



Strategic Plan

2018-2023

June 23, 2018

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Introduction

The School of Education Strategic Plan is a five-year plan designed to raise the School of Education to national prominence during the period 2018-2023. The plan was developed over the academic year 2017-18, as described in Section 3, entitled the Strategic Planning process on p.8. The plan includes the School of Education mission, a brief vision statement, goals, and the strategies for implementation. He plan was developed collaboratively by faculty and staff in the School of Education. It has been reviewed by the faculty in each of the departments and by the School staff. The plan was finalized on June 30th, 2017.

It should be noted that this strategic plan is a living document. It will be reviewed annually and is subject to amendment at any time. An announcement of any amendment will be noted in the space below. The process, date, and content of all amendments will noted on the appropriate pages of this document.

Mission Statement

The School of Education's mission is to be a leader in the preparation and professional development of highly competent, reflective teachers, speech-language pathologists, school counselors and administrators. We are committed to social justice initiatives that better all students and other persons from diverse backgrounds in terms of abilities, age, gender, culture, race, ethnicity, family, and socioeconomic status. Our candidates learn the exigencies of their profession by practicing and demonstrating their skills through clinical experiences in a wide range of local school and community settings. Our accredited programs link theory and practice, foster lifelong learning and reflection, and improve the quality of life for students and clients through innovation, research, and scholarship. School of Education graduates have the practical skills, the commitment to service, and the theoretical knowledge necessary to enhance living and learning in academic and professional settings.



Vision Statement

The School of Education will become nationally recognized as a leader in developing program innovations in education. Our approach to innovation will be to foster institutional and community change through personal and professional transformation. To do so, we will establish a personalized, collaborative learning environment recognized for its diversity, known for its innovative practices and programs, committed to transforming local and global communities, and distinguished by its research and scholarship. We will support professional development on new pedagogies; provide access and professional development for electronic learning technologies; facilitate meaningful, consistent engagement with leading professionals in the field; and celebrate research and scholarship on program innovation. Our goal will be to develop cutting edge programs that foster the preparation and professional development of scholar-practitioners and leaders who can inspire personal and institutional transformation to meet worldwide learning opportunities and challenges in education.

To accomplish these goals our academic programs will be leaders in preparing and developing reflective, critical practitioners who are committed to equity and positive social justice; who have been engaged in extensive clinical preparation; and who are accomplished in enacting personal, professional, and institutional change. We will place a special emphasis on developing cutting edge approaches to social justice awareness and clinical preparation. Our work will be disseminated through presentations at national conferences, scholarship and publication, and a marketing strategy designed to feature our accomplishments through social media, newsletters, annual magazine, and special mailings.

Over the next five years, we will achieve a national reputation by enhancing the School of Education's reputation as a smart, progressive leader in professional preparation. To achieve

this goal, we must excel in two areas of critical importance: clinical practice and social justice.

We will do so by developing program innovations that emphasize:

1. Personal and professional transformation
2. The integration of social justice awareness into every aspect of our work
3. Enhanced school and community partnerships that provide well designed and innovative clinical internships
4. Leadership development and the capacity to enact school change

Success indicators will include increased enrollment, increased resources for further program development, a more diverse faculty and student body, more highly evolved school and university partnerships, increased recognition for research and scholarship through national presentations and publications, and increased name recognition for the School of Education.

Alignment

The School of Education Strategic plan is well aligned with the School of Education mission and the University strategic plan. In this section we present the six primary School of Education goals and demonstrate their alignment with the mission and the University strategic plan.

Goal 1: To maintain and develop processes that foster continuous program improvement.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness.

Goal 3: To promote an enhanced awareness and practice of social justice.

Goal 4: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Alignment with the University Strategic Plan

The six goals of the School of Education Strategic Plan are well aligned with the Monmouth University plan. Our vision for achieving personal and professional transformation through innovative programming is consistent with the university's emphasis on transformational learning. The School of Education also uses the same approach to transformational learning as the university. We emphasize rigorous academic work, immersion in clinical experiences, and life after Monmouth. Goals 1 and 2 illustrate our commitment to rigorous academic work by our focus on the continual improvement and innovation of our programs. Goals 3 and 3

demonstrate our commitment to immersive experiences by exposing our students to a multicultural community and by fostering partnerships that provide extensive professional experiences. Goals 4, 5, and 6 all address life after Monmouth. Goal 4 connects Monmouth students to future employers. Goal 5 shows them how to become both advocates and leaders in their profession. Goal 6 will foster their connection with Monmouth University after graduation.

Alignment with the School of Education Mission Statement

The six School of Education goals are aligned with the key elements of the mission statement. Our goal (Goal 6) to achieve national recognition is aligned with the mission statement's declaration to become a leader in preparation and professional development. We believe this is best accomplished through the continual improvement and innovation our professional programs (Goals 1 and 2). Our commitments to social justice (Goal 3) and our continuing drive to improve our school (Goal 3) and community partnerships (Goal 4) are prominently mentioned in the mission statement. Last, the value we place on leadership (Goal 5) can be found in the first statement of the mission statement.

Strategic Planning Process

The School of Education followed a year long process to develop the strategic plan. Conversations with faculty, school leaders and university leaders began a year in advance of the process. Time was devoted to discussing the strategic plan during faculty meetings in the fall 2017 semester. In addition, the faculty engaged in a Strengths/Weaknesses/Opportunities/Threats (SWOT) during a special meeting three-hour meeting on November 1st, 2017. There was a follow-up session during the November 29th faculty meeting to identify strategies relevant to the SWAT analysis. During the spring semester, the leadership team engaged in follow-up sessions during the Dean's Educational Leadership Council (DELIC). These meetings provided the basis for developing the six School of Education goals. The four department chairs used the School of Education goals to engage their faculty in strategic planning for their individual departments during the spring semester. A further description of this process is provided below.

SWOT Analysis

The School of Education faculty gathered on November 1, 2017 to conduct a SWOT analysis. The SWOT analysis was led by School of Business professor Gene Simko, who began the three-hour session by briefing the faculty on the schedule for the afternoon. During the first session, the faculty were split into four groups, each led by a team leader. Each team generated its own list of the top three strengths, weaknesses, opportunities, and threats. When this task was completed the four groups returned to the general group. At that time, Professor Simko led a group discussion to build a consensus on the top three items in each category. The meeting concluded on time with Professor Simko summarizing the days accomplishments. Below are the results from each group.

Strengths (S)

1. Faculty
2. Community Engagement
3. Programs – reputation, interdisciplinary, practical experience/application, wide variety, range of formats, 1

Weaknesses (W)

1. Student Enrollment Numbers/Quality Recruitment
2. Not enough full time faculty – spread too thin.
3. Accreditation/State Requirements
4. Lack of racial diversity and ethnicity diversity in faculty and students

Opportunities (O)

1. External Grants for Research
2. Increasing and diversifying partnerships with schools, businesses, and communities.
3. Make faculty/student body more diverse
4. Capitalize on emerging technology/online applications

Threats (T)

1. Threats to enrollment-tuition, cost of living, peer institutions, public transportation, loans
2. Lack of competitive salaries
3. Accreditation/State requirements

SWOT Analysis Summary

The SWOT analysis indicated that School of Education strengths included a dedicated, high performing faculty who are strongly engaged with the community and who constantly strive

to improve their programs. Weaknesses included a declining enrollment in some areas, a lack of racial diversity in students and faculty, and a heavy burden of requirements from state agencies and accrediting body. Opportunities included acquiring grants, increasing partnerships, increasing the diversity of students and faculty, and capitalizing on technology

Follow-Up Meeting

The School of Education conducted a follow up meeting on November 29th, 2017, to develop strategies from the SWOT analysis strategies for the strategic plan. The approach was to integrate the results into four new categories labeled as Strength-Opportunities, Strengths-Threats, Weaknesses-Opportunities, and Weaknesses-Threats. The group leader is listed in parenthesis by each group title. Below are the results from these discussions.

Strengths – Opportunities (Harvey Allan)

1. Diversity/Social Justice
2. Partnerships and Outreach
3. Resources (Grants, Training (PD), Funding)
4. Recruitment

Strengths – Threats (Mary Brennan)

1. Money related (scholarships, etc.)
2. Marketing
3. Support for students (tuition review)
4. Mentor and support for faculty (attending conference)
5. Connection to outside (state agencies and accreditation agency)
6. Recruitment considerations (faculty and students)
7. Maintaining currency

8. Competition (how we stack up with competition)

Weaknesses – Opportunities (Tracy Mulvaney)

1. Recruitment and Retention of faculty
2. Diversity
 - a. faculty
 - b. Student
 - c. Faculty
3. Partnerships
4. Social Justice
5. Programs
 - a. Technology
 - b. Faculty Development
 - c. Community

Weaknesses – Threats

1. Diversity of Students
 - a. Recruitment
2. Diversity of Faculty
 - a. Recruitment
 - b. Retention
3. Funding
4. Analysis of Competition

The findings from these two meetings became the basis for further discussions at the Dean's Educational Leadership Council, School of Education faculty meetings, and individual

department meetings. These discussions led to strategies became the basis for the school and department strategies listed on the following pages.

School of Education**Five Year Goals**

Goal 1: To maintain and develop processes that foster continuous improvement

Objective 1: Increase enrollment

1a. (Ongoing) Support recruiting efforts of faculty and staff

1b. (Ongoing) Hold National Future Educators Association Conference on campus

Objective 2: To enhance operational efficiency for the purpose of program improvement and development.

1a. (Ongoing) Annually review the assessment system for the purpose of reviewing and analyzing student, faculty and school performance

1b. (Ongoing) Annually review accreditation status to stay aligned with current standards and changing demands of the field (Year 1-5)

1c. (Ongoing) Update Operational chart

Objective 3: To maintain CACREP, CAA, and CAEP accreditation.

1a (Ongoing) Annually review each accredited program's status

Objective 4: Develop Advisory Groups for each department

1a Year 1 (2018-2019) Departments identify potential advisory members

1b Year 2 (2019-2020) Departments hold initial advisory meeting

1c Year 3 (2021-2022) Adviosry groups fully functioning

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness and cultivating a state and national reputation for program innovations.

Objective 1: Conduct annual reviews of program directors

Objective 2: Meet regularly with program directors.

Objective 3: To design and implement Teacher Residency program in Teacher Education

Objective 4: To develop and implement an M.Ed. program for alternative licensure teachers

Objective 5: To promote research and scholarship that examines the effectiveness of program innovations.

1a. Transformative Learning grants

Goal 3: To promote an enhanced awareness and practice of social justice.

Objective 1: Year 1 (2018-19) To conduct ongoing professional development of faculty and students on social justice issues.

Objective 2: Year 1 (2018-19) Invite guest speaker on social justice

Objective 3: Year 2 (2019 -20) Review and implement social justice practices across all operational aspects of the School of Education, including but not limited to hiring, promotion, recruitment, and promotional materials

Objective 4: To enhance recruitment practices that lead to increased diversification of students.

Objective 4: (Ongoing) To develop and implement community projects that promote social justice and foster a more diverse school of education community.

Objective 5: Year 2 (2019 -20) To acquire grant funding and and fund raising monies that support a more diverse environment.

Goal 4: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Objective 1: To design and develop a teacher education program that provides

compensation for clinical work.

1a. Year 1 (2018-2019) – Establishment of stipend agreements

1b. Year 2 (2019-2020) – Development of standards for paid internships

1c. Year 3 (2020-2021) – Establishment of clinical days on the schedule. 50%
of all teacher education majors on paid internships

1e. Year 5 (2021-2022) – 100% of all teacher education majors on paid
internships

Objective 2: Develop and implement an enhanced approach to supervisions.

Objective 3: Develop and implement professional development for clinical educators.

Objective 4: To cultivate scholarship that disseminates program innovations related to school and community partnerships.

Objective 5: Create School Safety conference

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Objective 1: (Ongoing) To cultivate leadership in all members of the School of Education through leadership academies, leadership conferences, and advocacy initiatives.

Objective 2: To become a hub for state leadership activities.

Objective 3: To promote leadership through a leadership conference on the Monmouth University campus.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Objective 1: To utilize effective marketing strategies to promote the School of Education

through social media, websites, newsletters, the annual magazine

1a. Year 1 (2018-2019) - Market programs and departments through Annual Magazine.

1b. Year 2 (2019-2020) - Discuss and share promotional strategies with faculty.

Use those strategies to feature student, faculty, programs, and departments

1c. Year 1 (2021-2022) - Optimize criteria for national rankings.

Objective 3: To acquire grant funding for scholarships that support social justice awareness and clinical experiences.

1a. Year 1 (2018-2019) – Establishment of stipend agreements

1b. Year 2 (2019-2020) – Development of standards for paid internships

1c. Year 3 (2020-2021) – Establishment of clinical days on the schedule. 50% of all teacher education majors on paid internships

1e. Year 5 (2021-2022) – 100% of all teacher education majors on paid internships

Objective 4: To promote the School of Education through nationally recognized research and scholarship, including invited presentations, national conference presentations, and publications on program innovations.

1a. (Ongoing) Strategically present and promote scholarship at national and international meetings

1b. (Ongoing) Publish work on program innovations

1c. (Years 1-5 2018-2023) School Change Research Study

Year 1 (2018-19) – Form research team, IRB permission and first interviews

Year 2 (2019-20) – Continued Interviews and confenece presentation

1d. Teacher Development Study

Year 1 (2018-19) – Form research team, IRB permission and first
interviews

Year 2 (2019-20) – Continued Interviews and confenece presentation

Educational Counseling and Leadership

Strategic Plan 2018-23

The Educational Counseling Program at Monmouth University, at its core, is a social justice advocacy program. The Program is committed to maintaining an environment that recognizes and values the diversity within society including but not limited to the areas of race, religion, color, sex, age, socioeconomic status, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. As such, the program is committed to training each counseling student to become a social justice advocate through self-awareness, understanding, knowledge, and advocacy skills. Aligned with the Program's goal of training counseling students as advocates, the Program seeks to develop and nurture diversity. The Program's belief is that advocacy is forefront in students' education, emphasizing an advocacy role in all of counseling. By the year 2020, the Educational Counseling Program's strategic plan will include the integration of the Multicultural and Social Justice Competencies throughout the entire program curriculum. The first phase of this plan is currently underway and will move into stage 2 during the 2018-2019 AY.

Goal 1: To maintain and develop processes that foster continuous improvement

Objective 1: To revise curriculum Multicultural and Social Justice

1a. Revise Educational Counseling courses

Year 1 (2018-2019) - Work through the Educational Counseling Syllabi and add the 2nd year strategic planned Multicultural and Social Justice Competencies to all syllabi.

Year 2 (2019-2020) - Add final set of Multicultural and Social Justice Competencies to all syllabi. Evaluate student IDI measures in connection with the addition of the MCSJ competencies into the curriculum.

Year 3 (2020-2021) - Evaluate that all syllabi contain the Multicultural and Social Justice Competencies. Analyze IDI measures of students in coordination with IDI results of faculty.

Year 4 (2021-2022)-Developing new syllabi to reflect additional 12 credit social justice based course curriculum.

Year 5 (2022-2023)-Finalize curriculum and gain approval for additional 12 credit social justice based course curriculum.

Objective 2: Goal related to Ed Counseling program enrollment

Year 1 (2018-2019) – Continue to work with new director of marketing to update marketing tools (i.e., webpage, brochures) to better reflect program’s commitment to social justice. Create a proactive recruitment plan for student affairs/college counseling program. Actively evaluate FTE numbers to ensure that we remain in compliance with CACREP standards.

Year 2 (2019-2020) – Actively recruit at national, regional, and local school and student affairs association conferences and meetings. Involve current students in the recruitment process.

Year 3 (2020-2021) - Continue to intentionally market and recruit at national, regional, and local school and student affairs association conferences and meetings. Faculty to present on best practices on recruiting a more diverse student body and special programs (e.g., alternative spring break program initiative, Monmouth Future Scholars, Consortium, day of service, etc.

Year 4 (2021-2022)-Begin to market changes to program curriculum to 60 credits, to include information about additional 12 credit curriculum focused solely on social justice. Curriculum change to begin fall 2023.

Year 5 (2022-2023)-Continue to market changes to program curriculum to 60 credits and provide in-depth descriptions of additional 12 credit curriculum (e.g., course descriptions).

Objective 3: Goal related to Ed Leadership enrollment

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness and cultivating a state and national reputation for program innovations.

Objective 1: Develop new program innovations

1a. Educational Leadership, Principal, Supervisor and Doctoral Programs

Year 1 (2018-2019) - Program Evaluation and Development: Recruit and establish

Year 2 (2019-2020) - work with Monmouth University School of Education Faculty to develop Ed.D. concentrations in the area of Curriculum and Instruction and Special Education

Year 3 (2020-2021) - Recruit faculty from across the different schools to teach in the Ed.D. Program and work on dissertation committees

1c. Program Development:

Year 1 (2018-2019) - Develop additional 12-credit curriculum focused on social justice to prepare for the fall 2020 shift to a 60-credit program. Changes to curriculum to will be proposed to the GSC during the fall 2018 semester.

Year 2 (2019-2020) - Begin to create the syllabi required for the additional 12-credits of curriculum.

Year 3 (2020-2021) - Finalize the syllabi for the additional courses added to the curriculum.

Goal 3: To promote an enhanced awareness and practice of social justice

Objective 1: To conduct ongoing professional development of faculty and students on social justice issues

1a. Intercultural Development

Year 1 (2018-2019) - Implement the second administration of the Intercultural Development Inventory (IDI) for the SoE faculty, administration, and staff. Align results with SWOT goals.

Year 2 (2019-2020) - Implement the third administration of the Intercultural Development Inventory (IDI) for the SoE faculty, administration, and staff. Analyze the group IDI results with the SWOT goals.

Year 3 (2020-2021) - Implement the fourth administration of the Intercultural Development Inventory (IDI) for the SoE faculty, administration, and staff. Analyze the group IDI results with the SWOT goals.

Year 4 (2021-2022)-Implement the fifth administration of the Intercultural Development Inventory (IDI) for the SoE faculty, administration, and staff. Analyze the group IDI results with the SWOT goals.

Year 5 (2022-2023)-Continue to implement administration of the Intercultural Development Inventory (IDI) for the SoE faculty,

administration, and staff. Analyze the group IDI results with the SWOT goals.

1b. Educational Leadership

Year 1 (2018-2019) - Continuing the Professional Development for Principals' and Superintendents' Academies. Use feedback from the members to make these programs meaningful and current.

Year 2 (2019-2020) – Survey the Superintendents and Principals to gather information on how the Academies have helped them to create significant change in their schools. Use these results to develop a paper for presentation at a national conference and subsequently published in a peer-reviewed journal.

Year 3 (2020-2021) – Create a steering committee focused on the development of an Academy for Curriculum Supervisors.

1c. Social Justice and Diversity Training and Initiatives

Year 1 (2018-2019) - Provide ongoing social justice training to SOE faculty. EDC serve as a model program for other programs and departments within the SOE. Receive consistent, broad, advanced level training that will translate throughout program curriculum. Better inform existing SoE programs, including the Monmouth Future Scholars program and the Central Jersey Consortium for Equity & Excellence as well as many other SoE programs.

Year 2 (2019-2020) - Provide ongoing social justice training to SOE faculty. Receive consistent, broad, advanced level training that will

translate throughout program curriculum. Better inform existing SoE programs, including the Monmouth Future Scholars program and the Central Jersey Consortium for Equity & Excellence as well as many other SoE programs.

Year 3 (2020-2021) - Provide ongoing social justice training to SOE faculty. Receive consistent, broad, advanced level training that will translate throughout program curriculum. Better inform existing SoE programs, including the Monmouth Future Scholars program and the Central Jersey Consortium for Equity & Excellence as well as many other SoE programs.

Year 4 (2021-2022)- Program will offer a its first one-day social justice based symposium, open to local community, faculty, staff, and students. Continue with ongoing social justice training to SOE faculty. Continue to receive consistent, broad, advanced level training that will translate throughout program curriculum.

Year 5 (2022-2023)- Program will offer its second one-day social justice based symposium, open to local community, faculty, staff, and students. Continue with ongoing social justice training to SOE faculty. Continue to receive consistent, broad, advanced level training that will translate throughout program curriculum.

Objective 2: To enhance hiring practices that lead to increased diversification of faculty

2a. Faculty Recruitment

Year 1 (2018-2019) - creation of specific personal statement questions whereby faculty candidates will speak directly to their interest in social justice and the role it plays in educational counseling

Year 2 (2019-2020) - Develop strategies to recruit and retain diverse faculty; market the EDC program as a solid social justice program, allowing for a more targeted approach to recruiting those who share a commitment to social justice; and establish the program as unique and competitive locally and regionally because of the increased social justice focus.

Year 3 (2020-2021)- Devise a clear plan to better market the EDC program as a social justice-oriented program to attract prospective faculty who have a shared interest in multiculturalism and social justice advocacy.

Year 4 (2021-2022)-Intentionally cultivate relationships with current doctoral students to create a pipeline for a diverse faculty.

Year 5 (2022-2023)-Continue to intentionally cultivate relationships with current doctoral students to create a pipeline for a diverse faculty.

Objective 3: To enhance the recruitment practices that lead to increased diversification of students

3a. Student Diversification

Year 1 (2018-2019)- creation of specific personal statement questions whereby prospective students will speak directly to their interest in social justice and the role it plays in educational counseling; revised group

interview questions and group activity, which would allow for a clearer assessment of fit for the EDC program.

Year 2 (2019-2020) - revised group interview rubric to reflect such changes. Develop strategies to recruit and retain diverse students; market the EDC program as a solid social justice program, allowing for a more targeted approach to recruiting those who share a commitment to social justice; and establish the program as unique and competitive locally and regionally because of the increased social justice focus.

Year 3 (2020-2021)- Devise a clear plan to better market the EDC program as a social justice-oriented program to attract prospective students who have a shared interest in multiculturalism and social justice advocacy.

Year 4 (2021-2022)-Recruit students who are committed to social justice and interested in becoming effective agents of change in educational settings.

Year 5 (2022-2023)-Present at national, regional, and local conferences on best practices utilized to change culture of the program by intentionally recruiting strong social justice focused students. Involve current students and alumni in active recruitment and marketing plan.

Goal 4: To develop and implement community projects that promote social justice and foster a more diverse school of education community

4a. Central Jersey Consortium for Excellence and Equity

Year 1 (2018-2019) - Using data/feedback from previous year, run 2x a year student event in addition to the adult events. Using data/feedback from previous year, focus on one presenter across a variety of positions for the following academic year.

Year 2 (2019-2020) - Increase student based advocacy (at the University level), incorporating SoE students to assist with the CJCEE events. Increase the number of districts who collaborate with the CJCEE.

Year 3 (2020-2021) - Continue to increase the number of participating districts.

Year 4 (2021-2022) External funding will be obtained for the Monmouth Future Scholars program by way of donors and/or grant funding.

Year 5 (2022-2023). Work toward obtaining at least one additional school partnership for the Monmouth Future Scholars program.

4b. Empower Young Black Males

Year 1 (2018-2019) - Develop a proposal that outlines the program and its objectives. Submit proposals to present at a national and a regional conference pertaining to Black males' academic achievement.

Year 2 (2019-2020) - Identify various key stakeholder groups that will support this program. Submit manuscript for publication pertaining to Black males' academic achievement.

Year 3 (2020-2021) - Launch a pilot of the program; complete an analysis of the pilot program.

Year 4 (2021-2022)-Launch the official program based on initial analysis.

Year 5 (2022-2023)-Identity opportunities for a second school district partnership.

4c. Monmouth Future Scholars

Year 1 (2018-2019) - Based on information gained from our partners and program participants, conduct transformative learning and evaluative research on the program. Discuss with partners ways to increase retention and graduation rates for MFS students. The Monmouth Future Scholars program will be represented during the MU Scholarship Week program and at the SOE Scholarship Exhibition.

Year 2 (2019-2020) - Based upon the MFS research findings, identify ways to enhance the program and better implement the transformative learning process. Work with our partners to implement efforts to increase retention and graduation rates for MFS students through the program. (including encouraging potential MFS student applications to MU) A review of the program will be written for journal submission. Data will be collected from the Monmouth students assessing their experience in relation to transformational learning, and findings will be submitted for publication.

Year 3 (2020-2021) - Program evaluation data will be shared with the SOE Deans and with the SOE Social Justice Advocacy Committee. A report will be prepared and summarized for potential donors and justification for the program by university administration. Continue to

seek financial support for the Monmouth Future Scholars program external to the university.

Year 4 (2021-2022) External funding will be obtained by way of donors and/or grant funding.

Year 5 (2022-2023). Work toward obtaining at least one additional school district partnership.

4d. Partnerships and Outreach:

Year 1 (2018-2019) - Choose a philanthropy and develop partnership with a local organization supporting a marginalized population. Program faculty and students will join together for a day of service and/or other outreach efforts to create a shared social justice mission throughout the program. Program will offer a one-day social justice based symposium, open to local community, faculty, staff, and students.

Year 2 (2019-2020) - Identify potential alternative spring break options for students. Faculty will work with global education to establish an international partnership. Day of service will continue with students and faculty.

Year 3 (2020-2021)-Program will run its first social-justice based alternative spring break program. 2 faculty liaisons will serve as the leads. Evaluate learning objectives and revise experience accordingly. Day of service will continue with students and faculty.

Year 4 (2021-2022)-Program will run its second alternative spring break program based on initial evaluation. Day of service will continue with students and faculty.

Year 5 (2022-2023)-Program will run its third alternative spring break option. Expand day of service opportunities and actively involve existing partnership schools in day of service activities.

Goal 5: To cultivate leadership in all members of the SoE through leadership academies, leadership conferences and advocacy initiatives

1a. School and College Counseling

Year 1 (2018-2019) - Two events will be held on campus each year.

"New Counselor Roundtable" in the fall and the "Ideas Exchange" in the spring. Plan event with Monmouth County School Counselor Association to build more partnerships for placements. One-day social justice symposium will include active partnership districts.

Year 2 (2019-2020) - Advocate for more ways for Monmouth to show appreciation to the school counselors who provide supervision to our student interns

Year 3 (2020-2021)-Fully fund supervisors in order to continue to engage quality supervisors by incentivizing.

Year 4 (2021-2022)-Continue to fully fund supervisors. Increase partnerships to allow for a more broad array of experiences for both school counseling and student affairs students in the local and regional areas.

Year 5 (2022-2023)-Create a day of appreciation and host supervisors on campus for a day of thanks. Student reflections, faculty involvement, refreshments, etc. to be provided.

1b. Educational Leadership

Year 1 (2018-2019) - Continuing the Professional Development for Principals' and Superintendents' Academies. Use feedback from the members to make these programs meaningful and current.

Year 2 (2019-2020) – Survey the Superintendents and Principals to gather information on how the Academies have helped them to create significant change in their schools. Use these results to develop a paper for presentation at a national conference and subsequently published in a peer-reviewed journal.

Year 3 (2020-2021) – Create a steering committee focused on the development of an Academy for Curriculum Supervisors.

Goal 6: To achieve national recognition for outstanding professional programs

Objective 1: Accreditation

6a. To establish full CACREP accreditation status for school counseling/student affairs

Year 1 (2018-2019)-submit CACREP annual accreditation updates.
Receive full accreditation, as a result.

Year 2 (2019-2020)-submit CACREP annual accreditation report;
maintain standards for full accreditation status. Continue to evaluate curriculum. Begin discussion regarding transition to 2016 standards.

Year 3: (2020-2021)- submit CACREP annual accreditation report; maintain standards for full accreditation status. Continue to evaluate curriculum. Fully transition to 2016 CACREP standards.

Year 4 (2021-2022)- submit CACREP annual accreditation report; maintain standards for full accreditation status. Continue to evaluation curriculum.

Year 5 (2022-2023)-preparing for transition to 60 credit shift.

Objective 2: National Social Justice Publication and Presentations

6b. Program to be recognized for commitment to social justice nationally

Year 1 (2018-2019)-Faculty will continue to present at national conferences on an annual basis.

Year 2 (2019-2020)-Faculty will continue to present at national conferences on an annual basis.

Year 3 (2020-2021)- Faculty will continue to present at national conferences on an annual basis.

Year 4 (2021-2022)- Faculty will continue to present at national conferences on an annual basis.

Year 5 (2022-2023)- Faculty will continue to present at national conferences on an annual basis.

Speech-Language Pathology Department**Strategic Plan 2018-23****Mission Statement**

The mission of the Speech-Language Pathology Program is to provide students with both an academically rigorous foundation and hands-on clinical experience necessary to become competent, entry-level, speech-language pathologists. The program is committed to the preparation including academic coursework, clinical experiences and research experiences, which will prepare graduates to serve diverse clients of all ages in varied clinical and educational settings.

Goal 1: To maintain and develop processes that foster continuous improvement.

Objective 1 - Increase Enrollment and Academic Excellence to Ensure Program Sustainability

- 1a. Develop a recruitment strategy and marketing campaign with Graduate Admissions to attract a highly qualified, diverse pool of graduate students.
- 1b. Develop a recruitment plan with Graduate Admissions that attracts students from the Middle Atlantic and Northeast region.
- 1c. Ensure the student application and selection process is equitable and holistic in nature through use of a modified rubric that considers a range of student characteristics.
- 1d. Develop strategies to recruit highly qualified Monmouth undergraduate students to include the appointment of the Undergraduate
- 1e. Minor Coordinator, to advise and assist in recruitment of undergraduate

students.

Objective 2: Enhance student learning in both academic and clinical settings.

Objective 3: Increase student engagement in research and scholarship.

1a. Develop independent student research opportunities.

1b. Increase the number of student presentations at professional meeting

1c. Increase faculty scholarship through presentations, publications and/or external grants.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness.

Goal 3: To promote an enhanced awareness and practice of social justice.

Goal 4 – To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community. Measureable

Objective 1: Continue to develop partnerships in the community and obtain new agreements which offer diverse clinical experiences across the lifespan.

Objective 2: Increase opportunities to work with culturally and linguistically diverse clients.

Objective 3: Increase opportunities to work with clients across a broad range of disorders.

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Curriculum and Instruction Department

Strategic Plan 2018-2023

Goal 1: To maintain and develop processes that foster continuous program improvement.

Objective 1: Increase Curriculum and Instruction Enrollment

1a. Increase enrollment in the Master of Arts in Education Program

Year 1 (Fall 2018) Finalize the 5-year program and work with Dr. Ruth Morris (department chair) to make this program official

Year 1 (Fall 2018) Finalize the 5-year program with ISEE majors

Year 1 (Spring 2019): Work with the special Education department to finalize the Master's degree program with ESL endorsement.

Year 1 (Spring 2019/Fall 2019) Work with Dr. Carley-Rizzuto and develop a program/track to attract teacher candidates to obtain both ESL and P-3 endorsements.

Year 1 (Fall 2018) Give out the need analysis survey to the principals and superintendents to find out what they need in terms of teacher training.

Ongoing (Fall/Spring 2018-23) Visit Provisional Teacher Classes to Recruit Degree Students

1b. Increase Master of Arts in Teaching Enrollment

Year 1 (2018-19) Develop 5 year programs

Year 2 (2019-20) Open 5-year programs

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness.

Objective 1: Review MEd program and develop more courses from a C& I input.

Fall 2018/Spring 19 Need to sit down with the department chair and the Dean to talk about what additional courses we need for the program.

-Allow more courses under core course types

Objective 2: Review courses that can be added to the EDD program

Goal 3: To promote an enhanced awareness and practice of social justice.

Objective 1: International Committee Global Initiative

Objective 2: International Committee: Annual International event inclusive of faculty and students.

Fall 18, Plan with the committee the details for the international event in conjunction with student scholarship week event.

Spring 19, invite an external speaker to give out a speech on global education.

Invite faculty to display their international work in conjunction with student scholarship week event.

Goal 4: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Objective 1: Write on Sports

Objective 2: Summer Literacy Clinics and Camp

Objective 3: Literacy Partnership-Buddy and Me- Amerigo A. Anastasia Elementary School

Objective 4: Boys and Girls Club of Monmouth

Objective 5: Bridging project with the Dream Academy

Objective 6: Develop STEM Science Camp

Connected with new environmental center in Rumson

Objective 7: SOE On-Campus Early Childhood Center

- 1a. Service to school
- 1b. Attract broader pool of candidates
- 1c. Place where students could earn hours
- 1d. Increase diverse population for Literacy Clinics/ Camp
- 1e. Reduce cost
- 1f. Open up to low-income communities first

Fall 2019-Objective 8: Consider the presence of “ESL” on the Monmouth campus

- Plan on working with Gilly Scott to develop a service learning course to offer ESL service to the community. This will increase the awareness of diversity and ESL to our students.

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Objective 1: Partnerships? Residency Program? Clinical Experiences?

Objective 2: International Opportunities?

Meeting with the C&I department chair at the Chinese University of Hong Kong to talk about the possibility of collaboration in Summer 2018.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness.

Objective 1: Review MEd program and develop more courses from a C& I input.

Objective 2: Review courses that can be added to the EDD program

Objective 3: MAT: Get 5 Year Program running and expand enrollment

Goal 3: To promote an enhanced awareness and practice of social justice.

Objective 1: International Committee Global Initiative

Objective 2: International Committee: Annual International event inclusive of faculty and students.

Goal 4: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Objective 1: Write on Sports

Objective 2: Summer Literacy Clinics and Camp

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Objective 4: Boys and Girls Club of Monmouth

Objective 5: Bridging project with the Dream Academy

Objective 6: Develop STEM Science Camp

Connected with new environmental center in Rumson

Objective 7: SOE On-Campus Early Childhood Center

1a. Service to school

(2018 – 2019)

- Survey faculty and staff across campus regarding interest in on-campus childcare.
- Look for space, potentially in the Monmouth Graduate Center

- Begin looking for grants with Emily Miller-Gonzalez and Tony Lazroe
- Ascertain capacity for possible student enrollment
 - Decide if space is developmentally appropriate for young learners

(2019 – 2020)

- Secure a facility for Early Childhood Center
- Write grants to assist ECC center with materials and books.
- Meet with community leaders to see where other early childhood centers are in order to determine additional community needs that are currently not being met.
- Meet with leaders of other MU programs across campus e.g. Speech and Language Pathology, Health and Wellness, Physician's Assistant program, Psychological Services, to gauge their interest in working collaboratively at MU's ECC.

(2021- 2022)

- Revisit child to staff ratio for each class.
- Decide on how many classes and number of children in each class setting.
- Revisit each class setting to ensure that each class is barrier-free, and developmentally appropriate.
- Meet with appropriate University personnel to determine what supports can be provided to ECC e.g. Health and Wellness, Special Education Services (evaluations), Psychological Counseling.
- Incorporate the Early Childhood Environmental Rating Scale into the Curriculum

(2022 – 2023)

- Hire a Director for the Early Childhood Center

- Choose curriculum
- Schedule availability for additional supports (Special Education, Health and Wellness, Psychological Counseling)
- Hire students who have graduated from Monmouth University's teacher education (P3 with TSD) and graduate programs in education (Literacy, Autism, ABA).
- Decide on how many children center will serve
- Decide on which age-level and grade level the Early Childhood Center will serve
- Develop curriculum for each age and grade level
- Advertise Early Childhood Center to Monmouth University Staff
- Meet with Renee Whalen, Director of Early Childhood at Long Branch School District to integrate MU and school district goals e.g. provide MU class in Long Branch, coordinate community services through Monmouth Medical Center
- Decide what time frames care will be available to staff and community
 - Ensure equity amongst faculty
 - Ensure equity for community
- Develop a child -care needs list based on a balance of MU faculty staff and community.

(2023 – 2024)

- Provide day-care and night care for faculty and staff who teach during the morning, afternoon, and evenings, which will also serve as a setting where MU students can earn clinical hours. MU ECC will also increase the diverse population for our Literacy Clinics and Camps.
- Send pre-service teachers from all four of the Undergraduate Early Childhood classes to complete community service hours at the Early Childhood Center.

Goal 4: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community

Objective 3: Literacy Partnership-Buddy and Me, Amerigo A. Anastasia Elementary School

(2018 – 2019)

- Collaborate with Mr. Marcus Rodriguez and Mrs. Nikita Grinnell to continue Buddy and Me literacy partnership through service learning scheduled in First Year Seminar, Special Topics for the fall 2018 semester
- Coordinate a class to continue Buddy and Me through the spring 2019 semester as consecutive semesters from fall 2018 through spring 2019
- Collaborate with Special Education Department to expand Buddy and Me service learning partnership with Professor Kathryn Lubieneski and student assignments in first through third grades with special needs in classrooms at Amerigo A. Anastasia Elementary School and strengthen working collaboratively across departments
- Create accessibility and communication between the Monmouth University students and the parents of elementary students participating in the Buddy and Me literacy mentoring program. Increased accessibility and communication established by publishing a parent newsletter at the start and close of each semester, providing parents information about the Buddy and Me program and student progress. Newsletters published and distributed through continued collaboration with Mr. Rodriguez and Mrs. Nikita Grinnell to increase community relationships
- Collaborate with Emily Miller-Gonzalez with updates on the Buddy and Me partnership to feature announcements of the program through Marketing and Communications, to feature on the University social media sites

(2019 – 2020)

- Establish a consistent cohort of Monmouth University students to participate in the service learning partnership *Buddy and Me*, consecutive semesters from fall to spring, each academic year
- Conduct research on the effectiveness of the *Buddy and Me* service learning partnership and its effects on perceptions of pre-service teachers in the School of Education at Monmouth University

(2021- 2022)

- Include elementary students attending *Buddy and Me* through the school year to have access and attend the literacy camp at Monmouth University
- Extend *Buddy and Me* partnership into Gregory Elementary School with the collaboration of Mr. Rodriguez and Mrs. Grinnell

(2022 – 2023)

- Conduct study of student outcomes and performance in middle school literacy after experiencing and participating in the *Buddy and Me* partnership

(2023 – 2024)

- Firmly establish Buddy and Me partnership in the Department of Curriculum and Instruction
- Complete study and set goals in alignment with results

Objective 6: Develop STEM Science Camp to include P-3 component

- Alignment with NAEYC standards

- Alignment with ECERS developmentally appropriate rating scale for early childhood
- Provide community access to P-3 science camp
- Establish service learning component for Monmouth University students to participate in P-3 science camp

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Objective 1: Partnerships? Residency Program? Clinical Experiences?

Objective 2: International Opportunities?

Special Education Department Strategic Plan

The mission of the Department of Special Education is to teach our students to:

- Integrate content knowledge across disciplines and construct pedagogical content knowledge to provide culturally relevant instruction that prepares all students for the literacies needed in a changing and interdependent world.
- Apply differentiation, evidence-based practices and assessments, and innovative technologies to meet the characteristics and needs of all students.
- Provide safe, caring classroom environments that demonstrate and encourage creative, engaged learning that leads to lifelong learners, critical thinkers, and responsible citizens.
- Collaborate with students, families, colleagues, and community members to create learning communities that value diversity and foster social justice.
- Act as reflective and ethical professionals who are committed to schools and the profession.

Goal 1: To maintain and develop processes that foster continuous improvement

Objective 1: To increase enrollment in all undergraduate and graduate programs

Objective 2: To develop a program that will assist students in passing the CORE Praxis

Objective 3: To maintain CAEP and BCBA accreditation.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness and cultivating a state and national reputation for program innovations.

Objective 1: Increase enrollment in autism & ABA Programs

1a. Develop new combined program for MEd in Autism & ABA

1b. Strategically grow enrollment in all graduate special education

programs.

1b1 Meet with Sarah Moore, Graduate Student Advisor, to discuss contacts from potential students. Review frequently asked questions and concerns to determine reasons students choose not to apply.

1b2: Revise current program for MEd-Inclusive Settings to be appropriate for students who already hold the TSD but would like to gain additional experience toward a supervisory role in special education.

1b3: Disseminate information on graduate programs at Special Services Academy, Principals' Academy, and Superintendents' Academy.

Objective 3: Update all syllabi to reflect current teaching standards, course content coverage, and resources/materials for each course.

1a: Curriculum mapping will be conducted. Each faculty member in the department will add appropriate standards to her course syllabi, and then an overall review will be conducted to ensure all standards are adequately represented throughout the program

1b. Create a special education faculty portal for sharing of documents and Information; as well as a student portal so that students can stay current with their requirements.

1c. Review course prerequisites

Objective 4: Collaborate with C&I to review content in ED 320 to ensure that students are learning the necessary special education content for certification purposes

Objective 5: Revise EDS 350 to meet new state requirements for autism credits for certification in special education

Objective 6: After course alignment, review each program and make changes.

Objective 7: Create a clear advising plan for "tentative" sequencing of courses for each program/certification. Collaborate with advisors and share it on the portal.

Objective 4: Update MSED – Revise the Inclusive Settings Program and make it TSD with Supervisor Certificate. This goal is to make the program available to graduates who have a TSD and want to return to MU for a masters' degree.

- **Goal 3:** To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Objective 1: Continue the PDS program in our partnership schools

Objective 2: Continue the relationship with Autism MVP and provide Evidence Based Practice programs for teachers in schools with students with autism

Goal 4: To promote an enhanced awareness and practice of social justice.

Objective 1: To conduct ongoing professional development of faculty and students on social justice issues as we continue to promote social justice in all we do for all students and families, most especially those who have any type of special need or concern

Objective 2: To enhance hiring practices that lead to increased diversification of the faculty.

Objective 3: To enhance recruitment practices that lead to increased diversification of students.

Objective 4: To actively look at how the department views itself by participating in the IDI survey and carefully and fully discussing the results as a department and making changes based on the survey results

Objective 5: To continue to foster and educate the students to make the connection of the role of social justice in the teaching of students with disabilities

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Objective 1: To cultivate leadership in all members in the Department of Special Education through leadership academies, leadership conferences, and advocacy initiatives.

Objective 2: To support faculty to pursue innovative opportunities such as Study Abroad, Transformative Grants, First Year Fellow opportunities so that they can fully develop their leadership potential.

Objective 3: To continue to encourage faculty to become members of University wide committees and to exercise their leadership skills on those committees,

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Objective 1: To develop research and scholarship that leads to national recognition for Monmouth University in the areas of special education.

Objective 2: To continue the work of the Autism MVP and expand its recognition to a more national level.

Objective 3: To promote the Department of Special Education faculty to continue to write research articles, book chapters and books.

Objective 4: To promote the School of Education through nationally recognized research and scholarship, including invited presentations, national conference presentations, and publications on program innovations.

Objective 5: To acquire grant funding for scholarships that support social justice curriculum development in the area of special education.