

MONMOUTH UNIVERSITY

School of Education

Undergraduate Handbook

A Guide to Academic Success

School of Education



2020-2021



Dear Undergraduate Teacher Candidates:

Welcome to the School of Education! I want to congratulate you on your decision to become a teacher. I can think of no finer, no nobler pursuit. As a teacher, you will “touch the future,” and as a teacher candidate at Monmouth, you can make an immediate difference for students. Through Monmouth’s extensive clinical experiences you will work shoulder-to-shoulder with practicing teachers using the very latest instructional strategies for maximizing student learning.

As you make the journey into the teaching profession, the School of Education at Monmouth University will support you every step of the way. As the Dean of the School of Education, I am proud to inform you that we have highly committed faculty and staff. Each and every one of us, including myself, is available to provide assistance, help, and support.

One of your most valuable resources is the *Undergraduate Student Handbook*. It provides critical information for meeting the many challenges on the road to becoming a teacher. Combined with expertise of our advisors and faculty, this handbook can help your professional journey be a very successful one.

Once again, on behalf of the School of Education, I welcome you to the challenging, rewarding, and wonderful world of teaching!

Sincerely,

A handwritten signature in black ink that reads "John E. Henning". The signature is written in a cursive style with a large, looping initial "J".

Dr. John E. Henning
Professor and Dean
School of Education
Monmouth University

MONMOUTH UNIVERSITY

SCHOOL OF EDUCATION CONTACT INFORMATION

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School of Education 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.

Undergraduate Advising Mission Statement

The School of Education Undergraduate Advising mission is to provide students with assistance, accurate and timely information, a dynamic and interactive educational process, and mentoring regarding transition to the workplace. Advisors use these tools to encourage students to develop decision-making skills as they assume responsibility in setting career goals and academic plans.

Our goal is to facilitate the student in collaborating with the University and professional community and to become self-directed learners. Faculty and program advisors not only mentor their advisees as they progress through their academic program, but also prepare them for the professional and pedagogical arena in the education profession(s).



Outcomes:

Students will be:

1. Knowledgeable about curriculum and sequence requirements required for completion of their academic program and teacher certification
2. Able to make wise and informed decisions when selecting classes
3. Provided University referrals as needed for additional information and/or support
4. Kept up to date on changes within the School of Education, Monmouth University and New Jersey State Department of Education certification requirements
5. Provided advisor-led seminars and developmental programs to enhance their educational knowledge and marketability
6. Monitored to ensure sound professional and academic development in University classes and partnership schools



FOR UNDERGRADUATE SCHOOL OF EDUCATION (SOE) CANDIDATES: 2020-2021

NJ State Department of Education has made changes to the Basic Skills Requirement for admission to Education Programs.

New SOE candidates:

Freshman: this requirement *must be met* in order for you to remain in the School of Education after freshmen year and prior to your first Education course (any course coded as ED, EDL, EDS, except ED250 which can be taken Freshman year).

Transfer: Monmouth University provided new transfers in Fall 2020, with a conditional acceptance into the School of Education. These students and new transfers, **must successfully complete this requirement by January 15, 2021.**

The NJ Department of Education Basic Skills requirement can be met by demonstrating a passing score for each of the three categories listed below (Reading, Math, and Writing).

NOTE: Passing scores can be used from the SAT and/or ACT and/or CORE to meet the basic skills requirement.

	Reading	Math	Writing
SAT:			
If taken on or between 4/1/1995 to 2/28/2016*	Reading 560	Math 540	Reading 560 AND Math 540 - Exempt
If taken on or after 3/1/2016	30 Reading Section or	Math 570	30 Reading AND Math 570 - Exempt
	610 Evidence-Based Reading and Writing (EBRW)		610 EBRW AND Math 570 - Exempt
<i>*If taken before 4/1/1995, contact one of the SOE Advisors below</i>			
ACT:			
If taken on or after 8/28/1989*	English 23	Math 23	English 23 AND Math 23 - Exempt
<i>*If taken before 8/28/1989, contact one of the SOE Advisors below</i>			
Praxis CORE:	Reading 5713 - Qualifying Score 156	Math 5733 Qualifying Score 150	Writing 5723 Qualifying Score 162

REGISTRATION for PRAXIS Core Academic Skills for Educators (Register at www.ets.org/praxis)

You can register for individual tests noted above, or if you wish to take all three exams (5713, 5723, 5733) at the same time, select Core Academic Skills for Educators Combined Test (5752) when registering.

IMPORTANT: Every time you register with ETS:

- Use your correct social security number when registering
- List Monmouth University (code 2416) and NJ (code 7666) as a score recipients
- If you test out-of-state, you must report your scores to NJ (code 7666)

SOE Advisor Contact Information:

Jenifer Joyce jjoyce@monmouth.edu; Janis Marcus jmarcus@monmouth.edu; or Carrie Digironimo cdigiron@monmouth.edu

Praxis Core Academic Skills for Educators Tests – Test Preparation (Khan Academy)

Khan Academy® Official *Praxis* Core Prep

The *Praxis*® Core Academic Skills for Educators program is taking a new approach to test preparation. By collaborating with Khan Academy, ETS has launched a new, free online prep resource that focuses on building the reading, writing and mathematics skills needed to succeed on the *Praxis*® Core tests.

- Complete diagnostic tests to better understand your strengths and weaknesses.
- Create a personalized study plan with recommendations from Khan Academy.
- View instructional videos to refresh your understanding of concepts that are covered on the *Praxis* Core tests.
- Practice with interactive sample questions and receive immediate feedback.
- Take full-length practice tests and get an authentic score on a scale of 100–200.
- Track your progress to achieve your score goals and celebrate progress along the way!

Link to ETS for information on the Khan Academy Official Praxis CORE Prep:

<https://www.ets.org/praxis/prepare/khan/>

Link to access and setup your account with Khan Academy:

www.khanacademy.org/praxis-core

Undergraduate Program Advisors

Monmouth University School of Education(SOE) students majoring in Education and a subject content will have two advisors after Freshman year: (1) an advisor within the School of Education and (2) an advisor within their content, such as, Anthropology, English, Biology, Health/Physical Education, etc. Students in the Interdisciplinary and Elementary Education program will have one advisor in the School of Education.

The School of Education Undergraduate advisors are a faculty member or one of the SOE Undergraduate Program advisors. Students can find their advisor(s) on the myMU portal → Personal Academic Information → My Profile. Note: The Undergraduate Program Advisors are all located on the first floor of McAllan Hall in the “School of Education Advising and Placement Center.” SOE Advisors are listed below:



UNDERGRADUATE PROGRAM ADVISORS

Jenifer M. Joyce
McAllan Hall
732-263-5688 / jjoyce@monmouth.edu

Janis Marcus
McAllan Hall
732-263-5972 / jmarcus@monmouth.edu

Carrie Digironimo
McAllan Hall
732-263-5718 / cdigiron@monmouth.edu



UNDERGRADUATE FACULTY ADVISORS

The following SOE faculty members serve as academic advisors.

Professor Bazler
jbazler@monmouth.edu

Professor Kim
jkim@monmouth.edu

Professor Wong
cwong@monmouth.edu

Professor Kunz
kkunz@monmouth.edu

Professor Estudillo
aestudil@monmouth.edu

Professor Fitzgerald
jfitzger@monmouth.edu



SOE UNDERGRADUATE ADVISING MAILBOX

If you need assistance and are unable to reach your SOE advisor via email or office hours, the following MU WEBpage will allow you to email the Undergraduate Program Advising Office directly. This provides you with a quick and easy access for answers and information.

<https://www.monmouth.edu/school-of-education/departments/advising-and-placement/ug-inquiry/>

Programs of Study

Curriculum and Sequence Charts for program requirements for the following Bachelor programs can be found at <http://www.monmouth.edu/university/undergraduate-curriculum-charts.aspx>

ELEMENTARY K-6

(with TEACHER OF STUDENTS WITH DISABILITIES)

(Kindergarten to 6th Grade)

Bachelor of Arts (BA)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Anthropology • Art • English • English/Creative Writing • Foreign Language (Spanish) | <ul style="list-style-type: none"> • History • History/Political Science • Interdisciplinary Studies • Political Science |
|--|--|

Bachelor of Science (BS)

- | |
|---|
| <ul style="list-style-type: none"> • Mathematics |
|---|

SPECIALTY K-12

(Kindergarten to 12th Grade in Content Area)

Bachelor of Arts (BA)

- | |
|--|
| <ul style="list-style-type: none"> • Art • Foreign Language (Spanish) • Music |
|--|

Bachelor of Science (BS)

- | |
|---|
| <ul style="list-style-type: none"> • Health/Physical Education |
|---|

SECONDARY K-12

(5th to 12th Grade – Content Specific)

Bachelor of Arts (BA)

- | | |
|--|--|
| <ul style="list-style-type: none"> • English • English/Creative Writing • History | <ul style="list-style-type: none"> • History/Political Science • Political Science |
|--|--|

Bachelor of Science (BS)

- | |
|---|
| <ul style="list-style-type: none"> • Biology • Chemistry • Chemistry-Physical Science • Mathematics |
|---|

PRESCHOOL THROUGH GRADE 3 (P-3) and TEACHER OF STUDENTS WITH DISABILITIES

(Special Education Certification provides direct instruction in the areas of the instructional certificate and may provide inclusive and support services at all levels.)

Bachelor of Arts (BA)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Anthropology • English • English/Creative Writing | <ul style="list-style-type: none"> • Foreign Language (Spanish) • History |
|---|---|

Programs of Study ~Five Year Programs

The School of Education offers students the opportunity to enhance their program knowledge and expertise by providing five-year programs. Candidates will complete their baccalaureate degree and certification requirements in four years, and then the Master's in their fifth year. Graduate studies will begin during the fourth year and will require summer courses.

Incoming freshmen need to submit their interest to the Admissions Office to confirm their eligibility for such programs. If thereafter a student wishes to consider the five-year program, he/she needs to see Janis Marcus or Jenifer Joyce or Carrie Digironimo (jmarcus@monmouth.edu, jjoyce@monmouth.edu, or cdigiron@monmouth.edu, respectively

M.S.Ed. with Endorsement in Teacher of Students with Disabilities

**M.S.Ed. with Endorsement in
Teacher of Students with Disabilities(TSD)***

***FOR:
Secondary Education Programs
K-12 Specialty Programs***

*Refer to previous page for programs.
Elementary Education Programs include the TSD
within their Bachelor Program.

New Fall 2021: Advanced Level Track

M.S.Ed. Advanced Level Track (Fall 2021)

Effective Fall 21, the School of Education will offer a five year program that leads to a M.S.Ed. The program is called Advanced Level Track. This five year Baccalaureate/Master's Program is a 30 credit program for students who obtain the New Jersey Teacher of Students with Disabilities endorsement as part of their undergraduate program. The program, Advanced Level Special Education, will provide additional knowledge and skills in the field of special education. Completion of the program will lead to a Master's of Science in Education degree. Students in this program will take at least 2 graduate courses (or a max of 3 courses) before completing the undergraduate program. They will take the remaining 8 courses after completing the undergraduate program.


*This is for students who will have completed the Teacher of Students with Disabilities (TSD) as an undergraduate.

New Programs ~ Fall 2021

BA in Early Childhood and Elementary Education And Teacher of Disabilities

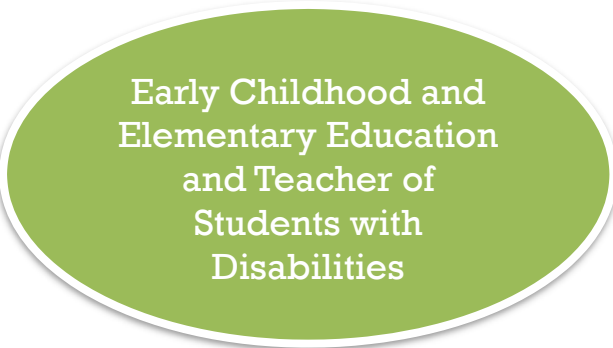
BA in Early Childhood Education and Teacher of Disabilities

The School of Education will be offering two new programs beginning Fall 2021. These programs provide certification as noted below with an interdisciplinary approach to the content subjects. Students will receive instruction in Math, English, Science and Social Studies in preparation of the required PRAXIS for certification. For further information on these programs, contact your advisor or one of the Undergraduate Advisors in the School of Education: Janis Marcus jmarcus@monmouth.edu; Carrie Digironimo cdigiron@monmouth.edu; or Jenifer Joyce jjoyce@monmouth.edu.



Early Childhood
Education and
Teacher of Students
with Disabilities

Teacher Candidates will be certified in Early Childhood Education (P-3) and Teacher of Students with Disabilities.



Early Childhood and
Elementary Education
and Teacher of
Students with
Disabilities

Teacher Candidates will be certified in Early Childhood Education (P-3) and Elementary Education (K-6) and Teacher of Students with Disabilities.

Education Endorsements

To increase your knowledge base and marketability, the following endorsements may be taken with your Education program.

- **TEACHER OF STUDENTS WITH DISABILITIES (TSD)**

- This endorsement enables you to teach Special Education. The program will give you a wide range of opportunities, such as teaching in a resource room, self-contained setting, or a general education inclusive classroom.
- The TSD endorsement can only be combined with programs following a content major coupled with Education and an Endorsement in Secondary or K-12. The endorsement requirements are included in the Education Programs with Elementary Education.

- **ENGLISH AS A SECOND LANGUAGE (ESL)**

- This endorsement program is for future educators to serve cultural and linguistic diversities in the educational setting.
- The ESL endorsement can only be combined with programs following a content major coupled with Education and an Endorsement in Elementary, Secondary or K-12.

- **MIDDLE SCHOOL**

- This endorsement program prepares future educators to teach in the middle school setting: grades 5-8.
- The Middle School endorsements can only be combined with programs with the following content majors coupled with Education and an Endorsement in Elementary Education: English, English/Creative Writing, History, History/Political Science, Interdisciplinary Studies, Political Science and Math.

- **PRE-SCHOOL THROUGH GRADE 3 (P-3)**

- This endorsement program addresses the needs of young children from diverse cultural and linguistic backgrounds and young children with special needs.
- The P-3 program can only be combined with elementary education.

Note: There are additional testing requirements for some certifications mentioned above. For questions, contact our Credential Officer, Ms. Christine Borlan, cborlan@monmouth.edu
The link below details the endorsements' programs of study:
<http://www.monmouth.edu/university/undergraduate-curriculum-charts.aspx>

Honors School Course – H0298

The School of Education has a large presence in the Monmouth University Honors School. Students receive Honors School designation on their diploma, a noteworthy recognition and commendable marketability benefit.

Education Course for Honors Students

The School of Education offers an honors course to all students in the Honors School (H0298) which will include:

1. The foundations of Education, both psychological and philosophical.
2. A research component, developing the groundwork for a project that may become the honors thesis.
3. Study of research-based textbooks with case studies, analytical studies and mixed method studies.
4. A challenging and expansive coursework.
5. The requirement in the Education Programs of ED250 *Psychological and Philosophical Foundations of Education*. (See your advisor for a substitution for the ED250 requirement.)

Study Abroad in the School of Education – Course ED300

The School of Education encourages Education students to experience a study abroad.

Information on the Monmouth University Study Abroad opportunities can be found on WEBadvisor in myMU account.

The School of Education recognizes the many benefits to studying abroad, and we have developed an Education course (ED300) which is run during the winter break and offered to all students. This course:

- Provides education experiences/studies in the global environment.
- Counts as the general education requirement of GU – global understanding.
- Is registered as a spring semester course, but travel is completed over winter break at MU.
- Provided study abroad opportunities in the past in Hong Kong/Beijing and England.

If you are interested in studying abroad, speak to your advisor so that together you can plan your academic program to include this great opportunity.

Education Course – ED300 Education and Culture

ED300 offers students the opportunity to become immersed in educational, cultural, and historical contexts while exploring contemporary issues relevant to various countries or regions. Students will be introduced to cross-cultural issues within that country. They will expand their understanding of the focus country; especially its educational practices, as they gain an immersive experience related to education, history, culture, art, and literature through travel and through participating in volunteer work in a school setting. Students in this course examine another culture in order to gain experience which may transform not only their understanding of that culture, but the way in which they understand culture in general.

For further information on the ED300 course, contact Dr. Vernon Smith at 732-263-5542 or vsmith@monmouth.edu

Clinical Component

Clinical Component Courses: The School of Education provides students with courses on campus and at off-site locations (in our professional partner schools). These courses provide an academic environment in which students can work together with peer teaching candidates and professional faculty in a consistent and professional educational arena.

All courses which include Clinical Experience or Practice will require a fieldwork application to be completed online (available on the myMU portal under *Offices and Services* → *Office of Certification, Field Placements, and School Partnerships Clinical Experience*).

Students will be required to complete one Clinical Hours Log per semester to keep track of required hours, have the Clinical Hours Log verified by professor(s), and upload the log to their electronic portfolio in Foliotek. The Foliotek Clinical Component Course List on Foliotek is then updated by student.

The School of Education administration and advisors will provide guidance in scheduling courses to optimally meet all Clinical Component requirements as mandated by the New Jersey Department of Education. Clinical Component fieldwork will begin sophomore year with Clinical Experience, followed by Clinical Practice in junior year and the Yearlong Clinical Practice**.

****Yearlong Clinical Practice**

The Yearlong Clinical Practice provides two consecutive semesters of invaluable teacher candidate training/experience. The benefits of this yearlong approach are stronger relationships with students, smoother transition to clinical practice, extensive exposure to the educational arena, and better preparation of the 'new' teacher candidate.

Clinical Practice (Yearlong – First Semester): New Jersey Department of Education requires a minimum of 100 field hours the semester immediately before full time Clinical Practice. Future teacher candidates will become immersed in a school setting and gradually gain classroom responsibility. Placement will occur in the same district / school setting as the final semester of clinical practice whenever possible.

Clinical Practice (Yearlong – Final Semester): Clinical Practice (9 credits) is completed during the last semester of your program. Students must register via WEBadvisor for both ED416 (8 credits of Clinical Practice) and ED416S (1 credit Clinical Practice seminar) after completing all program requirements, all required clinical experience hours, and all required testing for program requirements and teacher certification.

Fieldwork for Clinical Experience and Component

Please complete a clinical placement application for each semester in which you are taking courses that require field experience. The application will be submitted to our office electronically and can be located on your WEBstudent account in myMU:

- Select icon at top of WEBstudent: Offices & Services
- Certification, Field Experience and School Partnership
- Under “Resources and Links” text box, you will see the link to the Field Placement Application
- Once in the Field Placement Application page, near top you will see link for “New”, select that and the application will be displayed for input

Review your course requirements, GPA, and prerequisites for field experiences with your advisor. Please make sure that you leave enough time in your schedule to complete your field requirements. At a minimum you should set aside at least one morning and one afternoon per week, so plan your schedule accordingly. Some field requirements, times, and locations are posted on Web Advisor with specific days and times to help in planning.

Courses requiring fieldwork and the above noted application are listed on the following page.

Clinical Practice School District Placement

Clinical Practice School District – the chart below is the guideline for placing the teaching candidate in districts based on their major/location. A request for a specific placement will be mailed to a school district that matches your program/certification area.

Program / Certification Area	Clinical Practice Placement Request
Preschool through Grade 3 and Elementary Education K-6	Grade: K, 1, 2, or 3
Elementary Education K-6	Grade: K, 1, 2, 3, 4, 5 or 6
Elementary Education K-6 and Middle School 5-8	Split: K-6 and 5-8 Content or Grade 5
Content Specific	Grade 9, 10, 11, or 12
Art, Music, Spanish, Health/Phys Ed: K-12	K-12
Special Education	Placement will match instructional area (inclusion or split-placement)

School of Education

Teacher Residency Program

The Monmouth University Teacher Residency offers teacher candidates a unique opportunity to experience the professional life of a teacher. Being part of the Teacher Residency will provide students with an extensive array of teaching experiences in schools in a variety of roles: tutor, substitute teacher, summer school teacher, paraprofessional, co-teacher, and teacher. Participants will receive a stipend for their work in the schools.

THE NEW VISION

The Monmouth University Teacher Residency program provides an opportunity to be part of the leading edge in teacher preparation. The vision is to create a new type of teacher preparation, one in which teacher candidates are compensated for an extensive school residency. As a result of this new outlook into teacher preparation, teacher residency graduates will be more capable, better qualified and confident in their teaching with a resulting increase in student performance.



Monmouth University students are encouraged to become a part of this forward-looking teacher preparation program. Opportunities will be available to School of Education majors at all levels.

For more information contact:

Ms. Corina Earle
Coordinator of Early Field Placements
School of Education
cearle@monmouth.edu

Clinical Practice Application Process

Clinical Practice is a yearlong commitment (2 semesters). The first semester is a minimum of 100 hours of practice. The second semester is nine credits of full time clinical practice (full days, 5 days a week). It is strongly recommended that you do not take more than nine credits during your final semester of clinical practice. Any credits in excess of 12 must receive prior approval from the Chair and/or Dean.

The second/final semester clinical practice applicant must:

1. **Complete all** required academic and professional education courses
2. **Resolve any incomplete** grades
3. **Undergraduate** candidates must have a minimum cumulative **GPA of 3.0**
4. Applicants **MUST pass all appropriate tests** prior to the final semester of clinical practice

DO NOT LEAVE TO THE LAST MINUTE

- a. Praxis II Subject Assessment/Specialty Area Test(s)
- b. ACTFL Oral Proficiency Interview (OPI/OPIc) for Spanish or Chinese
- c. OPI/OPIc and Writing Proficiency Test (WPT) in English for English as a Second Language (ESL)
- d. OPI/OPIc and WPT for the Target Language and an OPI /OPIc and WPT in English for Bilingual/Bicultural

Official reporting of a passing score must be sent to Monmouth University (Score Recipient #2416) for a **fall final semester placement by August 31st** and by **December 31st for a spring final semester placement.** **This requirement is not subject to appeal or exceptions.**

5. **Suicide Prevention** Training is required to be completed in a free, 2-hour online training at www.sptsusa.org. It is designed for teachers in NJ schools. It meets the NJ code requirement and has NJEA approval. Once the training is completed, you will need to download a certificate of completion. **This certificate of completion must be attached to your application.**
6. If you answer **YES** to any of the following questions, please contact our office. You may not be eligible for certification.
 - a. Have you ever been convicted of, pled guilty, no contest or *nolo contendere to*, or had adjudication withheld to a crime or offense, including DUI, in NJ or any other state or jurisdiction?
 - b. Have you ever had an education or other professional certificate, license or credential revoked, suspended, invalidated or denied for cause in NJ or any other state or jurisdiction?
 - c. Have you ever surrendered or relinquished an education or other professional certificate, license or credential in NJ or any other state or jurisdiction?
 - d. Are you the subject of any pending action or proceedings against your education or other professional certificates(s), license(s) or credentials(s) in NJ or any other state or jurisdiction?

- e. Have you ever resigned retired or been dismissed or suspended from an education-related position in NJ or any other state or jurisdiction following allegations of misconduct?
 - f. Are you the subject of any civil, criminal or administrative investigation in NJ or any other state or jurisdiction?
7. **In addition to submitting this application you MUST register for clinical practice:**
- **Undergraduates**: ED416 – 8 credits, ED416s – 1 credit, and ED-EDTPA (Education Preparation Voucher Fee) – 0 credits.

FUTURE TEACHER CANDIDATES:

APPLICATION WORKSHOP

If you are planning to do your clinical practice

You must attend the workshop

Dates and Times will be Announced

NJ Substitute Teaching License

The School of Education strongly recommends that you substitute during your academic program here at Monmouth University.

Substitute Credentials – Applying for a Substitute Credential

<https://nj.gov/education/license/sub/process.htm>

1. Seek a sponsor or district or organization (school district – if you plan to substitute in multiple districts, he or she must select at least one for application purposes).
2. Pay administrative fees for criminal history background clearance of the NJDOE [Criminal History Website](#) (\$11.00).
3. Go to the [IdentoGO](#) website in order to:
 1. Schedule an appointment
 2. Pay fingerprinting fees (\$67.45 for those who have never been fingerprinted in NJ).
 3. Fill out IdentoGO NJ Universal Fingerprint Form.
4. Get fingerprinted – make sure to bring the following:
 1. Picture ID (Foreign passports will no longer be accepted as proof of identification).
 2. IdentoGO NJ Universal Fingerprint Form
5. Verify [criminal history status](#).
6. Deliver the following information to your [County Office of Education](#) (contact them prior for times of operation).
 - a. [Substitute credential application](#)
 - b. Notarized [Oath of Allegiance](#) form
 - c. Sealed college transcripts proving at least 60 college credit hours (substitute credential).
 - d. Approved [criminal history status](#) check.
 - e. \$125.00 Certificate Fee by Check or Money Order payable to The Commissioner of Education.

Criminal History Review: <https://www.nj.gov/education/crimhist/>

For information on requirements and procedures contact your local school district.
[County Information & Services](#)

UG Courses with a Clinical Component

FALL 2020 and SPRING 2021

UNDERGRADUATE		
AR 351/ ED-351	Methods of Teaching Art I (Fall)	20 hours *
AR 352/ ED-352	Methods of Teaching Art II (Spring)	20 hours *
ED 250	Psychological and Philosophical Foundations of Education (Fall and Spring)	Service Learning
ED 319	Content Literacy (Fall and Spring)	75 hours
ED 320	Teaching English Language Learners in Mainstream Classrooms (Fall and Spring)	35 hours
ED 327	Theories & Practice of ESL Instruction Part I (Fall)	15 hours
ED 328	Theories & Practice of ESL Instruction Part II (Fall and Spring)	20 hours
ED 360	Methods of Teaching Elementary Mathematics (Fall and Spring)	50 hours
ED 361	Methods of Teaching Elementary Science (Fall and Spring)	40 hours
ED 362	Teaching Elementary Social Studies (Fall and Spring)	40 hours
ED 365	Secondary Mathematics Methods Part I (Fall)	TERM A
ED 366	Secondary Mathematics Methods Part II (Fall and Spring)	TERM B
ED 367	Teaching Language Arts at the Secondary Level Part I (Fall)	TERM A
ED 368	Teaching Language Arts at the Secondary Level Part II (Fall and Spring)	TERM B
ED 369	Methods of Teaching Science for the Secondary Teacher Part I (Fall)	TERM A
ED 370	Methods of Teaching Science for the Secondary Teacher Part II (Fall and Spring)	TERM B
ED 371	Teaching Social Studies at the Secondary Level Part I (Fall)	TERM A
ED 372	Teaching Social Studies at the Secondary Level Part II (Fall and Spring)	TERM B
ED 374	Issues and Practices in World Language Part II (Fall)	20 hours *
ED 377	Integrated K-12 Teaching Methods (Fall and Spring) Art/Music Spanish	100 hours 20 hours *
ED 378	Methods of Teaching Elementary Physical Education and Health (Spring)	100 hours*
ED 379	Methods of Teaching Secondary Physical Education and Health (Fall)	100 hours*
ED 380	Middle Level Learning and Teaching (Spring)	20 hours
ED 427/ FO 427	Teaching World Languages (Fall and Spring) K-12 K-6	100 hours 20 hours*
EDL 325	Language & Early Literacy Development (Spring)	25 hours
EDL 326	Literacy Instruction in K-6 Education Settings I (Fall and Spring)	Shared hours with ED 320
EDL 327	Literacy Instruction in K-6 Education Settings II (Fall and Spring)	50 hours
EDL 364	Early Childhood Curriculum & Methods (Fall and Spring) P3/TSD P3 Endorsement only	100 hours 20 hours*
EDS 330	Foundations of Special Education: Development Across the Lifespan	15 hours
EDS 336	Classroom Management (Fall and Spring)	25 hours
EDS 342	Instructional Methods and Materials for Middle/Secondary (Spring)	20 hours
EDS 350	Individualizing Curricula & Instruction for Special Education (Fall and Spring)	25 hours
EDS 352	Curricula, Methods and Materials for Learners (Fall and Spring)	20 hours
ED-331 MU 331	Music for the Child (MU 331) (every other Fall, odd years only, ex 2019)	20 hours*
ED-333/ MU 333	The Teaching of Music in the Secondary School (MU 333) (every other Spring, even years only, ex. 2018)	20 hours*

* If you are not taking another Education course this semester with clinical hours, these hours are required.

FALL **TERM A: 9/8/20 to 10/26/20** **TERM B: 10/27/20 to 12/14/20**
SPRING **TERM A: 1/19/21 to 3/3/21** **TERM B: 3/4/21 to 4/26/21**

NOTE: These requirements are subject to change. Please check with your Professor and review your syllabus to confirm specific requirements. (Print Date 9/2/2020)

University School Partnerships

P-12 School Partnerships

We are engaged in collaborative P-12 School Partnerships. Our partnerships with many local school districts provide multiple opportunities for students to teach, tutor, mentor, and collaborate with P-12 students in local school settings. In addition, our faculty as well as the teachers and administrators in the districts collaboratively design and conduct research and professional development in a joint effort to positively improve P-12 student learning.

You may be placed in a partnership district and/or districts in which the School of Education has a collaborative professional relationship. Some of the P-12 School Partnerships are listed below:

P-12 School Partnerships

District
Atlantic Highlands School District
Barneгат Township School District
Bradley Beach Elementary School
Eatontown Public School District
Fair Haven Public Schools
Freehold Township School District
Hazlet Township School District
Henry Hudson Regional School District
Holmdel Township School District
Jackson Township School District
Keansburg Borough School District
Keyport Public School District
Lacey Township School District
Long Branch School District
Manalapan-Englishtown Regional School District
Middletown Township School District
Monmouth Regional High School District
Point Pleasant Beach School District
Red Bank Charter School
Red Bank Regional High School District
Shore Regional High School
The Shore Center for Students with Autism
Tinton Falls School District
Township of Ocean Schools District
West Long Branch School District

Grade Point Average (GPA)*

The School of Education requires all students to have a minimum cumulative Grade Point Average (GPA) of 3.0.

Why a Minimum GPA?

NJ State Department of Education requires all certified teachers to have a GPA of 3.0.

Where can I find my GPA?

Your GPA is on the academic audit or transcript (which are available on WEBadvisor).

What if my GPA is < 3.0?

Contact your Education advisor regarding probation or changing your major.**

If I reach the GPA of 3.0. can I return to the School of Education?

We hope that you do! Email/meet with your advisor for planning asap.

***Note:** The GPA requirement is dictated by the New Jersey State Department of Education. Monmouth University (MU) will update/change the minimum GPA should State requirements be modified. The MU School of Education will notify all students.

**Probation – Based on GPA, students will be notified via email if placed on probationary status for a semester, during which they will have the opportunity to improve their GPA to meet the required 3.0. Students will work closely with their Education advisor to ensure their success in remaining with their current Education program.
***Change of Major – When necessary based on a low GPA, students will need to change major from Education via the change of major e-form. The Education advisor will work closely with the student to devise the appropriate plan. Students are placed in the current academic year program upon returning to the School of Education.

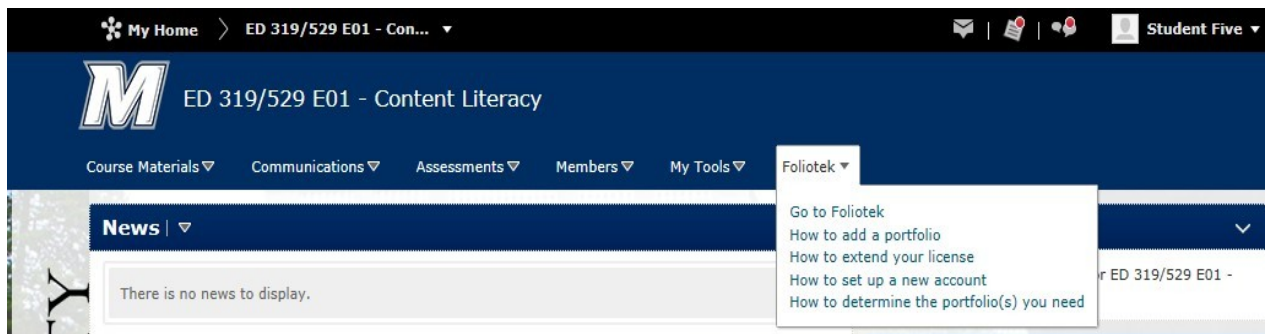
Portfolio and Assessment Management

(Foliotek@monmouth.edu)

The School of Education requires that all students develop an electronic portfolio. Foliotek is the company that is providing the electronic portfolio service. The portfolio has capabilities for you to use both while you're a student and after you graduate from Monmouth University to build a showcase portfolio which can be used when you apply for positions or to share your best work with others

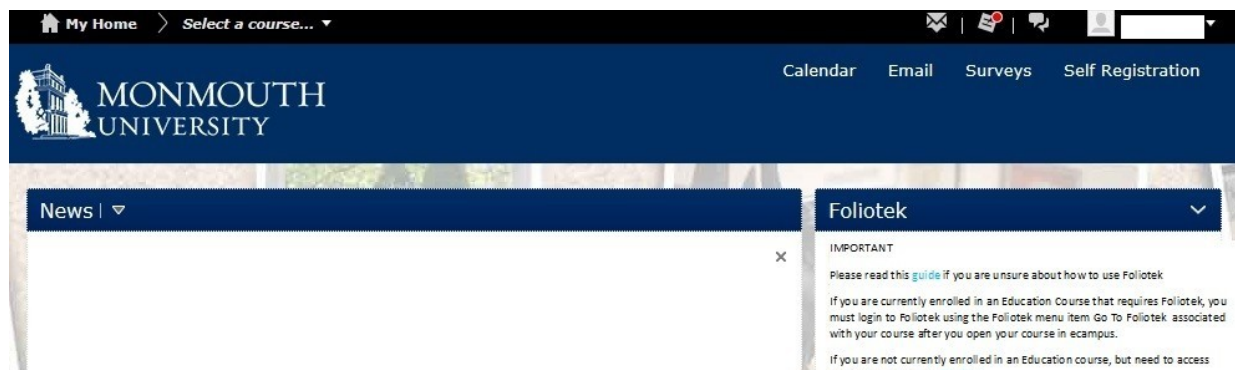
You will be uploading the required core assessments for your program and any additional endorsements, as well as other assessments that faculty ask you to upload. The assessments are given in various courses and during practicum. Faculty will inform you about your core assessments and also when you will need to upload them into your electronic portfolio. As one of the graduation requirements, each student must reach the met or target levels on the scoring guides for all of the eight assessments.

All School of Education courses that are linked to core assessments will have a **Foliotek** menu in **ecampus**.



- **Go to Foliotek** – Logs Student or Faculty into Foliotek
- **How to add a portfolio** – Tells student how to add a portfolio to their account
- **How to extend your license** – Instructions for extending an expired Foliotek account license
- **How to set up a new account** – Instructions for creating a Foliotek account
- **How to determine the portfolio(s) you need** – Helps student convert their MU program into valid Foliotek portfolio(s)
- **Foliotek - Course uploads and evaluations:** A student will not show up for evaluation in Foliotek until the student is in the portfolio linked to that course evaluation/assessment based on their MU program. Students and Faculty must login to Foliotek using the menu provided for the course in ecampus. Failure to do so will result in an inaccurate or non-existent student list when instructor does Course Evaluations at end of semester. If a student uploads a file(s) to Foliotek after the instructor starts that student's evaluation, instructor needs to 'Reset' the evaluation before the uploads can be seen.

Education Majors not currently enrolled in an Education course: If you are not currently enrolled in an Education course, but need to access Foliotek, you can do so by using the link shown which is available to 'ED' majors as soon as you login to ecampus:



If you haven't already signed up for a Foliotek account, you will be prompted to register for a new account (instructions below) after entering Foliotek from eCampus for the first time. If you receive an error message after clicking the link, email Foliotek@monmouth.edu for help with establishing your account. In that email you will need to supply your first name, your last name, your Monmouth University email address, your School of Education program(s), and your current School of Education courses.

Information needed to register for a new account:

When you register for a Foliotek account, you will be asked for the following:

- Portfolio structures needed for your SOE program (refer to 'How to determine the portfolio(s) you need' link)
- Sign a user license agreement
- Student number
- Anticipated graduation date
- Credit card information to pay for your account
- Questions related specifically to your program (may not apply to all students)

If applicable, you may use your financial aid to purchase Foliotek through the online bookstore at <http://mubookstore.monmouth.edu/home.aspx>.

- You should do this online, as the bookstore does not have physical information to provide to you.
- Purchase can be made through the bookstore *once the bookstore site is open for the new semester until the final day of financial aid.*
- Once purchased, note that you will not have access until after the financial aid period ends in the bookstore.
- Required codes and information will be emailed to student once available to bookstore.
- If questions, contact bookstore or email/call Lizz Berkowitz (732-263-5404 eberkowi@monmouth.edu) in bookstore.
- Further questions can be addressed to Foliotek@monmouth.edu.

Details of your Foliotek account:

- Cost:
 - 1 year \$30
 - 2 year \$59
 - 3 year \$87
 - 4 year \$112
 - 5 year \$120
 - 6 year \$125

- License Length:
 - At the end of license, your account will expire. When you try to access your account you will be notified of the expiration and can choose to extend your license.
 - Any previous work you've done in your account will remain intact and you will be able to access it after extending your account.

- Need to extend your license?
 - Extend the length of your license under your profile:
 - In your profile, you will have a link to 'Extend your license'
 - Click this link and follow the prompts to purchase an extension online with a credit card
 - You will be able to choose the length of your extension, and that amount of time will be added to your current license.

Student Organizations

International Literacy Association Monmouth University Council (ILA)



Contact Faculty Advisors:
Professor Kenneth Kunz, kkunz@monmouth.edu

www.reading.org

The purpose of the International Literacy Association (ILA) MU Council is to provide an opportunity for undergraduate and graduate students to become part of the leading advocacy group for worldwide literacy, to facilitate literacy connections with Monmouth University's greater community, to foster lifelong reading, and to reach out and support literacy development initiatives for children of any age.

Kappa Delta Pi (KDP) Honor Society *NU TAU CHAPTER*



Contact Faculty Advisors:
Professor Jason Fitzgerald, jfitzger@monmouth.edu
Professor Al Kamei, akamei@monmouth.edu

www.kdp.org

Kappa Delta Pi is an international honor society in education that provides leadership experience, service projects, professional growth, and fellowship. The purpose of Kappa Delta Pi is to promote excellence in education. KDP invites into its membership undergraduates who exhibit the ideals of scholarship, high personal standards, and promise in the field of teaching. All initiates must have completed 70 credits, with at least 12 semester hours of professional education courses completed or in progress. Students must maintain an overall GPA of 3.2 or better.

Student Council for Exceptional Children (SCEC)

Contact Faculty Advisors:

Professor Carol McArthur- Amedeo, cmcarthu@monmouth.edu, 732-923-4618

Professor Mary Haspel, mhaspel@monmouth.edu 732-923-4611

www.cec.sped.org

The Council for Exceptional Children is an internationally known organization for educators in the field of special education. This local council holds regularly scheduled on-campus meetings. Its community service projects involve working with and providing assistance to children with special needs.



School of Education

Scheduled Events

During the academic year, the following events will be planned for current students. Please check for School of Education emails denoting time and dates for these events. We look forward to seeing you there!

Academic Welcome: The School of Education(SOE) opens up its doors early in Fall semester, welcoming all new School of Education students—freshman, transfers, and change of majors. New SOE students have the opportunity to meet fellow students in their academic program(s), discuss the education academic and career paths with upper classmen, and meet the faculty and administration. Valuable information is shared with all new students in SOE, as well as refreshments and the official “School of Education” t-shirt.

Scavenger Hunt: The yearly fall semester Scavenger Hunt is sponsored by the School of Education Dean’s office. It is an informal overview for first semester freshmen in the School of Education Program. Students will be introduced to the Dean, Dr. John Henning, and to the administrators in the Advising & Placement center. We look forward to meeting our future teacher candidates.

Sophomore Connection: Come meet School of Education faculty advisor and administrative advisors. You will get acquainted with your individualized program. This is a time to ask questions, learn about organizations, special events, programs and available resources.

Professionalism/Community Service Seminars: These seminars are part of your program in the School of Education designed to give you helpful tips and information to prepare you for your professional career as a teacher. The seminars will enhance job knowledge, as well as your marketability in the competitive job market.

Peer Advising Mentor Program: As the SOE kicks off the Peer Advising Mentor Program detailed in this handbook, students will be invited as mentors and mentees to learn about the program and meet their respective mentor or mentees. Watch for the important emails regarding the program and social events. The mentoring on-campus functions will allow mentors and mentees to share, communicate, and establish a rapport.

Literacy Symposium: Every year, the School of Education holds a symposium for area teachers, administrators, and graduate and undergraduate students. Educators have the opportunity to acquire comprehensive techniques and strategies to enhance their teaching skills by listening to a keynote speaker highly regarded in educational research, and attending a talk given by an author of children’s literature. In addition, the attendees have the opportunity to participate in two workshops that address various issues in literacy, core content and classroom inclusion.

Seminars for Future Teacher Candidates:

Information seminars to provide valuable information to our candidates include:

- Residency Workshops
- Substitute Teaching Workshops
- Clinical Practice Application Information Session

Yearlong Clinical Practice Seminars will include:

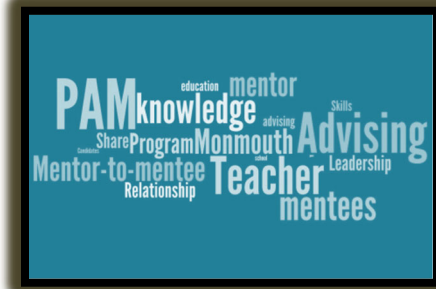
- Yearlong Orientation
- What to Expect: School Rules and Regulations
- Classroom Environment
- Anti-Bullying
- edTPA Orientation
- Second Semester-Full Time Clinical Practice Orientation
- edTPA Seminars
- Educators Career Preparation Day
- Career Services Educators Career Day
- Certification Workshop

Peer Advising Mentor Program (PAM)

Jenifer Joyce and Janis Marcus Coordinators

Mission Statement

The Peer Advising Mentor (PAM) Program is to assist new Freshmen, upcoming Sophomores and transfer students to transition into their educational program. Peer mentors will help students to identify, work toward, and achieve their academic goal--culminating in the completion of a MU teacher preparation program. Mentors provide valuable insight and knowledge specific to The School of Education and Monmouth University.*



**This will be a mentor program for the academic school year (Sept thru May) for one year.*

What is PAM and how does it work?

The Peer Advising Mentor (PAM) Program is a student based mentoring system. Current Junior and Senior students, selectively chosen by faculty and SOE Advisors, serve as fellow students and mentors to the new Sophomores.

Mentors will be assigned mentees in September with whom they can meet, correspond via email, provide assistance and guide through academic challenges. The PAM coordinators will establish expectations and provide support to mentors, and at the conclusion of the academic year, the coordinators present each mentor with a "Certificate of Mentoring Service."

Mentees

Mentees are encouraged to partake in the many experiences and benefits of PAM.

The PAM program:

- Is for one year, and available to all new Freshmen and upcoming Sophomores
- Encourages contact with mentor and student involvement
- Role of mentee –
 - Ask questions
 - Learn about minors and endorsements
 - Become familiar with WEBstudent/WEBregistration
 - Meet and learn about the excellent SOE faculty

Mentors*

Mentors have approximately 5-6 mentees each

- Role –
 - “Check-In” with mentees occasionally via email or in person
 - Answer questions regarding schedules, courses and registration.
 - Guide students through the education field experiences and prepare them for upcoming assessment and clinical practice requirements.
 - Exemplify professionalism
 - Provide information on SOE and Monmouth University and valuable contacts to mentees
 - Complete evaluation forms
 - Share valuable Monmouth University campus and social information
 - Share SOE club information

**The assignment for mentor in the School of Education PAM program is for one academic year.*

Application to Request a Mentor visit WEBSITE <http://www.monmouth.edu/school-of-education/PAM-request.aspx>

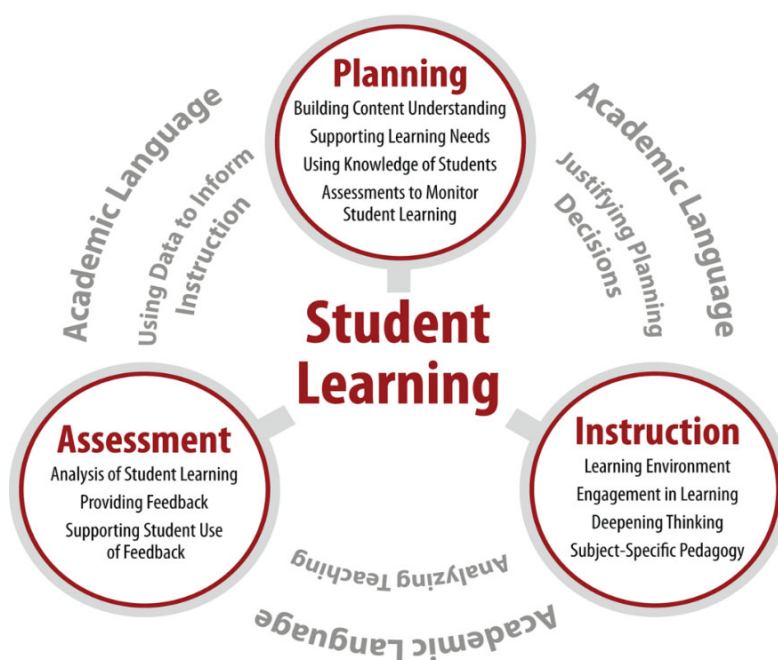
Contact Information: pam@monmouth.edu or 732-263-5688

edTPA

What is the edTPA?

The edTPA is a performance-based assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need in the classroom. The edTPA assessment builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning. It is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: planning, instruction, and assessment.

Teacher candidates must prepare a portfolio of materials during their clinical experience that demonstrates their readiness to teach through lesson plans designed to support their students' strengths and needs and provides evidence that they can engage real students in ambitious learning, analyze whether their students are learning, and adjust instruction to be more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of this portfolio.



Requirements of the Teacher Candidate:

All teacher candidates (student teachers) will complete an edTPA portfolio during their final Clinical Practice semester, using the state-approved edTPA handbook to complete the portfolio and submit it through Foliotek. Candidates will document their classroom work that includes lesson plans, student assignments, assessments, unedited video clips of teaching, and commentaries on student learning and how instruction was adjusted to meet student needs. Successful completion of the edTPA is required for State licensure.

Teacher Candidate Testing Requirements

- OFFICIAL reporting of ALL test requirements must be received by the **end of the semester prior to the final semester of clinical practice**. This policy applies to clinical practice candidates.
- **The OFFICIAL reports:**
 - **Fall semester must be received by August 31st**
 - **Spring semester must be received by December 31st**
- Only OFFICIAL score reports that are sent electronically from ETS to Monmouth University (score recipient #2416) will be accepted (no exceptions).
- Passing the Praxis is a statewide requirement for licensure in New Jersey. Requiring a passing score on all tests prior to the final semester of clinical practice is a strict academic prerequisite at Monmouth University. Monmouth University School of Education faculty and administration have made this particular requirement a part of its policies to protect its accreditation standing and uphold the value of the education degree.

DO NOT LEAVE THE TEST(S) TO THE LAST MINUTE!

Praxis Subject Assessments (*Art, Biology, Chemistry, Early Childhood, Elementary, English, General Science, Health & Physical Education, Mathematics, Middle School English & Language Arts, Middle School Mathematics, Middle School Social Studies, Middle School Science, Music, Physical Science, Physics, Social Studies, Spanish*)

The Praxis Subject Assessments measure knowledge of specific subjects that K-12 educators will teach, as well as general and subject-specific teaching skills and knowledge.

Individuals entering the teaching profession take the Praxis Subject Assessments test(s) as part of the teacher licensing and certification process required by NJ.

Praxis Subject Assessments Registration Bulletins are available on the Internet through the Praxis website at www.ets.org/praxis. You can contact ETS at 1-800-772-9476 or 1-609-771-7395.

Spanish

Students who are seeking certification in **Spanish** must pass the Spanish ACTFL Oral Proficiency Interview (OPI or OPIc) in addition to the Praxis Subject Assessment in Spanish: World Language (5195).

- Candidates **MUST** contact the Foreign Language Department to arrange for a proctor to obtain available dates and times.
- After obtaining dates and times that the proctor is available, contact Language Testing International (LTI) to schedule the OPI or OPIc.
- If a candidate does not receive a score of Advanced Low or higher on the Spanish OPI/OPIc they are required to wait 90 days before testing again.
- LTI offers a one-time option to waive the 90 day waiting period between tests. A candidate must contact LTI to request this option indicating a valid reason and obtain approval.
- Test results are available from LTI anywhere from 2 to 6 weeks from the test date.
- Candidates can pay an additional fee to expedite the test results (results available in 1 to 2 weeks).

Chinese

Students who are seeking certification in **Chinese** must pass the ACTFL Oral Proficiency Interview (OPI). NJ does not have a Praxis Subject Assessment requirement at this time.

English as a Second Language (ESL)

Students seeking **English as a Second Language (ESL)** certification must pass the English Language ACTFL Oral Proficiency Interview (OPI or OPIc) and the Writing Proficiency Test (WPT). *Exception: Candidates who pass all three of the NJDOE approved basic skills tests (CORE) will be exempt from taking the English WPT.*

Bilingual/Bicultural

Students seeking **Bilingual/Bicultural** certification must pass the Target Language OPI or OPIc and WPT and the English OPI or OPIc and WPT. *See exceptions in following page entitled TEST REQUIREMENTS AND INFORMATION, under Bilingual/Bicultural.*

These tests are administered by the ACTFL Language Testing Office and all information regarding registration, fees, testing, and test sites can be accessed by going online to www.languagetesting.com or by calling the Language Testing International Office at 914-963-7110 or 1-800-486-8444.

How to Register for English (OPI/OPIc or WPT) or Spanish (OPI/OPIc) Language Testing

Directions:

1. Go to: <https://www.languagetesting.com/>
2. Upper right corner of the Home Screen - Select: Search for your institution or school program> (*orange*)
3. Are you testing for State Teacher Certification? - Select: Yes
4. In which state are you applying for teacher licensing? – Select State: New Jersey (pulldown menu) and Select Teacher Candidate Program: **Monmouth University – Teacher Candidates**
5. Select: Continue
6. Read the Welcome Information and Select: Continue
7. Select Language: English or Spanish
8. Select Test(s)
9. Complete Self-Assessment – Select: Continue
10. Select Proctor – Continue
11. Select your Time zone (Eastern)
12. Select Test Date & Time
13. Express Service \$50.00 *No need to pay or select these services if you have allowed enough time to test and receive your results for clinical practice.*
Official copy of certificate \$10.00 (*you can download a copy of your proficiency certificate for free*)
14. Payment & Account Information
15. Terms and Conditions
16. Higher Education Act of 1965 – Title II reporting – you **MUST** report your Date of Birth and Social Security # for licensure.

Your Certificate of Proficiency must be submitted to the Certification, Field Placements and School Partnerships Office to be approved for clinical practice. **DO NOT LEAVE THESE TESTS TO THE LAST MINUTE.**

TEST REQUIREMENTS AND INFORMATION

For the most current information on test requirements for the specific teaching license you are seeking, visit the ETS website: www.ets.org/praxis - New Jersey

INSTRUCTIONAL ENDORSEMENT	REQUIREMENTS
Art	Art: Content Knowledge #5134
Bilingual/Bicultural	<p>No Praxis - ACTFL English Oral Proficiency Interview (OPI or OPIc) (passing Intermediate High or higher) AND English Writing Proficiency Test (WPT) (passing Advanced Low or higher)</p> <p>AND</p> <p>Target Language: OPI or OPIc (passing Advanced Low or higher) AND WPT (passing Advanced Low when English WPT is Intermediate High) OR WPT (passing Intermediate High when English WPT is Advanced Low)</p> <p>Exception: Candidates who pass the NJDOE approved basic skills tests (all 3) will be exempt from taking the English WPT</p> <p>Exception: Candidates who establish themselves as a speaker of the target language who was primarily educated at the UG or GR level in that language as determined by foreign evaluation transcript(s) will be exempt from the OPI and WPT in their targeted language.</p>
Chinese	No Praxis, ACTFL Chinese OPI (passing Intermediate High or higher)
Elementary School Teacher K-6	Elementary Education Multiple Subject #5001 computer-delivered ONLY
To pass the Elementary Education: Multiple subjects test you must receive a passing score on each subtest. If you wish to take all four subtests (5002, 5003, 5004, and 5005) at the same time, select Elementary Education: Multiple Subjects 5001 when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest.	<p style="text-align: center;">All FOUR parts must be passed.</p> <ul style="list-style-type: none"> • Reading & Language Arts (5002) • Mathematics (5003) • Social Studies (5004) • Science (5005)
Elementary School with Specialization: Language Arts Literacy (5-8)	Middle School: English Language Arts #5047

Elementary School with Specialization: Mathematics (5-8)	Middle School Mathematics #5169
Elementary School with Specialization: Science (5-8)	Middle School Science #5440
Elementary School with Specialization: Social Studies (5- 8)	Middle School: Social Studies #5089
English	English Language Arts: Content Knowledge #5038
English as a Second Language	No Praxis - ACTFL English Oral Proficiency Interview (OPI or OPic) AND English Writing Proficiency Test (WPT) (passing Advanced Low or higher) Exception: Candidates who pass the NJDOE approved basic skills tests (all 3) will be exempt from taking the English WPT
Health and Physical Education	Health/Physical Education: Content Knowledge #5857
Mathematics	Mathematics: Content Knowledge #5161
Music	Music: Content Knowledge #5113
Preschool through Grade 3	Early Childhood Education: #5025
Science (Biological)	Biology: Content Knowledge #5235 AND General Science: Content Knowledge #5435
Science (Chemistry)	Chemistry: Content Knowledge #5245 AND General Science: Content Knowledge #5435
Science (Physical Science)	Chemistry: Content Knowledge #5245 AND Physics: Content Knowledge #5265 AND General Science: Content Knowledge #5435
Social Studies	Social Studies: Content Knowledge #5081
Spanish	Spanish: World Language #5195 AND ACTFL Spanish: Oral Proficiency Interview (OPI or OPic) (passing Advanced Low or higher)
Students with Disabilities	Exempt – Not required to date

IMPORTANT INFORMATION AND LINKS

- Monmouth University must receive an official notice of your Praxis test results directly from Educational Testing Service (ETS). Only official score reports from Educational Testing Service (ETS) are accepted for clinical practice and licensure.
- When applying to take the Praxis Subject Assessment(s), you must indicate **Monmouth University code #2416 and New Jersey code #7666** in the Agencies To Receive Score Reports and Passing Status Information section. Note: you must list Monmouth University (code 2416) and NJ (code 7666) every time you register with ETS.
- When you complete the registration form for the Praxis, you **MUST** include your **CORRECT SOCIAL SECURITY NUMBER**. *(If you do not give your social security number or give the wrong social security number, you will NOT receive your license from the State of New Jersey.)*
- If you test **out-of-state** you must report your scores to the State of New Jersey (code #7666) to be licensed.
- **Do not leave the test to the last minute!**
Upload your **passing** Praxis score reports to your **Foliotek** account. – under Assessment I for your content or specialty area. This is a requirement for clinical practice. Praxis Score Reports are uploaded to the instructional portfolio (i.e. BA Elementary – ACEI) under Required Assessments, Assessment I: Praxis II.
- ETS website: www.ets.org/praxis
- Praxis tests are delivered by computer at an international network of test centers that include Prometric test centers, some universities and other locations. Visit ETS Test Centers and Dates: http://www.ets.org/praxis/register/centers_dates/ to find testing centers near you.
- Praxis Preparation Materials: <http://www.ets.org/praxis/prepare/materials>
- Praxis Scores Overview: <http://www.ets.org/praxis/scores/>
- Frequently Asked Questions About *The Praxis Series* Tests: http://www.ets.org/praxis/faq_test_takers/
- Applicants must achieve the current required passing score(s) for certificate issuance. Passing scores are always subject to change. A test score must meet the current passing score to satisfy the test requirement.
- For the most current information on test requirements for the specific teaching license you are seeking, please visit the New Jersey Department of Education (NJDOE) website.

Please feel free to contact Christine Borlan,
cborlan@monmouth.edu, if you have any questions or concerns.

Testing Support for Teacher Candidates (Praxis)

Teacher Candidate Testing Requirements

The Academic Advising and Placement Center recommends the following to students preparing for Praxis testing. For those students approaching the yearlong clinical practice, the Praxis must be passed before student teaching semester begins. Contact your advisor for the best time to begin this testing (general recommendation is at least one year before the beginning of your final semester of clinical practice).



PREPARATION RESOURCES FOR THE PRAXIS CORE AND PRAXIS SUBJECT ASSESSMENTS:

1. ETS preparation materials: <https://www.ets.org/praxis/prepare/materials/>
 - Study Companion (pdf) - free
 - Interactive Practice Tests – 90-day subscription
 - Praxis test preparation webinars – Scheduled Live Webinars and Prerecorded Webinars:
<https://www.ets.org/praxis/prepare/webinars>
2. Teachers Test Prep – www.teacherstestprep.com
3. Praxis review site: <http://www.mometrix.com/academy/praxis-ii> by Mometrix Academy (free public service of Mometrix test preparation) – free resource for practical test taking – 8 hours of review videos and practice tests
4. ExamEdge – realistic practice tests:
<http://www.praxisprep.com/ElemEdMultiSubjects/>
5. Khan Academy is a good source for math, science and history;
www.khanacademy.org
6. Study.com website: <http://study.com>

7. LONGSDALE PUBLISHING – Praxis Core Online Course and Prep:
<https://www.longsdalepub.com/praxis-test.html>

CORE: MATHEMATICS RESOURCES:

1. **Praxis CORE Mathematics** – Khan Academy Instructional Support Videos and Exercises – support test preparation for the Math CORE assessment. Topics mapped to videos or exercises that will assist you in preparation: https://www.ets.org/s/praxis/pdf/khan_academy.pdf
2. MU Tutoring Center – currently setting up openings for **math tutoring for Praxis CORE** (limited availability)
3. **Praxis CORE Math** highly recommended book: Core Math Made Easy by Dr. Lynn Gardner. includes sample problems, exercises, and sample tests to fully prepare each future teacher on what to expect during the exam. To date, this book has helped over **5,000 teachers** pass the Praxis.

PRAXIS PREP FOR MATH AND ELEMENTARY MATH SUBJECT ASSESSMENTS:

1. Praxis2Math website: <http://www.praxis2math.com/>
2. Billstein, Libeskend, and Lott. *A Problem Solving Approach to Mathematics for Elementary School Teachers*: Addison Wesley. (Those at ETS who are responsible for writing the Praxis test recommended this book.)

RESOURCE VIDEOS – TEST TAKING:

1. <http://www.businessinsider.com.au/this-is-one-of-the-biggest-myths-about-second-guessing-ourselves-2012-6>
Short article. It is about a myth that many people believe about test taking.
2. https://www.youtube.com/watch?v=Zm3Jq4JYTEI&feature=player_detailpage
Taking a multiple-choice test – short video with solid information.

TUTORS:

- **Social Studies:**
 - Mr. Jerry Joyce for one-on-one tutoring, contact information: jjoyce@srhsnj.com 732-681-2858 ext. 520
- **Science:**
 - Suzanne Fenkel, contact information: suzannefenkel@mersnj.us
 - Jennifer Patterson, contact information 732-232-7381
- **Math:**
 - Justine Lane, contact information: justinebythesea@gmail.com
 - Paula Gilligan, contact information: pgilliagan@srhsnj.com, cell: 908-309-6579
 - Sandy Abdelaziz, contact information: 732-718-7057
 - Maria Wills, contact information: ms.mariawills@gmail.com

Wyzant: www.wyzant.com: a digital marketplace to connect students to independent tutors in more than 300 skills and subjects. Wyzant bring students and instructors together, online and in-person (founded in 2005).

240 Tutoring offers diagnostic tests, notes, flashcards, short quiz's for sections and then final exams at the end. <https://www.240tutoring.com>

Student Professional Dispositions

Teacher candidates are responsible not only to teach content subject(s) to students, but also to exemplify acceptable social values. As a primary influence to each student, your professionalism and ethics—such as responsibility, respect and integrity—are of utmost importance.

As a Monmouth University School of Education student, you need to:

1. Familiarize yourself with the New Jersey Professional Teaching Standards (NJPTS) on the following pages.
2. Use precaution when using all social media/networking/voicemails/emails
 - Keep all WEBpages *totally* private
 - Do not post possible 'inappropriate' pictures that an administrator, cooperating teach, staff member, parent, or student can view
 - Make sure any and all postings are suitable for general public – including *your* future employers and/or students

BE CAUTIOUS: When in doubt, leave it out!

3. While performing all field work and while in professional settings:
 - Use a professional, collaborative demeanor
 - Remember you are a guest in the school setting
 - Present yourself as a professional: observe coworkers/administrators and follow the appropriate dress code
 - Avoid any criticism and negative comments regarding your cooperating teacher, other teachers, pupils, the school or the community
 - Be professional – do not discuss school topics outside of school context
 - Use equipment and supplies for professional (assigned) use only (do not use for personal use)
4. Commit to your placements for your clinical experience and clinical practice -- these require a great deal of time and need to be the teacher candidate's first priority:
 - Attend all professional assignments and events
 - Be punctual, accept responsibility and show initiative
 - Ensure that personal obligations do not interfere with the successful completion of your program requirements
5. Accept constructive criticism and suggestions as those tools to promote your professional growth and ability to respond with maturity and professionalism

New Jersey Student Learning Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas:

[21st Century Life and Careers: http://www.state.nj.us/education/aps/cccs/career/](http://www.state.nj.us/education/aps/cccs/career/)

[Comprehensive Health and Physical Education:](http://www.state.nj.us/education/aps/cccs/chpe/)

<http://www.state.nj.us/education/aps/cccs/chpe/>

[Language Arts Literacy: http://www.state.nj.us/education/aps/cccs/lal/](http://www.state.nj.us/education/aps/cccs/lal/)

[Mathematics: http://www.state.nj.us/education/aps/cccs/math/](http://www.state.nj.us/education/aps/cccs/math/)

[Science: http://www.state.nj.us/education/aps/cccs/science/](http://www.state.nj.us/education/aps/cccs/science/)

[Social Studies: http://www.state.nj.us/education/aps/cccs/ss/](http://www.state.nj.us/education/aps/cccs/ss/)

[Technology: http://www.state.nj.us/education/aps/cccs/tech/](http://www.state.nj.us/education/aps/cccs/tech/)

[Visual and Performing Arts: http://www.state.nj.us/education/aps/cccs/arts/](http://www.state.nj.us/education/aps/cccs/arts/)

[World Languages: http://www.state.nj.us/education/aps/cccs/wl/](http://www.state.nj.us/education/aps/cccs/wl/)

Specialty Professional Association (SPA) Standards

The Specialty Professional Association (SPA) standards are professional teaching standards by content area as established by official national organizations. If you have not already done so, please become familiar with the national standards in your subject area. These standards serve as the cornerstone for the national education reform initiative. Each organization has placed a strong emphasis on developing performance benchmarks for grades P-12 that reflect a national perspective on student achievement. You will need to refer to these when planning lessons and units.

The SPA standards are grounded in research and best teaching practices. They delineate the theoretical and pedagogical knowledge, skills, and dispositions that teacher candidates should be demonstrating when teaching and collaborating with parents and colleagues.

Provided below is the web link for professional teaching standards by content area as established by official national organizations.

<http://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms>

New Jersey Professional Standards for Teachers (NJPST) as of August 4, 2014

The Professional Standards for Teacher identify the knowledge, skills, and dispositions that teachers need to practice responsibly. Student teachers must demonstrate competence on the NJPST to be eligible for teacher certification.

Candidates Proficiency (see page 2)	Standards
1, 3, 5	Standard One – Learner Development – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
3, 5, 8	Standard Two – Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3, 4, 7	Standard Three – Learning Environments – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
1, 2	Standard Four –Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
2, 7	Standard Five – Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6, 9, 10	Standard Six – Assessment – The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.
5, 6, 7	Standard Seven – Planning for Instruction –The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
4, 8	Standard Eight – Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
10, 11 12	Standard Nine – Professional Learning – The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action

	research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.
11, 12	Standard Ten – Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11	Standard Eleven – Ethical Practice – The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

NJ Administrative Code: <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

6A:9-3.3 Professional standards for teachers

Undergraduate Advising

Frequently Asked Questions (FAQ'S)

What is the PRAXIS Core Academic Skills for Educators?

Praxis® *Core Academic Skills for Educators (Core)* is a comprehensive assessment that measure the skills and content knowledge of candidates entering teacher preparation programs. The NJ Department of Education (NJDOE) mandates students entering into an Education program meet this requirement by successfully completing the exams *OR* by providing the SAT or ACT score to waive this requirement.

How do I know if I have to take the Praxis CORE (basic skills) test?

Do you have a passing SAT or ACT score as set by the State of NJ? Contact one of the School of Education Program Advisors for review of your current information: Jenifer Joyce jjoyce@monmouth.edu; Janis Marcus, jmarcus@monmouth.edu; or Carrie Digironimo cdigiron@monmouth.edu.

Why is there a minimum GPA requirement?

The New Jersey Department of Education in conjunction with Monmouth University requires all teacher candidates to maintain a 3.0 GPA. In addition to the GPA requirement students must receive a minimum grade of “C” in all required Education courses (or “P” – Pass when the Pass/Fail Grade Option is available to students).

What if my GPA falls below 3.0?

Your GPA will be evaluated by the Chair and your advisor. Based on your GPA and their evaluation, you will be either considered for a probationary semester (at the end of which you must reach the GPA of 3.0) or advised to change your major. If your GPA falls below the minimum requirement, contact your Education advisor. When your GPA increases, we hope to see you return to the School of Education.

Why do I have two majors and two advisors?

Many of the Education students at Monmouth University have a second major in the arts or sciences (except for the Interdisciplinary and Elementary Education). These students will have an advisor in both the Education concentration, as well as the additional content selected. Students majoring in the Interdisciplinary for Elementary Educators will have one advisor in the School of Education.

What are the subject (content) areas?

Anthropology, Art, Biology, Chemistry, Chemistry/Physical Science, English, English/Creative Writing, Health/Physical Education, History, History/Political Science, Political Science, Mathematics, Music, and Spanish. In addition to these contents, the School of Education offers a major in the Interdisciplinary for Elementary Educators which provides an academic study in the general content subjects—mathematics, science, English and social studies.

What Grade levels are available?

Preschool through 3 (with TSD), Elementary(K-6 with Teacher of Students of Disabilities), Secondary and K-12 (with Art, Music, Spanish and Health and Physical Education only)

What endorsements are available to enhance my education and marketability?

Early Childhood (P-3), Middle School (5-8), Teacher of Students with Disabilities (to Secondary and K-12 majors) and English as a Second Language

Why do we have some courses in the public schools?

In order to become a competent teacher, you need to practice the craft in multiple settings over a period of years. Taking a course in a school district gives students a rich, in-depth experience and an opportunity to work with mentors. The courses take place in our K-12 University School Partnership districts.

When can I get my Substitute Teaching License?

You are eligible to apply for your substitute teaching license after you have completed a minimum of 60 semester hour credits at an accredited university; Successful criminal history qualification letter and fingerprinting; Evidence of negative Mantoux (TB) test.

What is Clinical Experience (Fieldwork)?

Clinical experience is the diverse, guided, applications and demonstrations of professional knowledge, skills, and dispositions. Through your placements you will receive integrated, collaborative, and facilitated learning and practice. The activities and responsibilities take place across a variety of settings and are integrated throughout your educator preparation program.

What is Clinical Practice?

Clinical practice is the yearlong field-based internship, culminating in a full-time immersive classroom experience. The clinical practice includes a minimum of 100 hours in the semester immediately preceding the final semester of full-time teaching. In addition, there are seminars and focus groups to support candidates on successfully navigating the requirements of the program.

When can I do my final semester of Clinical Practice?

The final semester of the Clinical Practice is the last class taken as a senior. You must complete all program requirements, all required clinical experience, the required clinical practice hours the semester before, and all test requirements prior to beginning the Clinical Practice.

Can I perform my Clinical Practice in my home town, or out of state?

The Office of Certification, Field Placements, and School Partnership Office places all students. Students are generally placed in Monmouth, Middlesex or Ocean counties. All students are required to have placements in diverse settings.

What is the edTPA?

The edTPA is a performance-based assessment of teaching skills and practices mandated by the New Jersey Department of Education (NJDOE) for teacher candidates seeking certification. Candidates enrolled in Clinical Practice will need to meet or exceed the requirement NJ State performance score in order to Qualify for an initial teaching certificate.

When am I required to submit the edTPA?

Teacher candidates complete/submit the edTPA portfolio in their final Clinical Practice semester, using the state-approved edTPA handbook. Candidates will be assigned a Clinical Faculty Supervisor to provide support throughout that semester.

Can I graduate from Monmouth University if I do not successfully complete the edTPA?

Yes, you can graduate with your education degree from Monmouth University, but you cannot obtain full licensure for New Jersey until successful completion of the edTPA.

What are some of the opportunities in the Teacher Residency Program?

Being part of the Teacher Residency will provide you with an extensive array of teaching experiences in schools in a variety of roles: tutor, substitute teacher, summer school teacher, paraprofessional, co-teacher, and teacher. Participants may receive a stipend for their work in the schools.

How do I become a member of the Teacher Residency Program?

Please contact Corina Earle cearle@monmouth.edu. She will meet with you to review the program, discuss its many benefits to you as a future teacher candidate, and explain how it can work for you in your individual program.

Can I join the Teacher Residency Program if I do not have time for 'substitute teaching' in my schedule this semester?

Yes, if you are interested in the program, you can join at any time. There are many opportunities open to you to meet your schedule and academics.

