

CURRICULUM AND INSTRUCTION

Chair: Vecihi (Serbay) Zambak, Ph.D.

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–6), an elementary teacher with subject matter specialization (K-8), and a subject area (K–12) teacher.

Students with aspirations 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, English/Creative Writing, Spanish, History, History/Political Science, Interdisciplinary Studies for Elementary Educators, or Political Science; or to simultaneously complete the requirements of both the BS program in Education and the BS program in Mathematics. Students in these programs will have two academic advisors—one in each department. Students can also choose to pursue a BA in Interdisciplinary Studies for Elementary Educators. Students in this program will have one academic advisor from the School of Education.

Students with career objectives 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, English/Creative Writing, Spanish, History, History/Political Science, 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 an undergraduate endorsement:

- English as a Second Language (ESL);
- Teacher of Students with Disabilities (TSD);
- Middle School (5-8) Endorsement (available to Elementary K-6 majors in English, Math, Science, or Social Studies); or
- Early Childhood - P-3 (available to Elementary K-6 only).

One or more of these endorsements may be combined with a student's academic program.

Internal Progression Requirements

Students must meet New Jersey State mandated progression requirements beginning an education program at Monmouth University. This will require students to have a 3.0 grade point average (GPA), achieve a passing score on the Praxis Core Academic Skills for Educators (CORE) (or achieve a score as regulated by the State of New Jersey that is "approximately equal to the top third percentile score for all test takers in the year the respective test was taken") and send a completed assessment of written and oral communication skills to the School of Education. Students must also 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 and senior years, and culminating in full-

time clinical practice (i.e., student teaching) in the second semester of their senior year. Students are required to maintain a 3.0 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 "Repeating a Course (<https://catalog.monmouth.edu/undergraduate-catalog/academic-programs-support-services-regulations/academic-regulations/repeat-policy-repeating-course/>)".

Transfer students must have a minimum GPA of 2.75 and will have one semester of provisional status pending their attainment of a 3.0 GPA. Transfer students will be permitted to take one or two education courses as appropriate in the first semester. Transfer students may transfer a maximum of six (6) professional education credits from a two-year institution. Please refer to the *Internal Progression Requirements* in the paragraph above for additional State-mandated progression requirements.

Applications for clinical practice (student teaching) must be submitted to the Office of Certification, Field Placements, and School Partnerships for fall and spring placements. At this time, students are screened to ensure that they have met the academic and professional standards required for State certification. Students must pass the appropriate Praxis II examinations prior to student teaching and receive passing scores as a requirement for State certification. Candidates seeking Spanish or Chinese certification must also earn a passing score on the appropriate official Oral Proficiency Interview (OPI) prior to clinical practice. English as a Second Language (ESL) candidates must earn a passing score on the official English OPI and English Writing Proficiency Test (WPT) for certification.

Programs Majors

- B.A. in Anthropology and Education with Endorsement in Elementary Education (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/anthropology-education-ba-endorsement-elementary-education/>)
- B.A. in Anthropology and Education with Endorsements in P-3 and Teacher of Students with Disabilities (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/anthropology-education-ba-endorsements-p-3-teacher-students-disabilities/>)
- B.A. in Art and Education with Endorsement in K-12 Education in Art (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/art-education-ba-endorsement-k-12-education-art/>)
- B.A. in Early Childhood Education and Teacher of Students with Disabilities (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/early-childhood-education-ba-teacher-students-disabilities/>)
- B.A. in Early Childhood and Elementary Education and Teacher of Students with Disabilities (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/early-childhood-elementary-education-ba-teacher-students-disabilities/>)
- B.A. in English and Education with Endorsement in Elementary Education (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-education-ba-endorsement-elementary-education/>)

- B.A. in English and Education with Endorsement in Secondary Education in English (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-education-ba-endorsement-secondary-education-english/>)
- B.A. in English and Education with Endorsements in P-3 and Teacher of Students with Disabilities (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-education-ba-endorsements-p-3-teacher-students-disabilities/>)
- B.A. in English/Creative Writing and Education with Endorsement in Elementary Education (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-creative-writing-education-ba-endorsement-elementary-education/>)
- B.A. in English/Creative Writing and Education with Endorsement in Secondary Education in English (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-creative-writing-education-ba-endorsement-secondary-education/>)
- B.A. in English/Creative Writing and Education with Endorsements in P-3 and Teacher of Students with Disabilities (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-creative-writing-education-ba-endorsements-p-3-teacher-students-disabilities/>)
- B.A. in History and Education with Endorsement in Elementary Education (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/history-education-ba-endorsement-elementary-education/>)
- B.A. in History and Education with Endorsement in Secondary Education in Social Studies (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/history-education-ba-endorsement-secondary-education-social-studies/>)
- B.A. in History and Education with Endorsements in P-3 and Teacher of Students with Disabilities (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/history-education-ba-endorsements-p-3-teacher-students-disabilities/>)
- B.A. in History/Political Science Interdisciplinary and Education with Endorsement in Elementary Education (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/history-political-science-interdisciplinary-education-ba-endorsement-elementary-education/>)
- B.A. in History/Political Science Interdisciplinary and Education with Endorsement in Secondary Education in Social Studies (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/history-political-science-interdisciplinary-education-ba-endorsement-secondary-education-social-studies/>)
- B.A. in Interdisciplinary Studies for Elementary Educators (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/interdisciplinary-education-ba-endorsement-elementary-educators/>)
- B.A. in Music and Education with Endorsement in K-12 Education in Music (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/music-education-ba-endorsement-k-12-education-music/>)
- B.A. in Political Science and Education with Endorsement in Elementary Education (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/political-science-education-ba-endorsement-elementary-education/>)
- B.A. in Political Science and Education with Endorsement in Secondary Education in Social Studies (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/political-science-education-ba-endorsement-secondary-education-social-studies/>)
- B.A. in Spanish and Education with Endorsement in Elementary Education (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/ba-spanish-education-endorsement-elementary-education-spanish/>)
- B.A. in Spanish and Education with Endorsement in K-12 Education in Spanish (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/ba-spanish-education-endorsement-k-12-education-spanish/>)
- B.S. in Biology and Education with Endorsement in Secondary Education in Biology (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/biology-education-bs-endorsement-secondary-education-biology/>)
- B.S. in Chemistry and Education with Endorsement in Secondary Education in Chemistry (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/chemistry-education-bs-endorsement-secondary-education-chemistry/>)
- B.S. in Chemistry and Education with Endorsement in Secondary Education in Physical Sciences (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/chemistry-education-bs-endorsement-secondary-education-physical-sciences/>)
- B.S. in Health and Physical Education with an Education Endorsement in K-12 (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/health-physical-education-endorsement-k-12-bs/>)
- B.S. in Mathematics and Education with Endorsement in Elementary Education (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/mathematics-education-bs-endorsement-elementary-education-mathematics/>)
- B.S. in Mathematics and Education with Endorsement in Secondary Education in Mathematics (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/mathematics-education-bs-endorsement-secondary-education-mathematics/>)

Additional Endorsements Available

Add-On to Elementary

- Teacher of Students with Disabilities (TSD) (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/teacher-students-disabilities-tsd-elementary-endorsement/>)
- English as a Second Language (ESL) (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-second-language-esl-elementary-endorsement/>)
- Middle School Endorsement (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/middle-school-endorsements-elementary-education-programs/>)
- Early Childhood - P-3 (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/early-childhood-p-3-elementary-endorsement/>)

Add-On to Secondary

- Teacher of Students with Disabilities (TSD) (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/teacher-students-disabilities-tsd-secondary-endorsement/>)

- English as a Second Language (ESL) (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-second-language-esl-secondary-endorsement/>)

mschpakow@monmouth.edu

Add-On to K-12

- Teacher of Students with Disabilities (TSD) (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/teacher-students-disabilities-tds-k-12-endorsement/>)
- English as a Second Language (ESL) (<https://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-second-language-esl-k-12-endorsement/>)

Faculty

Jason Fitzgerald, Associate Professor. B.A., M.S., McDaniel College; Ph.D., University of Pittsburgh. Research focuses on civic and historical thinking processes, including the ethical implications of and practical needs for implementing action civics curricula in secondary and post-secondary education. Also interested in the ways that historical authors' linguistic choices influence students' mental representations of history.
jfitzger@monmouth.edu

Amy Hoyle, Professor.

Dean. B.A., University of Michigan - Ann Arbor; M.A., Eastern Michigan University; Ph.D., University of North Carolina - Chapel Hill.

Jiwon Kim, Associate Professor (Graduate Faculty). B.A., Dong-Guk University; M.S., Case Western Reserve University; Ph.D., Purdue University. Research interests include social studies education and foundations of education with a specific focus on the philosophy of education.
jkim@monmouth.edu

Ruth Morris, Lecturer. B.S., Evangel University; M.Ed., Ed.D., Walden University. Professional interests include emergent and bilingual writing development, self-efficacy in writing development, and teacher leadership in early childhood.
rrkmorris@monmouth.edu

Kerry Rizzuto, Associate Professor and M.Ed. P3 Program Director (Graduate Faculty). M.A., Brooklyn College; Ed.D., Rowan University. Research interests include early childhood development with an emphasis on literacy, and developing culturally responsive pedagogical practices in pre-service and in-service teachers, while working with culturally and linguistically diverse children.
krizzuto@monmouth.edu

Alex Romagnoli, Associate Professor, M.A.T. Program Director and Chair, Special Education (Graduate Faculty).
Interim Associate Dean, School of Education. B.S., M.Ed., East Stroudsburg University; Ph.D., Indiana University of Pennsylvania. Professional interests include multimodality, multiliteracies, graphic novels in academic contexts, and popular culture.
aromagno@monmouth.edu

Michelle Schpakow, Lecturer. B.A. Rider University; M.S., Mississippi State University; Ed.D., Liberty University. Overall research interests center around science education as it relates to preparation for STEM professions. Specifically, Dr. Schpakow is interested in the "gender gap" in science, students' attitudes toward science, and American science education programs ultimately leading to the development of scientific professionals.

Lilly Steiner, Associate Professor and M.S.Ed. Literacy Program Director (Graduate Faculty). B.A., University of Wisconsin; M.A., University of North Dakota; Ed.D., Boston University. Research interests include family literacy and creating strong home-school partnerships.
lsteiner@monmouth.edu

Chiu-Yin Wong, Professor, M.Ed. ESL Program Director (Graduate Faculty). B.A., Brigham Young University; M.A., Ph.D., Texas Tech University. Professional interests include English as a Second Language (ESL), second language pedagogy, and second language teacher education.
cwong@monmouth.edu

Vecihi S. Zambak, Associate Professor (Graduate Faculty).
Chair. B.S., M.S., Bogazici University, Istanbul, Turkey; M.S., University of Amsterdam; Ph.D., Clemson University. Research interests center around the development of pre-service mathematics teachers' content knowledge in technology-driven learning environments with a focus on reasoning, justification, and proof.
vzambak@monmouth.edu

Courses

ED-050 English as a Second Language Instruction for Undergraduate International Students **Credits: None**

Term Offered: Spring Term
Course Type(s): None
This is a pass/fail course.

ED-101 Transition to College **Credits: 1**
Term Offered: All Terms
Course Type(s): None
The identification and management of the academic and socio-emotional issues confronting the student during the transitional stage from secondary to post-secondary education. Permission of the instructor is required to take this course.

ED-250 Psychological and Philosophical Foundations of Education **Credits: 3**

Term Offered: All Terms
Course Type(s): None
Enhances a teacher candidate's background in principles and practices of elementary and secondary education, including curriculum planning, assessment, procedures, instructional technology, culturally and linguistically diverse students, diverse learning needs, classroom management, core curriculum standards, and school organization. Relevant information about national and state standards will be addressed. Social, historical, political, psychological, and philosophical foundations of education are examined. Observation and participation in actual classroom procedures are required through structural experiences. Service learning hours required. Education majors only.

ED-299 Independent Study in Education **Credits: 3**

Term Offered: Summer Term
Course Type(s): None
Independent research in education in an area not substantially treated in a regular course offering under the supervision of an education faculty member; written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this course.

ED-300 Education and Culture

Term Offered: Spring Term

Course Type(s): ADS, GU

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. Not open to freshmen. This course may be repeated once for credit. A minimum G.P.A. of 3.00 is required to take this course.

Credits: 3**ED-304 Social Studies and Literacy Methods for K-6****Credits: 3**

Prerequisite(s): EDL-326 and EDS-330.

Term Offered: Spring Term

Course Type(s): None

This course is designed to provide an interdisciplinary perspective and skills of teaching social studies from pre-kindergarten through grade 6, with an emphasis on literacy integration. Course content will teach how to cross disciplinary boundaries to promote social understanding and civic engagement and integrate knowledge, skills, and dispositions with authentic action, by emphasizing National Council for the Social Studies and the New Jersey Student Learning Standards for Social Studies, cross-curriculum integration, social problem solving, inquiry-based instruction, with a focus on disciplinary literacy. The essential elements of planning, instruction using technology, and assessment based on research and data are explored to teach culturally and linguistically diverse learners and students with diverse learning needs in social studies education.

ED-305 Literacy, Science, and Social Studies Methods for Undergraduate P3 Students**Credits: 3**

Prerequisite(s): EDL-280 and EDL-333.

Term Offered: Spring Term

Course Type(s): None

This course is designed to provide an integrated perspective of teaching science and social studies to students in grades pre-kindergarten through grade 3. This course provides opportunities for experiential learning of interdisciplinary teaching methods with an emphasis on literacy integration. Following national and state standards for science and social studies, this course will utilize a diversity of instructional methods and strategies to provide each student with the opportunity to learn how to teach through inquiry and problem-solving. This course has a 50-hour field experience component.

ED-315 Digital Media and Instructional Technology Skills for Teachers**Credits: 3**

Term Offered: All Terms

Course Type(s): TL

Aims to introduce teacher-candidates to computer science concepts and recent instructional technologies to support teaching and learning processes in K-12 classrooms. The course focuses on teacher-candidates' exploration and evaluation of technology-enhanced applications. Teacher-candidates learn how to use digital media, technologies, and interactive games to support their instructional strategies and student learning, enhance classroom management, aid formative and summative assessment techniques, and communicate professionally.

ED-319 Content Literacy and Assessment**Credits: 3**

Prerequisite(s): ED-250; EN-101 and EN-102, Clinical Experience Hours Required, and a minimum G.P.A. of 3.00.

Term Offered: All Terms

Course Type(s): EX5, WT

Designed to focus on the development of students' reading, writing, and speaking skills as they are used in specific K-12 and secondary academic content areas, this course uses a backward design model to integrate discussions of assessment with content area literacy. It emphasizes the implementation of both teaching and learning strategies to develop K-12 students' gradual disciplinary language development, fostering their abilities to be independent learners and disciplinary communicators. The course includes research-based pedagogical strategies for teaching linguistically diverse students and teaching students with diverse learning needs. Limited to Education majors.

ED-320 Teaching Emergent Multilinguals in an Inclusive Classroom**Credits: 3**

Prerequisite(s): ED-250, EN-101 and EN-102, and a minimum G.P.A. of 3.00.

Term Offered: All Terms

Course Type(s): RD, WT

This Writing Intensive course is offered to address issues and research-based pedagogical strategies of teaching Emergent Multilingual Students in today's mainstream classrooms. Teacher candidates will explore a variety of instructional strategies and develop cultural knowledge and its application in teaching Emergent Multilingual Learners. The course also includes incorporating instructional technology into the classroom, and utilizing data to inform instruction. Clinical Experience Hours Required. Education majors only.

ED-327 Theories and Practice of ESL Instruction Part I**Credits: 3**

Prerequisite(s): ED-320 and a minimum GPA of 3.00

Term Offered: All Terms

Course Type(s): None

With an emphasis on teaching English as a Second Language through content, part one of this two-semester course will introduce the history of ESL teaching and critically explore exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional materials, instructional technology, services, and assessment measures will be introduced and practiced, with an emphasis on standard-based content and ESL teaching. Both instructional design and implementation will be the focus for practice, with embedded language acquisition/learning theories and research studies carefully examined. Clinical Hours required. Education majors only.

ED-328 Theories and Practice of ESL Instruction Part II**Credits: 3**

Prerequisite(s): ED-327 or ED-374, EN-442, and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): None

A continuation of ED-327 examines public issues pertinent to ESL education, with an emphasis on making connections between theories or research findings and classroom practice. More approaches to ESL instruction will be introduced with an emphasis on various strategies, techniques, and instructional technology for teaching specific language skills in a standard-based content and ESL teaching program. Reflective practice is an integral part. Clinical Hours required.

ED-331 Music for the Child**Credits: 2**

Prerequisite(s): MU-151 and MU-218

Course Type(s): None

Focus on methods and materials of teaching in the elementary school (K-8): singing, rhythmic expression, listening, use of simple instruments, and correlating music with other areas of learning. It will include pedagogical strategies related to teaching linguistically diverse students, students with diverse needs, using instructional technology and using data to inform instruction. For Music majors only. Also listed as MU-331. Clinical Hours required.

ED-333 The Teaching of Music in the Secondary School**Credits: 2**

Prerequisite(s): MU-151 and MU-218

Term Offered: Spring Term

Course Type(s): None

Study and application of appropriate concepts, methods, skills, and materials for secondary-school music teachers. It will include pedagogical strategies for teaching linguistically diverse students, those with special needs using instructional technology and using data to inform instruction. For Music majors only. Clinical Hours required. Also listed as MU-333.

ED-336 Applied Linguistics for the Language Educator**Credits: 3**

Term Offered: Summer Term

Course Type(s): None

Designed to introduce students to the concepts of linguistics as related to bilingual education and the teaching of English as a second language. Students will also learn structural aspects of linguistics, including morphology (words), syntax (sentence patterns), semantics (the meaning of words), phonetics and phonology (the sounds of language), pragmatics (the way language works in the world), and English grammar. Students will gain familiarity with important theories, research, and how the English language works. Education majors only. Students must have a minimum G.P.A. of 3.00 to register for this course.

ED-351 Methods of Teaching Art I**Credits: 3**

Prerequisite(s): AR-114, AR-116, AR-192, and ED-320 and a minimum G.P.A. of 3.00.

Term Offered: All Terms

Course Type(s): None

The history and philosophy of art education; the construction of art curricula and the exploration of teaching methods; media and tools appropriate for the educational level. Methods I deals with the needs of the elementary school child. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Clinical Hours required. Also listed as AR-351.

ED-352 Methods of Teaching Art II**Credits: 3**

Prerequisite(s): ED-351 or AR-351 and Minimum G.P.A. of 3.0.

Term Offered: Spring Term

Course Type(s): None

The history and philosophy of art education; the construction of art curricula and the exploration of teaching methods; media and tools appropriate for the educational level. Methods II deals with the needs of the adolescent. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Clinical Hours required. Also listed as AR-352.

ED-360 Methods of Teaching Mathematics in Grades P-6**Credits: 3**

Prerequisite(s): MA-205, EDL-326, and a minimum G.P.A. of 3.00.

Term Offered: All Terms

Course Type(s): None

ED-360 is designed to provide a profound understanding of the concepts taught in early childhood and elementary school mathematics. Teacher candidates participate in activities and learn interdisciplinary techniques to foster conceptual development of mathematics in young learners with literacy skills, as well as assess and remedy students' mathematical difficulties. The essential elements of instruction, assessment, grouping strategies, and effective questioning are illustrated and honed when planning mathematics lessons to address the instructional needs of diverse learners and students with disabilities. In this course, students learn cognitively guided instruction for mathematics, the eight mathematical teaching practices by NCTM, and how to implement them in the classroom. This course contains foundational knowledge that will be used during the clinical practice performance assessment. It will include research-based pedagogical strategies for teaching linguistically diverse students and those with special needs, using instructional and assistive technology, and using data to inform instruction. Clinical practice hours required.

ED-361 Disciplinary Literacy and Methods of Teaching Elementary Science**Credits: 3**

Prerequisite(s): ED-320, EDL-326 and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): EX5

This course is designed to provide an integrated perspective of teaching science from pre-kindergarten through grade 6. This course provides opportunities for experiential learning of interdisciplinary teaching methods with an emphasis on literacy integration. Active learning of science concepts will be achieved through various inquiry activities. Following the learning theories that have produced both the Next Generation Science Standards and the New Jersey Student Learning Standards for Science, this course will utilize a diversity of instructional methods and strategies to provide each student with the opportunity to learn how to teach inquiry and problem-solving across the sciences with a focus on disciplinary literacy and argumentation in science. This course has a 50 hour field experience component.

ED-365 Methods of Teaching Mathematics at the Secondary Level**Credits: 3**

Prerequisite(s): ED-319 or EDL-327, and ED-320 and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): None

ED-365 focuses on the teaching of secondary mathematics. It is intended to deepen future secondary school teachers' understanding of the secondary mathematics curriculum and build their competencies at the level of instructional implementation. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instructions. Essential elements of effective instruction, including inquiry-based learning, implementing tasks that promote reasoning and problem-solving, assessment, facilitating meaningful mathematical discourse, eliciting and using evidence of student thinking, grouping strategies and effective questioning are explored as these are techniques utilized to bring conceptual understanding of mathematics to all learners. Education majors only.

ED-367 Methods of Teaching English at the Secondary Level Credits: 3

Prerequisite(s): ED-319 or EDL-327 and a minimum G.P.A. of 3.00, Education Majors Only
 Term Offered: All Terms
 Course Type(s): None
 Provides in-depth preparation to teacher candidates desiring to teach English/Language Arts at the secondary level by extending the essential knowledge, skills, and strategies grounded in research and related to effective classroom instruction. Teacher candidates will have increased opportunities to apply theory and refine practices in the use of print and non-print texts and in the integration of the English Language Arts. New Jersey Professional Standards for Teachers (NJPSTs) will be an integral part of the course. Candidates are required to complete a 100 hour practicum in a local school. Education Majors Only.

ED-369 Methods of Teaching Science at the Secondary Level Credits: 3

Prerequisite(s): ED-319 or EDL-327 and a minimum G.P.A. of 3.00
 Term Offered: Fall Term
 Course Type(s): None
 Science methods at the secondary level is designed for those with a background in science. The intent of this course is to provide an integrated perspective of teaching science from grade 7-12. This course will provide active learning of science concepts through various inquiry activities. Following the learning theories that have produced both the Next Generation Science Standards and the New Jersey Student Learning Standards for science, this course will utilize projects, cases, and problems in real world settings using a diversity of instructional methods and strategies to provide each student with the opportunity to learn how to teach inquiry and problem-solving across the sciences. Education majors only.

ED-371 Methods of Teaching Social Studies at the Secondary Level Credits: 3

Prerequisite(s): ED-319 or EDL-327 and a minimum G.P.A. of 3.00
 Term Offered: All Terms
 Course Type(s): None
 The course will introduce students preparing for middle and secondary level teacher certification to social studies curriculum and methods. Course content will emphasize national and state standards for social studies education across the traditional social science discipline. The course will also explore the philosophical and theoretical foundations of social studies education. It provides the candidate with practical strategies necessary for success in teaching culturally and linguistically diverse students and students with diverse learning needs, using instructional technology, research, and assessment data to inform instruction in the context of social studies.

ED-374 Issues and Practices in World Language Education Part II Credits: 3

Prerequisite(s): ED-320 and a minimum G.P.A. of 3.00
 Term Offered: Fall Term
 Course Type(s): EX5
 Issues and practices in world language curriculum and instruction. Fieldwork required. Designed to expand future world language teachers' understanding of the complexities of the content-based instruction in curriculum design and strengthen their competencies with a focus on standard-based language instruction that addresses the national and state standards. A wide range of world language instructional materials, instructional technology, services, and assessment measures will be introduced and practiced. The experiential component of the course provides the students with opportunities for hands-on experiences for deepening understanding and strengthening competencies. For Education majors only. Clinical Practice hours required.

ED-377 Integrated K-12 Teaching Methods Credits: 3

Prerequisite(s): ED-319, ED-320 and a minimum G.P.A. of 3.00
 Term Offered: All Terms
 Course Type(s): None
 Deepens future K-12 school teachers' understanding of the complexities of the curriculum and builds their competencies at the level of instructional implementation in specific subject areas. Focuses on a broad spectrum of instructional methodologies and techniques that are workable in today's classroom. A constructivist approach to planning and instruction will be emphasized. The experiential component of the course provides the students with opportunities for clinical work in the classroom, strengthening competencies and deepening understanding. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Clinical Practice hours required. Education majors only.

ED-378 Methods of Teaching Elementary Physical Education and Health Credits: 3

Prerequisite(s): ED-320 either as a prerequisite or corequisite, and a minimum G.P.A. of 3.00
 Term Offered: Spring Term
 Course Type(s): HEPE
 Focus on the planning, implementing, and assessing of competency-based physical education and skill-based health in elementary settings. Preservice teachers will learn pedagogical strategies related to teaching culturally and linguistically diverse students and students with diverse (special) needs in addition to using instructional technology, research-based best practices, and assessment data to inform instruction in elementary physical education and health. The course will utilize a lecture-based format and lab-based activities to prepare preservice teachers to develop physical literacy and health literacy for PreK-5 students. During lab-based activities, preservice teachers will plan and implement physical education and health lessons to peers and PreK-5 students. Clinical practice hours are required in accordance with New Jersey state statutes. Education majors only.

ED-379 Methods of Teaching Secondary Physical Education and Health Credits: 3

Prerequisite(s): ED-320 as either a prerequisite or corequisite, and a minimum G.P.A. of 3.00
 Term Offered: Fall Term
 Course Type(s): HEPE
 Focus on the planning, implementing, and assessing of competency-based physical education and skill-based health in secondary settings. Preservice teachers will learn pedagogical strategies related to teaching culturally and linguistically diverse students and students with diverse (special) needs in addition to using instructional technology, research-based best practices, and assessment data to inform instruction in secondary physical education and health. The course will utilize a lecture-based format and lab-based activities to prepare preservice teachers to develop physical literacy and health literacy for 6-12 grade students. During lab-based activities, preservice teachers will plan and implement physical education and health lessons to peers and 6th-12th grade students. Clinical practice hours are required in accordance with New Jersey state statutes. Education majors only. Prerequisite: a minimum G.P.A of 3.00. Prerequisite or corequisite: ED-320.

ED-380 Middle Level Learning and Teaching**Credits: 3**

Prerequisite(s): ED-250, ED-320 and a minimum G.P.A. of 3.00

Term Offered: Spring Term

Course Type(s): None

The candidate will examine aspects of middle-level schooling that are responsive to the nature and needs of adolescents. The candidate will apply knowledge of adolescents' cognitive and affective development to design learning environments and to structure and implement learning experiences that effectively promote academic achievement and personal growth for all middle-grade students. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Clinical Experience hours required.

ED-398 Special Topics in Education (300 Level)**Credits: 1-3**

Course Type(s): None

An intensive study of a particular subject or problem in education to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. A minimum G.P.A. of 3.00 is required to take this course. If a prerequisite is required it will be announced in the course schedule.

ED-399 Independent Study in Education**Credits: 3**

Term Offered: All Terms

Course Type(s): None

Independent research in education in an area not substantially treated in a regular course offering under the supervision of an education faculty member; written evaluation of the research is required. For students with superior ability. Students must have a minimum G.P.A. of 2.75 to take this course, along with prior permission of the directing professor and department chair.

ED-401 Literacy Assessment to Inform Instruction**Credits: 3**

Prerequisite(s): EDL-327.

Term Offered: All Terms

Course Type(s): None

Review of theory and research related to formal and informal assessment in P-6 literacy and its effects on teaching and learning will be explored. Focus will be on developing an assessment plan for use in the classrooms and instructional settings in which participants complete student teaching. Prerequisite: EDL-327 Corequisite: ED-406

ED-402 Content Area Literacy and Assessment II**Credits: 3**

Term Offered: All Terms

Course Type(s): None

Designed for secondary and K-12 education majors, this course reviews theory and research related to formal and informal assessment in content area literacy and its effects on teaching and learning will be explored. Focus will be on developing an assessment plan for use in the content area classroom and instructional settings in which participants complete student teaching.

ED-406 Clinical Practice NEW**Credits: 6**

Term Offered: All Terms

Course Type(s): None

Clinical practice is a collaborative learning experience facilitated by local school districts and Monmouth University that provides teacher candidates with an opportunity to practice and refine their pedagogical knowledge and skills under the supervision and guidance of exceptional master teachers (P-12 clinical educators) and highly qualified Monmouth University clinical educators. This experience requires teacher candidates to plan, instruct, and assess P-12 students and to analyze student learning and propose changes to teacher practice to address student learning needs. This full-time, full-semester clinical practice in a school setting requires clinical interns to observe, plan, instruct, and assess P-12 students under the guidance of a cooperating teacher and university clinical educator and reflect on the impact of their instruction on P-12 students' academic performance. In addition to the full-time, full-semester experience in schools, clinical practice requires clinical interns to attend and fully participate in on-campus seminar focus groups and online activities. All aspects of the requirements are linked to the New Jersey Professional Standards for Teachers (NJPST), which are aligned to the InTASC standards. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom, and utilizing data to inform instruction. Limited to Education majors. A minimum cumulative GPA of 3.00 is required to take this course. Passing the appropriate state required teacher examinations, Senior standing, and approval of the department, are also required.

ED-416 Clinical Practice**Credits: 8**

Term Offered: All Terms

Course Type(s): EX5

This full-time, full-semester clinical practice in a school setting requires clinical interns to observe, plan, instruct, and assess P-12 students collaborating with a cooperating teacher and university faculty. Clinical interns complete an edTPA portfolio and analyze their instruction and the effect on student achievement. In addition, there are on-campus seminars, focus groups and an online component. All aspects of the requirements are linked to the New Jersey Student Learning Standards (NJSLS) the NEW Jersey Professional Standards for Teachers (NJPST), and national Specialty Professional Association (SPA) standards. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Limited to Education majors. A minimum G.P.A. of 3.00 is required to take this course. Passing the appropriate state required teacher examinations, Senior standing, and approval of the department, are also required.

ED-416S Clinical Practice Seminar**Credits: 1**

Term Offered: All Terms

Course Type(s): None

A one-credit seminar to be taken in conjunction with Clinical Practice. Education majors only. A minimum G.P.A. of 3.00 is required to take this course.

ED-427 The Teaching of World Languages

Term Offered: Spring Term

Course Type(s): None

This course is designed to prepare the World Language teacher candidate's understanding of the ACTFL performance guidelines and standards together with their application and assessment in the classroom. Various modes of teaching language will be explored including meaningful integration of the ACTFL 5 C's and Integrated Performance Assessments into each lesson. Professional development is explored and students must complete a professional Development Plan that includes joining professional affiliations. Preparation for the edTPA is included in this course with one lesson in the target language to be presented and videotaped in class for self and group assessment. This course will include pedagogical strategies related to teaching linguistically diverse students, students with diverse needs, using instructional technology and using data to inform instruction. These components provide the students with valuable pre-teaching experiences that will strengthen understanding of teaching strategies and capabilities. Also listed as FO-427. Clinical Hours are required.

ED-428 Culturally and Linguistically Responsive Teaching Credits: 3

Prerequisite(s): ED-250 and a minimum G.P.A. of 3.00

Course Type(s): OL

Students will focus on two aspects of culturally and linguistically responsive and relevant instruction. The first aspect is the focus on equity and diversity and the second aspect concentrates on pedagogy for infusing culturally and linguistically responsive teaching into instruction. Professionals will engage in self-reflection related to racism and other forms of discrimination in order to better understand how identities and ideologies impact everyday school practices and the educational experiences of all students, especially those from culturally and linguistically diverse backgrounds. The course also includes incorporating instructional technology into the classroom and utilizing data to inform instructions.

ED-498 Special Topics in Education (400 Level)**Credits: 1-3**

Term Offered: Spring Term

Course Type(s): None

An intensive study of a particular subject or problem in education to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. A minimum G.P.A. of 3.00 is required to take this course. If a prerequisite is required it will be announced in the course schedule.

ED-499 Independent Study in Education**Credits: 1-3**

Term Offered: All Terms

Course Type(s): None

Independent research in education in an area not substantially treated in a regular course offering under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair and a minimum G.P.A. of 2.75 are required to take this course. Application must be filed before registration.

EDL-280 Introduction to Early Childhood Education**Credits: 3**

Prerequisite(s): ED-250.

Term Offered: Spring Term

Course Type(s): None

This is an introductory course, which examines the historical, philosophical, and theoretical foundations of early childhood education. The course will cover major aspects of the physical, socio-emotional, and cognitive development of young children from birth to 8 years of age. The course addresses major theories and concepts of child development, early childhood ethics and professionalism, developmentally appropriate practice, diverse early childhood curriculum and programs, inclusion and special needs children, the use of technology, the use of data(formative and summative) to inform instruction, and home-school partnerships. The course covers the tenets of culturally responsive teaching in order to meet the needs of culturally and linguistically diverse children. Education Majors Only.

EDL-325 Language and Early Literacy Development, Birth Through Kindergarten**Credits: 3**

Term Offered: Spring Term

Course Type(s): None

This course, which involves a field experience, focuses on language development and early literacy of regular, special education, and young learners from culturally and linguistically diverse backgrounds, birth to kindergarten. The content includes the study of theories and acquisition of language development and sound awareness, the interrelated nature language development and literacy, the appropriate development and assessment of language and early literacy, using the results of the assessment and other formative and summative data to inform instruction, methods for engaging and motivating all young learners, the appropriate use of technology with young learners, and strategies for involving families and community members. Clinical Practice required. A minimum G.P.A. of 3.00 is required to take this course.

EDL-326 Literacy Instruction in P-6 Educational Settings I**Credits: 3**

Prerequisite(s): ED-250.

Term Offered: All Terms

Course Type(s): None

This course focuses on the literacy development of regular and special education children, including those from linguistically diverse backgrounds in grades P-6. Students will develop the pedagogical content knowledge and command of strategies to teach early literacy skills, including phonics, phonemic awareness, vocabulary, reading comprehension, fluency, and concepts of print. Ongoing assessment and instructional strategies will be explored through various multicultural and diverse literature sets.

EDL-327 Methods of Teaching Content Literacy Including ELA and Social Studies**Credits: 3**

Prerequisite(s): EN-101 and EN-102, and EDL-326.

Term Offered: All Terms

Course Type(s): WT

This course focuses on the literacy development (reading comprehension, writing, speaking, and listening) of general and special education children in Grades P-6 across the content areas. Using evidence-based strategies, candidates will plan, implement, and research techniques for supporting students' phonics, phonemic awareness, vocabulary, reading comprehension, and fluency with a variety of print and digital texts. In addition, they will engage in action research in the literacy classroom, expanding their repertoire of intentional strategy implementation. Ongoing assessment and instructional planning of modifications, accommodations will be explored in inclusive educational settings. Special attention is noted for students with special needs, including those with high incidence learning disabilities, dyslexia, and exceptional learners.

EDL-333 Family Partnerships in Early Childhood Settings**Credits: 3**

Prerequisite(s): EN-101 and EN-102, ED-250, and a minimum G.P.A. of 3.00.

Term Offered: Fall Term

Course Type(s): WT

The course will cover the history and significance of family and community involvement in early childhood education: An overview of perspectives regarding family diversity, parent-professional partnerships and communication, early intervention and special education services, and the legal and ethical rights of diverse contemporary families of young children to foster an understanding of the significant roles of families and communities.' Contextual factors, social, cultural, racial, exceptionality, and environment, known to impact learning, will be addressed with an approach to develop the skills and knowledge needed for teachers to create positive working relationships with families and communities. This course includes research based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating appropriate instructional technology into the classroom, and utilizing data from formative and summative assessments to inform instruction. This course incorporates developmentally appropriate instructional technology into the classroom. Limited to Education majors.

EDL-364 Early Childhood Capstone Research Seminar**Credits: 3**

Prerequisite(s): EDL-333 and EDL-280

Term Offered: All Terms

Course Type(s): None

This course will examine basic principles and current research on early childhood curricula. The focus of the course is on designing an integrated, developmentally appropriate curriculum in order to strengthen all aspects of all children's development, including cognitive, language, social, emotional, and physical capabilities. Students are required to conduct action research focusing on their teaching philosophy, practices, and research understandings as reflective practitioners based on their field work. The course will discuss the appropriate teaching methods that meet children's individual, and developmental needs, with an emphasis on culturally responsive teaching in order to address the needs of linguistically and culturally diverse students as well as any students who have special education needs. The use of technology in order to collect formative summative data will also be addressed. Additionally, the results of the assessment data collected to inform instruction will be addressed. The course will also focus on the importance of observation and authentic assessment in curriculum planning. The course will also address the use of creative play to support children's learning and development in early childhood settings, including the use of technology to support play and learning. Foundations of speech language development, including screening and support of students with speech/ language, articulation, and communication disorders. Clinical Practice hours required. A minimum G.P.A. of 3.00 is required to take this course. Prerequisites: EDL-333 and EDL-280