

## School of Education

*DEAN: Lynn Romeo, Ed.D.*

*ASSOCIATE DEAN: Terri Rothman, Ph.D.*

The School of Education (SOE) was established in 1995 to broaden and increase support for Monmouth University's education programs. The goal of the School is to provide highly effective programs to prepare practitioners who can help all students to learn in diverse school settings. Candidates are mentored by a diverse faculty that models best practices grounded in research. The School seeks to foster collaboration and partnerships among University faculty, students, staff, school practitioners, and community representatives to improve student achievement. Programs are rooted in the belief that all students can learn and are guided by four key themes: (1) the importance of both pedagogical and content knowledge and a commitment to life-long learning, (2) an emphasis on collaboration and partnerships with schools and local communities, (3) the important role played by cultural diversity and individual differences in teaching/learning process, and (4) the need to develop educational leadership skills consistent with professional ethics.

The School of Education consists of two departments. The Department of Curriculum and Instruction offers a Master of Education (M.Ed.)

degree, as well as a Master of Arts in Teaching degree, that leads to an initial certification (Elementary Track, Secondary Track, K-12 Track for Art, Music and Foreign Languages, and Early Childhood Elementary Track) with options of blending various endorsements, such as Teachers of English as a Second Language (ESL), Teachers of Students with Disabilities (TSD), Middle School Teachers, and Teachers of Supplemental Reading and Mathematics. The Department of Educational Leadership, School Counseling, and Special Education offers a Master of Science in Education degree in the areas of Principal (with an option for Principal/School Administrator Track), School Counseling, Reading Specialist, and Special Education (with an option for Teacher of Students with Disabilities, Autism, Teaching in Inclusive Settings or Learning Disabilities Teacher – Consultant Tracks); graduate endorsements in Early Childhood, English as a Second Language, Teacher of Students with Disabilities, and Substance Awareness Coordinator; and post-master's endorsements in Reading Specialist, Principal, Supervisor, Learning Disabilities Teacher Consultant, Director of School Counseling Services and Counseling.

The SOE programs emphasize state and national curriculum standards and research-based

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best practice designed to improve student learning. Programs are designed to improve a candidate's critical thinking, communication, and problem-solving skills as these apply to K-12 student learning. The School's programs also integrate state-of-the-art computer technologies that can be applied in K-12 classrooms, school administration, and student counseling. The School has its own computer lab and offers its own online and web-enhanced courses.

The School's graduate faculty members are experienced practitioner-scholars whose teaching reflects the most recent theory and research that candidates can apply as best practice in diverse classroom and school settings to develop effective schools and improve student learning. All programs incorporate integrated field experiences to enable candidates to work with students in actual school settings and encourage interaction with teachers, administrators, and community representatives.

### **CURRICULUM AND INSTRUCTION**

*Jingzi Huang, Chair, Department of Curriculum and Instruction*

**Sheila Baldwin**, Associate Professor. Ph.D., Texas A&M University. Professional interests include secondary education, multicultural education, literacy development, and action research.

**Judith Bazler**, Professor. Ed.D., University of Montana. Specialty is curriculum design and science education and informal science, e.g. museums. Founder of the Smart Discovery Center, Bethlehem, Pennsylvania.

**Laurel Chehayl**, Assistant Professor. Ph.D., Kent State University. Curriculum and Instruction: Teacher Education, Secondary Literacy, Curriculum Studies..

**John W. Dorsey**, Lecturer. M.A., Kean University. Professional interests include social and philosophical foundations of education and characteristics of successful (effective) schools.

**Letitia Graybill**, Lecturer. Ed.D. Rutgers University. Professional interests include issues in science and society and applications of computer technology to classroom teaching.

**Carolyn Groff**, Assistant Professor. Ph.D., Rutgers University. Specialty is literacy/language arts and elementary education.

**Jingzi Huang**, Associate Professor. Ph.D., University of British Columbia. Professional

interests include English as a second language, foreign language education, and content literacy.

**Bruce A. Normandia**, Associate Professor. Ed.D., Rutgers University. Professional interests include equity and access to important mathematics for all learners.

**William Stanley**, Professor. Ed.D., Rutgers University. Professional interests include foundations, curriculum development, and social studies.

**Dorothy Varygiannes**, Lecturer. Ed.D., Seton Hall University. Specialty is mathematics education.

### MASTER OF EDUCATION (M.Ed.)

*Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B".*

- M.Ed. Master of Education

### MASTER OF ARTS IN TEACHING (M.A.T.)

\*M.A.T. students are expected to have completed the content discipline prior to beginning the graduate program. Some Monmouth University students are admitted to graduate study before a coherent sequence of at least 30 credits in a recognized liberal arts discipline (e.g., art, English, mathematics) has been completed. These students are expected to do all remaining undergraduate coursework at Monmouth. In cases where the student is unable to take the appropriate classes at Monmouth due to time conflicts, the students may be given permission to take one or all of these discipline-specific courses at a two-year institution. In these limited cases, the Monmouth University M.A.T. students who obtain permission to enroll at two-year institutions while in the M.A.T. program may transfer the credits to Monmouth during their last semester in the M.A.T. program. These credits will be posted to a Monmouth University undergraduate transcript after completion of their M.A.T. program so as to comply with New Jersey Code Section 6A:9-5.11.

*Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B".*

- M.A.T. Initial Certification, Early Childhood Elementary Track, (P-3 Early Childhood Certification with Elementary K-5 Certification)

- M.A.T. Initial Certification, Elementary Track (K-5 Elementary Certification)
- M.A.T. Initial Certification, Elementary Track (K-5 Elementary Certification) with Endorsement in Teacher of Students with Disabilities
- M.A.T. Initial Certification, Elementary Track (K-5 Elementary Certification) and Teacher of Supplemental Instruction in Reading and Mathematics Endorsements
- M.A.T. Initial Certification, Elementary Track and Middle School Endorsement Track, (K-5 Certification with Content Specialization Endorsement 5-8); Elementary Track and Middle School Endorsement in: English, Social Studies, Science, or Mathematics
- M.A.T. Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science.
- M.A.T. Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement and Teacher of Students with Disabilities Secondary Track Certification in: English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science
- M.A.T. Initial Certification, K-12 (Certification K-12 Track and Subject Endorsement); K-12 Certification in: Art or Music
- M.A.T. Initial Certification, K-12 (Certification K-12 Track and Subject Endorsement); K-12 Certification in: Spanish or Chinese

### **EDUCATIONAL LEADERSHIP, SCHOOL COUNSELING, AND SPECIAL EDUCATION**

*Jason Barr, Chair, Department of Educational Leadership, School Counseling, and Special Education*

**Harvey Allen**, Assistant Professor. Ed.D., Rutgers University. Areas of professional interest include mathematics, interdisciplinary teaming, and middle school design.

**Jason Barr**, Assistant Professor. Ph.D., Fordham University. Trained in developmental theory with specific emphasis on the application of devel-

opmental theory. Areas of interest include empathy in adolescence and children's task persistence.

**Mary Lee Bass**, Lecturer. Ed.D., Rutgers University. Areas of interest include strategy instruction, content literacy, early literacy, adult literacy instruction, pre-service teacher training, and developmental reading instruction.

**Mary Brennan**, Specialist Professor. M.S., Lehman College. Areas of interest include learning disabilities assessment and education, student advocacy, and in-service training.

**Joseph Corriero**, Assistant Professor. Ed.D., Fordham University. Areas of professional interest include public school administration and organization; community relations; professional development work shopping; and new teacher mentoring.

**Wendy Harriott**, Associate Professor. M.S., Marywood College. Professional interests include special education, behavior management, pre-service and in-service teacher training.

**Jose M. Maldonado**, Assistant Professor. Ph.D., University of Arkansas. Areas of interest include multicultural counseling and school counseling.

**Sylvia Martin**, Associate Professor. Ed.D., University of Houston, Texas. Areas of interest include families of children with severe disabilities; contextual influences and learning, values as a context of inclusion; play-based intervention and assessment.

**Tina Paone**, Assistant Professor. Ph.D., University of Nevada, Reno. Areas of professional interest include school counselor, education and supervision, group counseling, substance abuse awareness programs, and, play therapies.

**Lynn Romeo**, Dean and Associate Professor. Ed.D., Rutgers University. Areas of professional interest include literacy, comprehension instruction, mentoring, and electronic dialoguing.

**Terri Rothman**, Associate Dean and Associate Professor. Ph.D., University of Albany, State University of New York. Areas of interest include factors that promote success for at-risk children, including children with disabilities and chronic health problems, multicultural approaches to child development, social and psychological foundations of education, and applied research.

**Sheila Witherspoon**, Assistant Professor. Ph.D., University of South Carolina. Areas of interest include school counseling and career development of African-American males; career development of African-American girls; STEM-based fields; education law; school exclusion; and substance awareness programs.

MASTER OF SCIENCE IN EDUCATION (M.S.Ed.)

*Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B".*

- M.S.Ed. Principal
- M.S.Ed. Principal/School Administrator
- M.S.Ed. Reading Specialist
- M.S.Ed. School Counseling
- M.S.Ed. Special Education - Teacher of Students with Disabilities Track
- M.S.Ed. Special Education - Teaching in Inclusive Settings
- M.S.Ed. Special Education – Learning Disabilities Teacher-Consultant
- M.S.Ed. Special Education - Autism Track

ENDORSEMENT PROGRAMS

The School of Education at Monmouth University offers four graduate endorsements: English as a Second Language (ESL), Early Childhood, Teacher of Students with Disabilities, and Substance Awareness Coordinator; and six post-master's endorsements; Supervisor, Reading Specialist, Director of School Counseling Services, Learning Disabilities Teacher-Consultant, Principal and Counseling. These programs are for teachers and counselors who wish to change specialties or enhance their skills in dealing effectively with diverse populations in the schools. Students may earn graduate endorsements without matriculating into a master's degree program. Post-master's endorsements require a master's degree as a prerequisite. All programs are approved by the NJ State Department of Education.

In addition, the School of Education at Monmouth University also offers a post baccalaureate TESOL Certification program which provides training to those who are not certified K-12 classroom teachers but are interested in receiving formal TESOL training so as to be able to teach English as a Second Language in adult communities or abroad.

New Jersey education endorsements can be obtained after the completion of a program if the student takes the following coursework:

• **Graduate Endorsement in English as a Second Language (ESL) (18 Credits)**

- EN563: Linguistics and the English Language . . . . . 3.0 credits
- LA580: American Cultural Diversity . 3.0 credits
- or
- ED606: Diversity in Education
- ED575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level
- or
- ED529: Content Literacy . . . . . 3.0 credits
- ED550: Teaching Diverse Populations . . . . . 3.0 credits
- ED583: Theories and Practice of ESL Instruction, Part I . . . 3.0 credits
- ED584: Theories and Practice of ESL Instruction, Part II . . . 3.0 credits

• **Graduate Endorsement in Early Childhood (13 credits)**

- EDL502: Development and Learning in Early Childhood. . . . . 3.0 credits
- EDL521: Early Childhood Family, School and Comm. Collaboration . . . . 3.0 credits
- EDL522: Early Literacy and Language Development. . . . . 3.0 credits
- EDL560: Early Childhood Curriculum Assessment. . . . . 4.0 credits

• **Graduate Endorsement: Substance Awareness Coordinator (24 credits)**

- EDC 570: Alcohol and Drug Abuse Programs and Services. . . 3.0 credits
- SW604/EDC604: Clinical Practice in Addiction . . . . . 3.0 credits
- or
- PC540: Introduction to Alcohol and Drug Abuse
- EDC515: Risk and Resiliency in Children and Adolescents . . . . . 3.0 credits
- EDC575: Alcohol and Drug Abuse Assessment and Counseling. . . . . 3.0 credits
- EDC 550: Counseling At Risk Children and Families. . . . . 3.0 credits
- SW605/EDC 605: Clinical Practice With Families and Children . . . . . 3.0 credits

or

PC542: Treatment of Alcohol and Drug Abuse  
EDC505: Counseling and Ethical Practice in the  
School Environment

or

SW698: Special Topics in Social Work:  
School Social Work . . . . . 3.0 credits  
EDC610: SAC Internship . . . . . 3.0 credits

• **Graduate Endorsement: Teacher of Students with Disabilities (21 Credits)**

EDL515: Advanced Literacy  
Instruction . . . . . 3.0 credits  
EDS535: Technology and Students  
with Disabilities . . . . . 3.0 credits  
EDS537: Collaborating with Families, Students  
and Professionals in Community and  
Educational Sett. . . . . 3.0 credits  
EDS500: Integrated Approach to Foundations  
of Special Education . . . . . 3.0 credits  
EDS534: Classroom Management in  
Inclusive Settings . . . . . 3.0 credits  
EDS552: Methods of Teaching Students  
with Disabilities . . . . . 3.0 credits  
EDS572: Assessment Strategies and Application  
in the Classroom . . . . . 3.0 credits

• **Post-Master's Certification Endorsement: Learning Disabilities Teacher-Consultant (24 credits)**

EDL515: Advanced Literacy  
Instruction . . . . . 3.0 credits  
EDS532: Physiological Aspects  
of Learning . . . . . 3.0 credits  
EDS550: Learning Theories and Applications in  
Inclusive Settings . . . . . 3.0 credits  
EDS537: Collaborating with Families, Students,  
and Professionals in Community and  
Educational Settings . . . . . 3.0 credits  
EDS568: Advanced Instructional Methods in  
Special Education . . . . . 3.0 credits  
EDS570: Assessment and Curricula Interventions  
and Strategies. . . . . 3.0 credits  
EDS590: Diagnosis and Correction of Learning  
Disabilities. . . . . 3.0 credits  
EDS610: Internship in Learning Disabilities  
Teacher – Consultant . . . . . 3.0 credits

• **Post-Master's Certification Endorsement: Supervisor: (12 credits)**

EDL536: Curriculum Development  
and Design . . . . . 3.0 credits  
EDL569: Public School Supervision . 3.0 credits  
EDL582: Practicum in Supervision and  
Curriculum, P-12 . . . . . 3.0 credits  
EDL593: Administration and Supervision of  
Literacy Practices and Professionals  
for Leaders . . . . . 3.0 credits

• **Post-Master's Endorsement: Director of School Counseling Services: (9 credits)**

EDL530: School Law and Policy . . . . 3.0 credits  
EDC565: Supervision of Counselors . 3.0 credits  
EDL536: Curriculum Development  
and Design . . . . . 3.0 credits

• **Post-Master's Certification Endorsement: Reading Specialist (30 credits)**

EDL515: Advanced Literacy  
Instruction . . . . . 3.0 credits  
EDL516: Literacy Strategies for  
All Learners I. . . . . 3.0 credits  
EDL517: Literacy Strategies for  
All Learners II . . . . . 3.0 credits  
EDL527: Literacy Trends and Issues . . 3.0 credits  
EDL525: Multicultural Literature  
and Literacy . . . . . 3.0 credits  
EDL526: Strategies for Teaching Writing,  
K-12. . . . . 3.0 credits  
EDL564: Assessment & Instruction  
in Literacy I . . . . . 3.0 credits  
EDL565: Assessment & Instruction  
in Literacy II. . . . . 3.0 credits  
EDL585: Practicum in Literacy . . . . . 3.0 credits  
EDL593: Administration and Supervision of  
Literacy Practices and Professionals  
for Leaders . . . . . 3.0 credits

• **Post-Master's Certification Endorsement: Principal: (30 credits)**

EDL504: Introduction to Educational  
Leadership P-12 . . . . . 3.0 credits  
EDL530: School Law & Policy . . . . . 3.0 credits  
EDL532: H.R. Management & School  
Finance . . . . . 3.0 credits  
EDL533: Community Relations . . . . . 3.0 credits  
EDL536: Curriculum Development

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and Design . . . . . 3.0 credits  
EDL537: Technology for School  
Leaders . . . . . 3.0 credits  
EDL569: Public School Supervision and  
Communication . . . . . 3.0 credits  
EDL588: Practicum in School Leadership I,  
P-12. . . . . 3.0 credits  
EDL589: Practicum in School Leadership II,  
P-12. . . . . 3.0 credits  
EDL606: Research Based Program Evaluation  
& Decision Making . . . . . 3.0 credits

• **Post-Master's Certification Endorsement:  
Counseling: (24 credits)**

EDC500: Introduction to Professional School  
Counseling . . . . . 3.0 credits

EDC545: Career Development and  
Counseling For the  
School Environment . . . . . 3.0 credits  
EDC525: Assessment for the School  
Environment . . . . . 3.0 credits  
EDC505: Counseling and Ethical  
Practice . . . . . 3.0 credits  
EDC600: Practicum in School  
Counseling . . . . . 3.0 credits  
EDC555: School Counseling Program  
Planning & Practice . . . . . 3.0 credits  
EDC601: Internship in School  
Counseling I . . . . . 3.0 credits  
EDC602: Internship in School  
Counseling II . . . . . 3.0 credits