

# The School of Education

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## Objectives

Graduates from baccalaureate programs in the School of Education at St. John's University are competent, caring professionals who have acquired expertise in communication, professional knowledge and skills, and the conceptual frameworks of their chosen academic areas, and who prize and practice the values of committed service. Students enjoy abundant opportunities to nourish and develop the ability to create a productive and effective learning environment, plan and implement instructional activities, monitor and assess student learning and interact effectively with peers, pupils or clients and other personnel in educational institutions or service organizations.

The School's specific educational objectives are to provide beginning teachers with:

1. Opportunities to help you become aware of the dimensions of effective teaching or service
2. Opportunities for intellectual, professional and moral development
3. Programs of study which enable you to meet the requirements for certification and other licensure examinations in the state and the metropolitan New York City area;
4. Programs of study that respond to the emerging societal needs of your students addressing their special developmental and educational needs and interests, including the special needs of students with handicapping conditions, gifted and talented students and multiethnic/ multicultural groups

5. Knowledge and skills that enable you to work effectively with children's families, use community resources, programs and services appropriately, and function effectively in a dynamic, technological society

*Note: Due to changing requirements for New York State Teacher Certification and anticipated changes in program and course requirements, students must maintain consistent contact with their academic advisors.*

## Degrees and Programs Available

### (Queens and Staten Island)

The School of Education offers a variety of programs and degrees. These programs express the University's Catholic atmosphere, which welcomes diversity of religious beliefs and emphasizes respect and dignity of the human person, regardless of race, color or creed and prepares you for a career in service of your fellow men and women. For students committed to a vision of life and the world, preparation for these professional careers is seen in the context of the Vincentian tradition to care for those in our society.

- B.S. in Education (adolescence education) for qualified students wishing to teach in middle school and high school settings in: english, mathematics, physical science (Queens only), social studies, and spanish (Queens only) for grades 7–12.
- B.S. in Childhood Education (childhood education) for students wishing to prepare as teachers of first through sixth grade.
- B.S. in Education (childhood and Cchildhood special education) for students wishing to prepare as elementary school teachers of grades (1–6) and teachers of childhood special education (1–6).

## Specific Entrance Requirements

16 high school units or appropriate score on GED:

English	4
History	1
Science	1
Mathematics	2
Electives*	8

## Advanced Placement

The School of Education awards advanced placement and credit to those entering freshmen who earn a requisite score on the College Entrance Examination Board's Advanced Placement and/or CLEP exams.

Placement and the number of college credits appropriate to the academic development of the qualified student are determined by the Dean's Office.

Upperclass students who wish to take CLEP or other credit-by-test exams must receive prior approval from the Office of the Dean if such credit is to be applied to the School of Education degree.

*Note: All CLEPS must be completed before senior year.*

## Programs of Study

### Teacher Certification

Completion of an undergraduate program in the School of Education, or a minor in Adolescence Education through St. John's College for Liberal Arts and Sciences normally entitles a student to receive initial New York State Certification, provided the student has successfully completed the appropriate, approved program, including associate teaching, violence prevention and child abuse seminars, and has passed the certifying examination(s) specified by the New York State Education Department.

Requirements for teacher certification vary from state to state, therefore, students who seek teacher certification outside of New York State, should write to the appropriate state Education Departments for copies of their latest certification regulations.

The State of New York mandates that those who complete requirements for graduation pass several New York State Certification examinations. The latest passing rates of St. John's graduates for initial certification can be found on the Web. at [www.nysed.gov/tcert](http://www.nysed.gov/tcert).

Please see the St. John's University certification specialist in the School of Education.

For information on the School of Education room location, visit our Web site [www.stjohns.edu](http://www.stjohns.edu).

## B.S.Ed. in Education— Childhood Education (gr. 1–6) 132 Credits

This B.S. in Education program requires the completion of course work in liberal arts (57 credits), professional education (51 credits) and an academic content area (24 credits). All students are required to complete a program of studies which includes:

### Liberal Arts (57 Credits)

University Core Curriculum	48
MATH (by advisement)	3
BIO 1050	3
ART 1030	3

### Professional Courses (51 Credits)

EDU 1000	3
EDU 1001	3
EDU 1003	3
EDU 1004	6
EDU 1005	6
EDU 1006	3
EDU 1007	3
EDU 1008	3
EDU 1011	3
EDU 1015	3
EDU 1016	3
EDU 1021	12

## B.S. in Education— Dual Certification in Childhood Education (gr. 1–6) and Special Education (gr. 1–6) 144 Credits

This B.S. in Education program requires the completion of course work in liberal arts (57 credits), professional education (63 credits), and an academic content area (24 credits). All students are required to complete a program of studies which includes:

### Liberal Arts (57 Credits)

### Professional Courses (63 Credits)

EDU 1000	3
EDU 1001	3
EDU 1003	3
EDU 1004	6
EDU 1005	6
EDU 1006	3
EDU 1007	3
EDU 1008	3
EDU 1009	6
EDU 1011	3
EDU 1015	3
EDU 1016	3
EDU 1021	12
EDU 1023	6

## Academic Content Area and Electives (24 Credits)

Student selects one area: English, Mathematics, Modern Foreign Language (Spanish), Science, Social Studies. Specific courses for the academic content area are selected in consultation with the student's advisor.

## B.S. in Education— Adolescence Education (gr. 7–12) 129–130 Credits

This B.S. in Education program requires the completion of coursework in liberal arts (57 credits), professional education (30-31 credits) and an academic content area: English (30 credits), mathematics (30-31 credits), modern foreign languages/ spanish (33 credits), physical science (30–31 credits), and social studies (30 credits). All students are required to complete a program of studies which includes:

### Liberal Arts (57 Credits)

University Core Curriculum	48
MATH (by advisement)	3
Bio 1050	3
Art 1030	3

### Professional Courses (36 Credits)

EDU 1000	3
EDU 1002	3
EDU 1008	3
EDU 1011	3
EDU 1012	6
EDU 1013	6
EDU 1014	6
EDU 1015	3
EDU 1022	9

## Academic Content Area (30–31 Credits)

Student selects one content area: english (30 credits); mathematics (31 credits), modern foreign languages/spanish (30 credits), physical science (31 credits), and social studies (30 credits). Specific courses for the content area are selected in consultation with the student's advisor.

## Academic Information

### Advisement

Advisement involves a close relationship between student and advisor. Each student is assigned an advisor with whom he/she is expected to consult regarding the program. A student who has questions about the advisement process should consult the Dean's Office. The student is scheduled by the University Freshman Center for classes during the first semester of the freshman year. For the remaining semesters, the student must plan a course of studies with the assigned advisor. By the second semester of their freshman year, the student in teacher education must file a declaration of academic concentration.

In March of the year preceding the Associate Teaching Experience, students should consult with the Director of Field Placement. Service-Learning students involved in Service-Learning should consult with the Professor and the Service Learning Office in the University Center.

### Pass-Fail Option

The Pass-Fail Option is open only to sophomores, juniors and seniors or to a student who has completed a minimum of 25 credits and whose current quality point index is at least 2.0. It is limited to three credits per semester and to six credits per academic year. The total over three years, including summer sessions, may not exceed 18 credits.

For Education majors, the Pass-Fail Option is not permitted in Education courses. This does not include Associate Teaching which is offered only a Pass-Fail basis. Although the Pass-Fail Option is permitted in areas of academic concentration, students are not permitted to apply this option to more than two courses.

Application for the Pass-Fail Option must be completed in the Dean's Office by the last day designated for withdrawal from class without receiving academic penalty. See the Academic Calendar for specific withdrawal dates.

### Attendance Policy

Regular and prompt attendance is expected of all students. Absence from class does not excuse a student from work missed. Students are responsible for all announced tests and for submitting, at the proper time, all assignments given in class. Ignorance of such tests and assignments is no excuse for failure to complete them.

Students are allowed three absences from class in either three- or six- credit courses. Students who miss more are subject to automatic withdrawal from the course.

## Academic Standing

A student is in good standing if enrolled as a matriculated student in a program of study leading to a degree, diploma, or certificate and is making satisfactory progress toward the completion of the program of study. Satisfactory progress is divided into two categories:

- A. **Non-Probationary:** All students must maintain a 3.0 cumulative quality point index. Students must have passed the LAST, ATSW and CST by the completion of their junior year.
- B. **Probationary:** In conjunction with guidelines for New York State teacher certification, a student whose cumulative quality point index is below 2.5 will be referred to the Faculty Academic Fairness Committee. If, in the judgment of the Committee, the student considered to be making acceptable progress toward the above 3.0 cumulative quality point index, he/she will be permitted to continue on a matriculated basis.
- C. Link to the New York State Certification Web site for information on certification [www.nysed.gov/tcert](http://www.nysed.gov/tcert).

## Supervised Associate Teaching

Only students who are in good academic standing and completing an approved School of Education program including prior fieldwork courses are eligible for an assignment in supervised associate teaching.

Recommendations for such assignments depend upon evidence of potential teaching ability as manifested in part by (1) proficiency in both oral and written English; that is, having a grade point average of 3.0 in Speech and English course work; (2) good health as determined by a comprehensive physical examination completed by the student's family physician (a recent chest X-ray report within 12 months of the start of the student teaching experience must be placed on file in the Health Counselor's Office); (3) acceptable scholastic averages, of 3.0 in general, and areas of specialization, and 3.0 in professional course work; (4) previous performance in education courses all of which must be completed before associate teaching, and (5) passing scores on the LAST, ATSW and CST tests of the New York State Teacher Certification Examinations.

Associate teaching in most programs requires full-time attendance in a field school. Students enrolled in this course must plan to take their additional program requirements after they return from their field schools. Attendance at a weekly seminar is required.

Applications for associate teaching must have the approval of the Director of Field Experience. Applications for associate teaching in both the fall and spring semesters must be submitted to the Field Experience Office, Marillac Hall, Room 206, during student's junior year. For placement, the student must be acceptable to the school to which he/she is assigned. The University cannot and does not guarantee that its students will be placed as associate teachers.

## Instructional Materials Center

The Instructional Materials Center (IMC) is a unique part of the University libraries supports and enriches the programs of the School of Education. The IMC collects and disseminates specialized information for the students with the nationwide assemblage of curriculum guides, textbooks and accompanying materials, audio-visual teaching aids and hardware, three-dimensional learning tools, publisher and distributor catalogues, educational and psychological tests, computers and software.

The existence of the IMC should enable pre-service and in-service teachers to examine the latest curriculum materials available in order to develop competency and familiarity. It is located on the fourth floor of the Main Library.

## Honor Societies

**Dean's Scholars**, the School's most prestigious organization, is comprised of the top students in the School. These members act as ambassadors, leaders and role models. Sophomores and Juniors with a cumulative GPA of 3.75 are invited to apply.

**Kappa Delta Pi** is a national honor society dedicated to teaching, whose aim is to foster high standards of teacher preparation and invite fellowship to those who have attained excellence in scholarship and distinction of achievement as students. The required GPA is 3.5.

## Service Program

**Education Society** is a community service organization whose goal is to support pre-service teachers' involvement in assisting those in need in service settings.

## Special Programs

### America Reads\*America Counts

America Reads\*America Counts is a mentoring and tutoring program providing services to grades K–9. Students in this program tutor children attending local elementary and junior high schools in the community. In order to become a part of the America Reads\*America Counts program, a student may be enrolled in any college within the University but must maintain a minimum GPA of 2.0. This program offers and excellent opportunity for students wishing to take advantage of the college work-study program, as well as those interested in volunteering and becoming a part of the St. John's University community.

### Teacher Opportunity Corps

The Teacher Opportunity Corps is an innovative, specialized teacher training program which focuses on the problem of reaching and teaching students at risk of truancy, academic failure and dropping out. The program encourages prospective teachers to develop the professional knowledge, skills, and attitudes, that will prepare them to work effectively and productively with racially, culturally, and linguistically diverse students. The benefits of joining the Teacher Opportunity Corps include academic and career counseling, financial assistance, NYSTCE preparation, tutoring and mentoring opportunities, and group social events.

### Jumpstart

Jumpstart is a national early literacy organization that works towards the day when every child in America enters school prepared to succeed. Jumpstart accomplishes this mission through supporting corps members to work individually with young children in preschool settings.

During Jumpstart's school year program, preschool children are paired with Jumpstart corps members for focused attention to build language and literacy, initiative, and social relations skills. All children in Jumpstart are chosen on teacher evaluations.

Children participate in groups of 8–10, with their assigned corps members, in a two-hour Jumpstart session twice a week. During the session, corps members implement a curriculum focused on Jumpstart's 17 School Success Outcomes.

## Course Offerings

### 1000 Foundations of Education

An examination of the history, philosophy and role of education, current issues in education, the concept of professional career development and of managing and developing personal and community resources.

*Credit: 3 semester hours.*

### 1001 Learning and Development—Childhood (grades 1–6)

Interdisciplinary study of human learning, growth and development, and growth sequences as impacted by cultural, sociological, psychological and environmental factors through childhood; principals of motivation, communication, classroom management and learning processes; implications for and application to educational practice for the optimization of students' growth and learning. *Fieldwork required. Credit: 3 semester hours.*

### 1002 Learning and Development—Adolescence (grades 7–12)

Interdisciplinary study of human learning, growth and development focusing on the adolescent years. Study in dynamics of cultural, sociological, psychological and environmental influences; implications for assessments and for selection of appropriate strategies to address pupil characteristics and content-area standards. Appropriate field experiences to integrate educational theory and practice. *Credit: 3 semester hours.*

### 1003 Field Work: Observation Analysis and Creative Activities

Introduction of students into schools; interaction with pupils, peers and teaching personnel. Major emphasis on developing systematic skills in observation and analysis of teaching. *Credit: 3 semester hours.*

### 1004 Language Acquisition and Literacy (grades 1–6)

Students gain an operational perspective on language acquisition and literacy development of native English-language learners. *Credit: 6 semester hours.*

### 1005 Language Arts, Social Studies and Multicultural Education

Curriculum and methods of teaching social studies (including an emphasis on New York City and New York State) and of developing literacy in elementary school and middle school teachers will be studied in the context of the impact of cultural differences on students' learning and experiences in multi- and monolingual urban school settings. *Fieldwork required. Credit: 6 semester hours.*

### 1006 Methods of Teaching Mathematics

Study of curriculum development, instructional planning, instructional strategies and materials used in the teaching of mathematics for students within the full range of abilities. Special emphasis on differentiating instruction to address pupils' needs, assessing pupils' progress and utilizing instructional technology. *Fieldwork required. Credit: 3 semester hours.*

### 1007 Methods of Teaching Science

Study of curriculum development, instructional planning, instructional strategies and materials used in the teaching of science for students within the full range of abilities. Special emphasis on developing thinking strategies through the scientific method, assessing pupils' progress, differentiating instruction in response to assessments and utilizing instructional technology. *Fieldwork required. Credit: 3 semester hours.*

### 1008 Foundations of Special Education

An overview of students within the full range of abilities encompassing their physical, cognitive, social and psychological needs. Focus is on characteristics of learners with disabilities; the historical, social and legal foundations of special education; assessment strategies and intervention techniques; individualizing instruction and working as a team member with special student populations; use of assistive and instructional technology and vocational considerations in programming for exceptional children. *Fieldwork required. Credit: 3 semester hours.*

### 1009 Methods for Childhood Special Education

This course covers curricula, methods, and materials for teaching disabled learners across the spectrum of types and severity levels of disabilities. The "skill areas" of oral and written language (including reading and writing) and mathematics will be targeted. *Fieldwork required. Credit: 6 semester hours.*

### 1011 Human Relations in Inclusive Settings

Working with students with the full range of abilities as individuals and as members of groups, with emphasis on personal awareness and interpersonal communication. Parent and community involvement as well as focus on appreciation of the values and cultures of English language learners. Cooperative learning projects, seminars and individual projects will be carried out as models for classroom practice utilizing human relations skills and group dynamics. *Credit: 3 semester hours.*

### 1012 Language Acquisition and Literacy/Adolescence

The sociological, linguistic and developmental context of language and learning are emphasized. Reading and language arts for grades 7–12 are approached as a cognitive developmental process, as integrated and interrelated, as occurring within a social context, and as vital for success in school and life. *Credit: 6 semester hours.*

### 1013 Methods for Secondary Education—Social Studies, English and Modern Foreign Language

This course combines study of recognized subject-matter teaching methods at the secondary level with practicum experience. Students are required to: observe and analyze the environment, observe and participate in the teaching/learning process and develop understanding and appropriate applications of classroom management. *Fieldwork required. Credit: 6 semester hours.*

### 1014 Methods for Secondary Education: Math and Science

This course combines study of recognized subject-matter teaching methods at the secondary level with practicum experience. Students are required to observe and analyze the environment, observe and participate in the teaching/learning process and develop understanding and appropriate applications of classroom management. *Fieldwork required. Credit: 6 semester hours.*

### 1015 Technology and Society: School, Community, Workplace

This course focuses on technology, in both instructional and assistive capacities, community and the workplace, in order that students may develop skill in technology to acquire information, communicate and enhance learning across the seven areas of knowledge described in the State Learning Standards. *Credit: 3 semester hours.*

### 1016 Art and Music in Inclusive Settings

*Co-requisite: EDU 1016.* This course examines the process of integrating the studio arts into the curriculum for students with the full range of abilities and considers various developmental influences from childhood through adolescence. *Credit: 3 semester hours.*

### 1021 Student Teaching and Seminar/Childhood Education

Observation and participation in teaching in an approved elementary school under University supervision. Students have student teaching experiences at the 1–3 and 4–6 grade levels. *Attendance at a weekly seminar is required. Credit: 12 semester hours.*

### 1022 Student Teaching and Seminar/Adolescence

Observation of and participation in teaching in an approved secondary school in the student's major field under University supervision. Students have experience at the 7–9 and the 10–12 grade levels. *Attendance at a weekly seminar is required. Credit: 9 semester hours.*

### 1023 Student Teaching and Seminar/Childhood Special Education

This course entails two extended periods of observation and participation in Special Education situations under University supervision. One student teaching will be with special-needs children of the first-, second-, or third-grade level, and one experience will be with comparable children at the fourth-, fifth-, or sixth-grade level. Particular attention is paid to issues of assessment, diagnosis and evaluation of students with disabilities. *Attendance at a weekly seminar is required. Credit: 6 semester hours.*

# Faculty

**Jerrold Ross**, *Professor of Education and Dean*, B.S., New York University; M.S., CUNY, Queens College, Ph.D., New York University, D. Hum. (HON)

**Zarif Bacilious**, *Professor*, B.S., Ain-Shams University; M.A., P.D., Columbia University; Ph.D., New York University

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