these understandings in order to critique policies derived from current federal legislation and will explore their roles as advocates for teachers, students and families. May be repeated once for a maximum of 6 credits.

**SASE 693 Research Mentorship (1 credit)**

Corequisite(s): Second specialization course. Prerequisite(s): SASE 684, SASE 685, and one specialization course. Teacher leaders will conduct a capstone research project under the close supervision of an assigned faculty member who has expertise in the area of research. Teacher leaders will collect data based upon the proposal designed in SASE 685, analyze that data, and present their findings (in a formal venue). Successful completion of Research Mentorship meets the Graduate School's Comprehensive Exam/Capstone Project requirement for graduation. May be repeated once for a maximum of 2 credits.

**SASE FTE SASE Professional Semester FTE (1 credit)**

Corequisite(s): Second specialization course. Teacher leaders will conduct a capstone research project under the close supervision of an assigned faculty member who has expertise in the area of research. Teacher leaders will collect data based upon the proposal designed in SASE 685, analyze that data, and present their findings (in a formal venue). Successful completion of Research Mentorship meets the Graduate School's Comprehensive Exam/Capstone Project requirement for graduation. May be repeated once for a maximum of 2 credits.