School of Education

DEAN: Lynn Romeo, EdD
ASSOCIATE DEAN: Jason Barr, PhD

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

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

The SOE programs emphasize state and national curriculum standards and research-based best practice designed to improve student learning and to prepare P-12 students to be successful in the 21st-century global economy. Programs are designed to improve a candidate’s critical thinking, communication, and problem-solving skills as these apply to K-12 student learning. The School’s programs also integrate state-of-the-art computer tech-
nologies that can be applied in K-12 classrooms, school administration, and student counseling. The School has its own computer lab and offers its own online and Web-enhanced courses.

**CURRICULUM AND INSTRUCTION**

Wendy Harriott, Chair, Department of Curriculum and Instruction

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

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

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

Wendy Harriott, Associate Professor and Chair. PhD, Pennsylvania State University. Professional interests include special education, behavior management, pre-service and in-service teacher training.

Jiwon Kim, Lecturer. BA, MA, Korea University, Seoul, South Korea; PhD, Purdue University.

Stacy Lauderdale, Assistant Professor. PhD, University of California, Riverside. Professional interests include Autism Spectrum Disorders.

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

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

Dorothy Varygiannes, Lecturer. EdD, Seton Hall University. Specialty is mathematics education.

Programs are designed to provide a strong liberal arts or sciences background, a subject area major, a behavioral/social science sequence, and significant professional preparation for an elementary teacher (K–5), elementary teacher with subject matter specialization (K–8), and a subject area (K–12) teacher.

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

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

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

To qualify for certification, students must complete the professional education components at Monmouth University and meet current standards of the Monmouth University School of Education and the New Jersey Department of Education. The program includes field experiences beginning in the sophomore year, increasing in intensity during the junior year, and culminating in full-time student teaching in the last semester of their senior year. Students are required to maintain a 2.75 grade point average (GPA). Undergraduate students in the School of Education must receive a minimum grade of “C” in all required Education courses. If a grade below “C” is earned, that course must be retaken and will follow the rules set forth in this catalog referencing “Retaking a Course.”

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

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

BACHELOR OF ARTS WITH A MAJOR IN
EDUCATION

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

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

BACHELOR OF SCIENCE WITH A MAJOR IN
EDUCATION

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

- Bachelor of Science in Biology and
  Education with Endorsement in
  Elementary Education
• Bachelor of Science in Biology and Education with Endorsement in Secondary Education in Biology
• Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education in Chemistry
• Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education in Physical Sciences
• Bachelor of Science in Health/Physical Education and Education with Endorsement in K-12 Education in Health/Physical Education
• Bachelor of Science in Mathematics and Education with Endorsement in Elementary Education
• Bachelor of Science in Mathematics and Education with Endorsement in Secondary Education in Mathematics

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

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

Add-on to Secondary:
• Teacher of Students with Disabilities (TSD)
• English as a Second Language (ESL)

Add-on to K-12:
• Teacher of Students with Disabilities (TSD)
• English as a Second Language (ESL)

EDUCATIONAL LEADERSHIP, SCHOOL COUNSELING, AND SPECIAL EDUCATION
Tina Paone, Chair, Department of Educational Leadership, School Counseling, and Special Education

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

Jason Barr, Associate Professor and Associate Dean. PhD, Fordham University. Trained in developmental theory with specific emphasis on the application of developmental theory. Areas of interest include empathy in adolescence and children’s task persistence.

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

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

JoAnne Cascia, Assistant Professor. EdD, Nova Southeastern University. Professional interests include language development and disorders, articulation disorders, sensory integration disorders, autism, and supervision.

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

Pamela Jones, Specialist Professor. MA Audiology, Montclair University; MA Speech-Language Pathology, Kean University. Professional interests include early identification of hearing loss and central auditory processing disorders, aphasia, craniofacial disorders including cleft palate, autism, language disorders, and feeding and swallowing disorders.

Jose M. Maldonado, Associate Professor. PhD, University of Arkansas. Areas of interest include multicultural counseling and school counseling.
Cynthia O’Connell, Specialist Professor. MEd, The College of New Jersey, Post Master’s Certificate in School Counseling, Director of School Counseling and Student Assistance Coordinator, Georgian Court University. Professional interests include school counseling topics such as school climate change, at-risk youth, careers, and spirituality in counseling.

Tina Paone, Associate Professor and Chair. PhD, University of Nevada, Reno. Areas of professional interest include school counselor, education and supervision, group counseling, substance abuse awareness programs, and play therapies.

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

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

Lilly Steiner, Assistant Professor. EdD, Boston University; MA, University of North Dakota; BA, University of Wisconsin-LaCrosse. Research interests include family literacy and creating strong home-school partnerships.