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 consists of two departments. The Department of Curriculum and Instruction offers a Master of Arts in Teaching (MAT) degree, that leads to an initial certification (Early Childhood, Elementary Track, Secondary Track, K-12 Track for Art, Health and Physical Education, Music, Chinese, and Spanish) with options of blending various endorsements, such as English as a Second Language (ESL), Teachers of Students with Disabilities (TSD), and Middle School Teachers, a Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS), endorsements in English as a Second Language, Bilingual/Bicultural, and a certificate in Teaching English to Speakers of Other Languages (TESOL). Curriculum and Instruction also offers a MSEd in Special Education (with an option for Teacher of Students with Disabilities, Autism, Teaching in Inclusive Settings, or Learning Disabilities Teacher – Consultant Tracks). A graduate endorsement in Teacher of Students with Disabilities and a post-master’s endorsement in Learning Disabilities Teacher Consultant are also available.

The Department of Speech Pathology, Educational Counseling and Leadership offers a Master of Science in Education degree in the areas of Principal (with an option for Principal/School Administrator/Supervisor), School Counseling, Student Affairs and College Counseling, Literacy, and Speech-Language Pathology; graduate
endorsements in Early Childhood and Student Assistance Coordinator; and post-master's endorsements in Supervisor and Director of School Counseling Services.

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 P-12 student learning. The School’s programs also integrate state-of-the-art computer technologies 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.

The School’s graduate faculty members are experienced practitioner-scholars whose teaching reflects the most recent theory and research that candidates can apply as best practice in diverse classroom and school settings to develop effective schools and improve student learning. All programs incorporate integrated field experiences to enable candidates to work with students in actual school settings and encourage interaction with teachers, administrators, and community representatives.

CURRICULUM AND INSTRUCTION

Wendy Harriott, Chair, Department of Curriculum and Instruction

Linda Arnold, Assistant Professor. PhD, The University of Tennessee

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.

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

Letitia Graybill, Lecturer. EdD, Rutgers University. Professional interests include issues in science and technology 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, and inclusive education.

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

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

Carol McArthur-Amedeo, Lecturer. EdD, Rutgers University. Professional interests include teacher retention in special education, science education, and students with emotional and behavioral disabilities.

Alex Romagnoli, Assistant Professor. PhD, University of Pennsylvania.

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

Cathy Wong, Assistant Professor. PhD, Texas Tech University.

MASTER OF ARTS IN TEACHING (MAT)

MAT students are expected to have completed the content discipline prior to beginning the graduate program. Some Monmouth University students are admitted to graduate study before a coherent sequence of at least thirty credits in a recognized liberal arts discipline (e.g., art, English, mathematics) has been completed. These students are expected to do all remaining undergraduate course work at Monmouth. In cases where the students are unable to take the appropriate classes at Monmouth due to time conflicts, the students may be given permission to take one or all of these discipline-specific courses at a two-year institution. In these limited cases, the Monmouth University MAT students who obtain permission to enroll at two-year institutions while in the MAT program may transfer the credits to Monmouth during their last semester in the MAT program. These credits will be posted to a Monmouth University undergraduate transcript after completion of their MAT program so as to comply with New Jersey Code Section 6A:9-5.11.

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

- MAT Initial Certification, Early Childhood Elementary Track (P-3 Early Childhood Certification with Elementary K-6 Certification)
• MAT Initial Certification, Elementary Track (K-6 Elementary Certification)
• MAT Initial Certification, Elementary Track (K-6 Elementary Certification) with Endorsement in Teacher of Students with Disabilities
• MAT Initial Certification, Elementary Track (K-6 Elementary Certification) with Endorsement in English as a Second Language (ESL)
• MAT Initial Certification, Elementary Track and Middle School Endorsement Track (K-6 Certification with Content Specialization Endorsement 5-8); Elementary Track and Middle School Endorsement in: English, Social Studies, Science, or Mathematics
• MAT Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in: English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science
• MAT Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in: English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science with Endorsement in English as a Second Language (ESL)
• MAT Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in: English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science with Endorsement in Teacher of Students with Disabilities
• MAT Initial Certification, K-12 (Certification K-12 Track and Subject Endorsement); K-12 Certification in: Art, Health and Physical Education, and Music
• MAT Initial Certification, K-12 (Certification K-12 Track and Subject Endorsement); K-12 Certification in: Spanish or Chinese
• MAT Initial Certification, Spanish or Chinese K-12 Subject Specific with Endorsement in English as a Second Language (ESL)

MASTER OF SCIENCE IN EDUCATION (MSEd)
Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."
• MSEd Special Education - Autism Track
• MSEd Special Education - Teacher of Students with Disabilities Track
• MSEd Special Education - Teaching in Inclusive Settings Track
• MSEd Special Education - Learning Disabilities Teacher-Consultant Track

SPEECH PATHOLOGY, EDUCATIONAL COUNSELING AND LEADERSHIP
Tina Paone, Chair, Department of Speech Pathology, Educational Counseling and Leadership

Harvey Allen, Specialist 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.

Patricia Bonaventura, Assistant Professor. PhD, Ohio State University.

Kerry Carley-Rizzutto, Assistant Professor. MA, Brooklyn College.

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, Associate Professor. PhD, Rutgers University. Specialty is literacy/language arts and elementary education.

Jose M. Maldonado, Associate Professor. PhD, University of Arkansas. Areas of interest include multicultural counseling and school counseling.

Elisabeth Mlawski, Assistant Professor of Speech-Language Pathology. MS, Northern Arizona University. Research interests include effectiveness of treatment, language development across the lifespan, and language and literacy in school-age children.

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 counseling, group counseling, diversity, and play therapy.

Nicole Pulliam, Assistant Professor. PhD, Montclair State University

Patricia Remshifski, Assistant Professor. PhD, Seton Hall University

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

Pietro Sasso, Assistant Professor. PhD, Old Dominion University. Research interests include masculinity, alcohol misuse, and identity development in traditional college students as well as academic advising and the college fraternity/sorority experience. Member of ACA, NACADA, NASPA, ACPA, and AFA.

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.

MASTER OF SCIENCE IN EDUCATION (MSEd)

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

- MSEd Literacy
- MSEd Principal/Supervisor
- MSEd Principal/School Administrator/Supervisor
- MSEd School Counseling
- MSEd Student Affairs and College Counseling
- MSEd Speech-Language Pathology

CERTIFICATE PROGRAMS

The School of Education at Monmouth University also offers certificate programs. The post-baccalaureate TESOL Certificate program provides training to those who are not certified K-12 classroom teachers but are interested in receiving formal TESOL training. This training enables them to teach English as a Second Language in adult communities or abroad.

The Autism Certificate is a completely online certificate program recommended for teachers, related service providers, and Child Study Team members or other professionals to develop a clear understanding of the characteristics of students with Autism Spectrum Disorders, as well as to learn effective, research-based teaching strategies; social, communicative, and behavioral interventions; and valuable supports for use within the educational environment.

ENDORSEMENTS

The School of Education at Monmouth University also offers six graduate endorsements: Bilingual/Bicultural, English as a Second Language (ESL), Early Childhood, Teacher of Students with Disabilities, Student Assistance Coordinator, and a Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS); and three post-master’s endorsements: Supervisor, Director of School Counseling Services, and Learning Disabilities Teacher-Consultant. These programs are for teachers and counselors who wish to change specialties or enhance their skills in dealing effectively with diverse populations in the schools. Students may earn graduate endorsements without matriculating into a master’s degree program. Post-master’s endorsements require a master’s degree as a prerequisite. All programs are approved by the New Jersey State Department of Education.

The subject endorsement in Chinese - Certificate of Eligibility with Advanced Standing (CEAS) is a twenty-four-credit non-degree program (fifteen credits of course work and nine credits of student teaching) that prepares teachers for K-12 Chinese classrooms. Students may apply directly to the program after earning a bachelor’s degree in the Chinese language and culture or equivalent. Students with a strong Chinese language and culture background who are seeking a career change to become a first-time teacher may also apply.

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