

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's mission is to be a regional leader in the preparation of highly competent, reflective teachers and other professional

educators (e.g., administrators, counselors, and reading specialists) who have the knowledge, skills, and dispositions required to improve teaching and learning in a highly pluralistic, democratic society. Toward this end, our candidates are prepared to serve students from diverse backgrounds in terms of abilities, age, culture, ethnicity, family, lifestyle, and socioeconomic status. Our programs link research and practice by ensuring candidates have the opportunity to work with students, teachers, and school leaders in a wide range of local school and community settings. Finally, our programs are designed to instill a commitment to life-long learning. Undergraduate and graduate teacher education candidates must complete an approved content area major (e.g., Art, Biology, Foreign Language, English, History, Mathematics) or equivalent to be recommended for the Early Childhood, Elementary, or Secondary teaching credential in New Jersey.

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

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12 classrooms, school administration, and student counseling. The School has its own computer lab and offers its own online and web-enhanced courses.

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.

Programs are designed to provide a strong liberal arts or sciences background, a subject area major, a behavioral/social science sequence, and significant professional preparation for an elemen-

tary teacher (K–5), elementary teacher with subject matter specialization (K–8), and as a subject area (K–12) teacher.

Students wishing to earn certification as an elementary teacher are required to simultaneously complete the requirements of both the B.A. program in Education and one of the B.A. programs in Anthropology, Art, English, Foreign Languages, History, History and Political Science, Music, or Political Science; or to simultaneously complete the requirements of both the B.S. program in Education and one of the B.S. programs in Biology, Chemistry, Chemistry (physical science), or Mathematics. Students will have two academic advisors—one in each department.

Students wishing to earn certification in a subject area, K–12, are required to simultaneously complete the requirements of both the B.A. program in Education and one of the B.A. programs in Art, English, Foreign Languages, History, Music or Political Science; or to simultaneously complete requirements of both the B.S. program in Education and one of the B.S. programs in Biology, Chemistry, Chemistry (physical science), or Mathematics. Students will have two academic advisors—one in each department.

Students wishing to enhance their academic program and expand their education may choose among the five undergraduate endorsements offered: English as a Second Language (ESL); Teacher of Students with Disabilities (TSD); Middle School (5-8) Endorsement (available to Elementary K-5 majors in English, Math, Science, or Social Studies); Early Childhood - P3 (available to Elementary K-5 only); or Teacher of Supplemental Instruction for Reading and Math, K-8. One or more of these endorsements may be combined with a student's academic program.

To qualify for certification, students must complete the professional education components at Monmouth University and meet current standards of the Monmouth University School of Education and the New Jersey Department of Education. The program includes field experiences beginning in the sophomore year, increasing in intensity during the junior year, and culminating in full-time student teaching in the last semester of their senior year. Students are required to maintain a 2.75 grade point average (GPA). Undergraduate students in the School of Education must receive a minimum grade

of “C” in all required Education courses. If a grade below “C” is earned, that course must be retaken and will follow the rules set forth in this catalog referencing “Retaking a Course”.

Transfer students will have one semester of provisional status pending their attainment of a GPA of 2.75. Transfer students will be permitted to take one or two education courses as appropriate in the first semester. Transfer students may transfer a maximum of six (6) credits from a two-year institution.

Applications for student teaching must be submitted to the Office of Certification, Field Placements and School Partners by January 31st for fall and spring placement. At this time, students are screened to ensure that they meet the academic and professional standards required for State certification. Students must complete the appropriate Praxis II examinations with a passing score prior to student teaching and receive passing scores as the final requirement for State certification. Candidates seeking Spanish certification must also earn a passing score on the official OPI prior to student teaching. English as a Second Language (ESL) candidates must earn a passing score on the official OPI and WPT for certification.

BACHELOR OF ARTS WITH A MAJOR IN EDUCATION

Please refer to the following curriculum charts for program requirements. All curriculum charts are detailed and displayed in Appendix “B”.

- Bachelor of Arts in Anthropology and Education with Endorsement in Elementary Education
- Bachelor of Arts in Anthropology and Education with Endorsements in P-3 and Teacher of Students with Disabilities
- Bachelor of Arts in Art and Education with Endorsement in Elementary Education
- Bachelor of Arts in Art and Education with Endorsement in K-12 Education in Art
- Bachelor of Arts in English and Education with Endorsement in Elementary Education
- Bachelor of Arts in English and Education with Endorsement in Secondary Education in English
- Bachelor of Arts in English and Education with Endorsements in P-3 and Teacher of Students with Disabilities

- Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsement in Elementary Education
- Bachelor of Arts in Foreign Languages/ Spanish and Education with Endorsement in K-12 Education in Spanish
- Bachelor of Arts in Foreign Languages/ Spanish and Education with Endorsements in P-3 and Teacher of Students with Disabilities
- Bachelor of Arts in History and Education with Endorsement in Elementary Education
- Bachelor of Arts in History and Education with Endorsement in Secondary Education in Social Studies
- Bachelor of Arts in History and Education with Endorsements in P-3 and Teacher of Students with Disabilities
- Bachelor of Arts in History/Political Science Interdisciplinary & Education with Endorsement in Elementary Education
- Bachelor of Arts in History/Political Science Interdisciplinary & Education with Endorsement in Secondary Education in Social Studies
- Bachelor of Arts in Music and Education with Endorsement in Elementary Education
- Bachelor of Arts in Music and Education with Endorsement in K-12 Education in Music
- Bachelor of Arts in Music and Education with Endorsements in P-3 and Teacher of Students with Disabilities
- Bachelor of Arts in Political Science and Education with Endorsement in Elementary Education
- Bachelor of Arts in Political Science and Education with Endorsement in Secondary Education in Social Studies

BACHELOR OF SCIENCE WITH A MAJOR IN EDUCATION

Please refer to the following curriculum charts for program requirements. All curriculum charts are detailed and displayed in Appendix “B”.

- Bachelor of Science in Biology and Education with Endorsement in Elementary Education

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- Bachelor of Science in Biology and Education with Endorsement in Secondary Education in Biology
- Bachelor of Science in Chemistry and Education with Endorsement in Elementary Education
- Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education in Chemistry
- Bachelor of Science in Chemistry and Education with Endorsements in Elementary Education and Physical Sciences
- Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education in Physical Sciences
- Bachelor of Science in Mathematics and Education with Endorsement in Elementary Education
- Bachelor of Science in Mathematics and Education with Endorsement in Secondary Education in Mathematics

ADDITIONAL ENDORSEMENTS AVAILABLE

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

Add on to Elementary:

- Teacher of Students with Disabilities (TSD)
- English as a Second Language (ESL)
- Middle School Endorsement
- Early Childhood - P-3
- Teacher of Supplemental Instruction for Reading and Math, K-8

Add on to Secondary:

- Teacher of Students with Disabilities (TSD)
- English as a Second Language (ESL)

Add on to K-12:

- Teacher of Students with Disabilities (TSD)
- English as a Second Language (ESL)

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 developmental 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.