The School of Education

Jerrold Ross, Ph.D., Hum., (Hon) Dean
Richard Sinatra, B.S., M.S., Ph.D
Associate Dean, Academic Affairs
Mary Jane Krebbs, Ph.D.,
Associate Dean, Graduate Studies
Steven S. Kurtz, Ph.D.,
Associate Dean (Staten Island)
Kelly K. Ronayne, D.A.,
Associate Dean, Graduate Admissions
Charisse E. Willis, P.D.,
Associate Dean, Undergraduate Studies
Lydia Haluska, M.A.,
Assistant Dean, Undergraduate Studies
Susann Ragone, M.S.Ed
Assistant Dean (Staten Island)
Rosette M. Allegrøtti, GEd.,
Assistant Dean (Staten Island)
Larry Burke, P.D.,
Director of Student Teaching and Field Experiences
Patrick J. Dunphy, M.B.A.,
Director of Planning and Financial Affairs
Edwin Tjoe, Ed.D.
Director of E-Learning

Certification Officers
Elaine Bruno
Lydia Haluska
Paul Pedota
Susann Ragone (SI)
Graduate
Undergraduate
Graduate
Undergraduate

Our Campuses
Queens, Staten Island, Manhattan, Oakdale
The School of Education Undergraduate
students take courses in Queens and Staten
Island.
Curriculum is subject to change during
your course of studies because of the
EdTPA, New York State Certification, and
institutional requirements.

Accreditation
The School of Education’s teacher education
program is accredited by TEAC, the Teacher
Education Accreditation Council, and includes
the undergraduate degree and license in
Childhood Education (1–6); Childhood/Special
Education (1–6); Adolescent Education (7–12);
B.S.Ed./M.S.Ed. Childhood Education/Special
Education (1–6); B.S.Ed./M.S.Ed. Childhood
Education and Literacy (B–6); and the B.S.Ed./
M.S.Ed. Adolescent Education and Literacy
(5–12).

About The School of Education
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.

Degrees and Programs
Available
(Queens and Staten Island)
B.S.Ed. in Childhood Education for students
wishing to prepare as teachers for grades
1–6.
B.S.Ed. in Adolescence Education for qualified
students wishing to teach in secondary
school settings in: English, Mathematics,
Social Studies, (Queens and Staten Island)
Physics, Biology, Modern Foreign Language
(Queens only – approved by an advisor) for
grades 7–12.
B.S.Ed./M.S.Ed. Childhood/Special Education
1–6 prepares students for the challenges of
inclusion.
B.S.Ed./M.S.Ed. Childhood/Literacy B–6
enables prospective teachers to become
effective classroom instructors and literacy
specialists who can diagnose the needs of
their students and diversify their instruction in
general education and inclusion settings.
B.S.Ed./M.S.Ed. Adolescent Literacy 5–12
enables prospective teachers to become
effective classroom instructors and literacy
specialists who can diagnose the needs of
their students and diversify their instruction in
general education and inclusion settings.
Middle School Extension—6 credit program
for (Adolescent Majors extension grades 5–6)
and (Childhood Majors extension grades
7–9).

Goals and Objectives
Graduates from baccalaureate programs in
The School of Education at St. John’s
University are competent, caring and qualified
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 of Education has three
major goals consistent with the mission and
distinctive purposes of the University:
(1) to prepare graduates who are competent
in the subject matter they plan to teach;
(2) to provide the pedagogical knowledge,
understanding and skills necessary for
competent, caring and qualified professionals;
and (3) to have acquired a caring teaching skill
as well as a basic professional knowledge of
rights and responsibilities of teachers and the
implications for productive relationships with
other professional staff, students, parents and
community members.

The School of Education’s
objectives are:
1. To provide a vibrant learning environment
for the intellectual, professional and moral
development of students.
2. To provide programs for student and societal
needs; and enable students to function
effectively as professionals in a dynamic
multicultural, multi-ethnic society.
3. To encourage students to develop a personal
philosophy of education consistent with the
University’s mission.
4. To foster basic and applied research in
education and human services involving
students and faculty.
5. To serve as a resource center to the
educational community by: providing
leadership and supportive services for local,
state and national associations; sponsoring
professional meetings and seminars; and
offering consultative services for schools and
community agencies.

Student Responsibilities
In addition to the general policies of the
University set forth in this bulletin, students
are responsible for becoming knowledgeable
about New York State Certification
requirements and regulations, for adhering to
the academic calendar and for meeting all of
the requirements of their respective academic
programs. We ask that all students conform to
the policies stated in the Student Handbook
which may be found online.

Transfer Students
• External – It is required that external transfer
students make an appointment with the
Transfer Student Services Office.
• Internal – It is required that internal transfer
students make an appointment to meet
with an Academic Dean in The School of
Education Office, Undergraduate Studies.
Advanced Placement

The School of Education awards advanced placement (AP) credits 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.

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

Honors Program

Our Honors Program offers outstanding students the opportunity to maximize intellectual growth and experience personal enrichment. Students meet regularly with the program’s directors and faculty, creating a stimulating environment of thought, research and scholarly discourse.

The University Honors Program features small classes, careful faculty mentoring, and an impressive number of academic and cultural opportunities. These range from performances at the Metropolitan Opera, New York City Ballet and the New York Philharmonic to museum visits and Manhattan walking tours.

In the St. John’s Honors Program, you will be a part of:
• Upper-level seminar-style classes
• Thought-provoking, in-depth discussions
• Special lectures and research projects
• Close collaborations with top professors for research
• Friendships with students who share the same interests and passion for learning

Queens
Honors Program
St. John’s University
St. Augustine Hall
8000 Utopia Parkway
Queens, NY 11439
(718) 990-7554 - honors@stjohns.edu

Robert Forman, Ph.D.
Director of the Honors Program,
Professor of English and Classics
(718) 990-7552 - honors@stjohns.edu

Staten Island
Honors Program Office
Rachel Hollander, Ph.D.
Director of the Honors Program
Staten Island Campus
DaSilva Academic Center, Room 315
(718) 390-4071 - hollanr1@stjohns.edu

Teacher Certification

Completion of an undergraduate program in The School of Education, or a minor in Adolescence Education through St. John’s College of 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 Workshop
• Child Abuse Workshop
• Autism Workshop (if relevant)
• Fingerprinting (Fee required)
• DASA
www.nystce.nesinc.com

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 Department 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/tecert.

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

• Elaine Bruno Bruno@stjohns.edu Graduate
• Lydia Haluska Haluskal@stjohns.edu Undergraduate
• Susann Ragone, Staten Island Graduate and Undergraduate Ragones@stjohns.edu

For more information on The School of Education, visit our website: stjohns.edu/academics/undergraduate/education

Programs of Study

B.S.Ed. Childhood Education (1 – 6)
135 – 136 credits

This program requires the completion of coursework in liberal arts (57 credits), professional education (54–55 credits) and an academic content area (24–30 credits). All students are required to complete a program of studies, which includes:

Liberal Arts
University Core Curriculum 57 credits

Professional Courses (51 / 52 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 101 (Freshmen Course only)</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 1000 or 1000H (needs approval)</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 1001</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 1003</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 1041</td>
<td>6 credits</td>
</tr>
<tr>
<td>EDU 1042</td>
<td>3 credits</td>
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<tr>
<td>EDU 1055</td>
<td>3 credits</td>
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<td>EDU 1006</td>
<td>3 credits</td>
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<td>EDU 1007</td>
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<tr>
<td>EDU 1027</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 1021</td>
<td>12 credits</td>
</tr>
</tbody>
</table>

Academic Content Area and Electives (24–30 credits)

Student selects one content area:
• English
• Mathematics
• Psychology
• Social Studies
• Sociology (Queens and Staten Island)
• Modern Foreign Language (approval required by the Academic Dean)
• Science (Queens Only)

Specific courses for the academic content area are selected in consultation with the student’s dean.

B.S.Ed.– Adolescence Education
(7–12) 132–133 credits

This program requires the completion of coursework in liberal arts (57 credits), professional education (45–46 credits) and an academic content area:
• English
• Mathematics
• Social Studies (Queens and Staten Island)
• Biology
• Modern Foreign Language (approval required by the academic dean) 57 credits
• Physics

All students are required to complete a program of studies which includes:

University Core Curriculum 36 / 37 credits

<table>
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<td>EDU 101 (Freshmen Course only)</td>
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<tr>
<td>EDU 1000 or 1000H (needs approval)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

www.stjohns.edu/bulletins 97
EDU 1002 3 credits
EDU 1008 3 credits
EDU 1011 3 credits
EDU 1012 6 credits
EDU 1053 3 credits
EDU 1015 3 credits
EDU 1028 3 credits
EDU 1055 3 credits
EDU 1022 9 credits
EDU 1091, EDU 1094, EDU 1092, EDU 1095, EDU 1093, or EDU 1096 (based on content) 3 credits
EDU 1097 3 credits
EDU 1022 12 credits

Academic Content Area (36–37 credits)
Student selects one content area:
• English
• Mathematics
• Social Studies
• Biology (Queens only)
• Modern Foreign Languages (Queens only)
• Physics (Queens only)

Specific courses for the content area are selected in consultation with the student’s advisor.

Please Note: With the adolescent program being 36–37 credits, St. John’s College students may have issues carrying the extended adolescent minor.

BS/MSED Childhood Education (1–6)/Special Education (1–6)

Professional Courses
(81–82 Undergraduate credits)
EDU 101 (Freshmen Course only) 1 credit
EDU 1000 or 1000H (needs approval) 3 credits
EDU 1001 3 credits
EDU 1003 3 credits
EDU 1041 3 credits
EDU 1042 3 credits
EDU 1055 3 credits
EDU 1006 3 credits
EDU 1007 3 credits
EDU 1010 3 credits
EDU 1011 3 credits
EDU 1016 3 credits
EDU 1021 12 credits
EDU 1027 3 credits

*Nine (9) graduate credits are to be taken during senior year of the undergraduate program.

EDU 9729 3 credits
EDU 3200 3 credits
Total = 54–55 combined credits

Academic Concentrations: 24 credits

University Core Curriculum 57 credits

Graduate Courses: 33 credits of graduate coursework is required to complete the five year degree. (This is including the 9 graduate credits taken during your senior year.)

B.S.Ed./M.S.Ed. Childhood Education /Literacy (B–6) 162–163 credits

Professional Courses
(45–46 Undergraduate credits)
EDU 101 (Freshmen Course only) 1 credit
EDU 1000 or 1000H (needs approval) 3 credits
EDU 1001 3 credits
EDU 1003 3 credits
EDU 1041 3 credits
EDU 1042 3 credits
EDU 1055 3 credits
EDU 1006 3 credits
EDU 1007 3 credits
EDU 1010 3 credits
EDU 1011 3 credits
EDU 1016 3 credits
EDU 1021 12 credits
EDU 1027 3 credits

Twelve (12) graduate credits are to be taken during senior year of the undergraduate program.

BS/MSED Adolescent (7–12)/undergraduate program
EDU 7266 3 credits
EDU 9711 3 credits
EDU 3220 3 credits
EDU 3230 3 credits
EDU 3220 3 credits
EDU 3200 3 credits
EDU 3210 3 credits
EDU 3240 3 credits
EDU 3250 3 credits
EDU 3264 3 credits
EDU 3270 3 credits
EDU 8283 3 credits
Total = 54–55 combined credits

Academic Concentrations: 24-30 credits

University Core Curriculum 57 credits

Graduate Courses: 33 credits of graduate coursework is required to complete the five year degree. (This is including the 12 graduate credits taken during your senior year.)

BS/MSED Adolescent (7–12)/Literacy (5–12)

Professional Courses
(30–31 Undergraduate credits)
EDU 101 (Freshmen Course only) 1 credit
EDU 1000 or 1000H (needs approval) 3 credits
EDU 1002 3 credits
EDU 1011 3 credits

EDU 1012 6 credits
EDU 1053 3 credits
EDU 1028 3 credits
EDU 1094, EDU 1092, 1095, 1093, or 1096 3 credits

Twelve (12) graduate credits are to be taken during senior year of the undergraduate program.

BS/MSED Adolescent (7–12)/Literacy (B–6) 162–163 credits

Professional Courses
(45–46 Undergraduate credits)
EDU 101 (Freshmen Course only) 1 credit
EDU 1000 or 1000H (needs approval) 3 credits
EDU 1001 3 credits
EDU 1003 3 credits
EDU 1041 3 credits
EDU 1042 3 credits
EDU 1055 3 credits
EDU 1006 3 credits
EDU 1007 3 credits
EDU 1010 3 credits
EDU 1011 3 credits
EDU 1016 3 credits
EDU 1021 12 credits
EDU 1027 3 credits

Twelve (12) graduate credits are to be taken during senior year of the undergraduate program.

BS/MSED Adolescent (7–12)/undergraduate program
EDU 7266 3 credits
EDU 9711 3 credits
EDU 3220 3 credits
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EDU 3240 3 credits
EDU 3250 3 credits
EDU 3264 3 credits
EDU 3270 3 credits
EDU 8283 3 credits

Total = 54–55 combined credits

Academic Concentrations: 36–37 credits

University Core Curriculum 57 credits

Graduate Courses: 33 credits of graduate coursework is required to complete the five year degree. (This is including the 12 graduate credits taken during your senior year.)

BS/MSED Adolescent (7–12)/Literacy (5–12)

Professional Courses
(30–31 Undergraduate credits)
EDU 101 (Freshmen Course only) 1 credit
EDU 1000 or 1000H (needs approval) 3 credits
EDU 1002 3 credits
EDU 1011 3 credits

BS/MSED Adolescent (7–12)/Literacy (5–12)
Academic Information

Advisement
Advisement involves a close relationship between student and advisor/dean. Each student is assigned an advisor/dean with whom he/she is expected to consult regarding the program once a semester. A student who has questions about the advisement process should consult the Dean’s Office. The student is scheduled by the University Freshman Center (Queens Campus) for classes during the first and second semester of their first year. Freshmen students on the Staten Island Campus are advised by the Dean’s office. For the remaining semesters, the student should plan a course of studies with the assigned advisor/dean. All students are advised to declare a content area by their first year.

Academic Service Learning
Academic Service-Learning students should consult with the professor and the Academic Service-Learning Office in the University Center. Academic Service-Learning is encouraged for all undergraduate majors.

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 3.0. 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 nine credits.

Application for the Pass-Fail Option should be completed online (UIS) by the last day designated for withdrawal from class without receiving academic penalty. See the Academic Calendar for specific withdrawal dates. www.stjohns.edu

Honors
Summa Cum Laude   3.85
Magna Cum Laude   3.70
Cum Laude   3.50

** PLEASE READ **

Academic Standing
A student is in good standing if enrolled as a matriculated student in a program of study leading to a degree and is making satisfactory progress toward the completion of the program of study:
All students are advised to maintain a 3.0 cumulative quality point index.
Web site for information on certification
www.nysed.gov/tcet
NY STANDARDS
nySED.gov/nysat/standards.htm.

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.
2. A physical examination completed within 12 months prior to beginning student teaching.
3. Proficiency in education courses, general courses and areas of specialization.
4. Completion of ALL education coursework prior to associate teaching, as determined by your advisor.
5. Completion of state-mandated workshops in violence prevention and child abuse prevention prior to the completion of a student’s junior year. With the exception of Associate Teaching in Special Education, which is a half-day program five days a week, students in all other programs attend a field school four and a half days per week. In addition, students will attend seminars and special workshops. With this in mind, students should attempt to minimize additional course work but, if necessary, course work should be planned for evening/weekend classes so as not to interfere with associate teaching requirements.

Applications for associate teaching are approved by the director of field experience. Applications for associate teaching in both the fall and spring semesters should be submitted to the Field Experience Office located on the fifth floor of Sullivan Hall and third floor in DaSilva for Staten Island campus. It is important and recommended that students use their St. John’s e-mail, as this will be the source of all communication regarding associate teaching. In any event, students should feel free to call/visit the Field Experience offices at anytime for information regarding associate teaching.

Please note: A student should successfully complete all prerequisites for Associate Teaching in order to be placed as an Associate Teacher. The university cannot guarantee placement in a specific school that a student may choose.

Make-Up Exams
The School of Education recommends that any student needing a make up date contact our office for information.

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.

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 in Queens and DaSilva 109/110 in Staten Island.

Academic Fairness
To dispute grades please see your dean on the necessary process.

Graduate Level Courses
Seniors who are student teaching are eligible to take one graduate course with approval by the dean and a graduate advisor.

Honor Societies

Dean’s Scholars
Dean’s Scholars was founded in 1996 and is comprised of the School’s top students. It is one of the most prestigious organizations in School of Education. The Dean’s Scholars represent those students who combine scholarship, integrity and maturity. Members act as ambassadors, leaders and role models to the School of Education and the University. Freshmen, Sophomores, Juniors, and Seniors with a cumulative GPA of 3.75 or higher are invited to apply.

Kappa Delta Pi
The mission of Kappa Delta Pi is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service.

The vision of Kappa Delta Pi is to help committed educators be leaders in improving education for global citizenship individually and collectively, Society members recognize and honor achievement; strive for a high degree of professional fellowship, leadership, and growth in the field of education; and serve their students and educational community. For more information on the Staten Island and Queens chapters, please view the St. John’s webpage.
Service Programs

Education Society (Q) / Education Club (SI)
The Education Society is a community service organization whose goal is to support pre-service teachers and the community at large.

Program Planning Board (Q)
Program Planning Board is an organization that offers assistance and support to planning events for students in the School of Education.

Project S.O.U.L. (Q)
Project S.O.U.L. is an organization committed to serving students with special needs.

You Can Make it Better (Q)
The mission of You Can Make it Better is to make schools a safer environment by initializing positive and collaborative values among students by first internalizing the Golden Rule: treat others like you would want to be treated, and then by encouraging students to take action and maintaining higher standards in their community.

Special Programs

S.T.A.R. – Students Teaching Academic Responsibilities (Q)
St. John’s University is an exciting place for freshmen to explore and grow, as well as a place for them to begin working towards their professional goals. By providing incoming freshman with peer mentors, we are making the transition into The School of Education seem more exciting and less intimidating. S.T.A.R. will familiarize students with various resources available to them and help them with any concerns they have during their first year as a college student. The School of Education will work to make this experience fun for the freshman and their mentors by offering social, academic and service activities on campus. We will strive to create a productive and effective learning environment to help all of our students interact effectively with The School of Education and the St. John’s University community.

Work-Related Programs

America Reads*America Serves
America Reads*America Serves is a community service initiative program. In order to become a part of the America Reads*America Serves program, a student may be enrolled in any college within the University but are required to maintain GPA of 2.0. This program offers an 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.

Jumpstart (Q)
Jumpstart is 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, members implement a curriculum focused on Jumpstart’s 17 School Success Outcomes.

Staten Island Academic Internships
This program sends students into for-profit agencies and cultural institutions whose work centers around issues and experiences confronting school-age children today. Placements are offered with exemplary organizations whose involvement in children’s health, welfare, psychological development, creativity, academic development and academic disciplines well-known and respected on Staten Island and surrounding areas.

Course Offerings

101 Introduction to Education (1–12)
Students will learn how to interact with pupils, peers and teaching personnel. Major emphasis is paid on developing systematic skills in observation and analysis of teaching.

Credit: 1 semester hour.

1000 Foundations of Education (1–12)
Designed for the pre-service teacher, this course is a comprehensive overview of the social foundations of education in the United States including historical, philosophical, sociological/anthropological, legal, comparative and policy debates within education. This course will help students develop critical thinking skills in order to clarify the context of the profession, develop a philosophical orientation, and facilitate informed decision making about today’s complex educational environments. The primary focus is to prepare reflective teachers who embrace and apply theoretical scholarship in social foundations to improve and enhance the learning environment for all students.

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 Instructional Organization and Management of the Learning Environment in the Elementary Classroom or Organizational Strategies and Classroom Environment (1–6)
This course examines theories and methodology of effective classroom management principles and the psychosocial development of children, especially students from diverse cultures in urban settings, and students with special needs. This course provides opportunities for students to observe and analyze effective instructional and organizational strategies that prevent management problems, encourage intrinsic motivation to learn, enhance academic achievement, and foster the social competence of all children in the elementary classroom.

Credit: 3 semester hours. Fieldwork required.

1006 Methods of Teaching Mathematics (1–6)
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.

Credit: 3 semester hours.

1007 Methods of Teaching Science (1–6)
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.

Credit: 3 semester hours.

1008 Special Education Foundations and Accommodating Student Needs (1–12)
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.
Credit: 3 semester hours.

1010 Planning, Teaching, and Assessing Social Studies (1–6)
This is a methods course of current practices and trends in the teaching of social studies in the elementary grades. It is designed to help students develop historical, theoretical, and practical understandings of the teaching of social studies in today’s classrooms. Course experiences will help students develop interdisciplinary, inquiry-based explorations and authentic assessments that meet Common Core state standards. Students will experience models of best practice, apply their learning in elementary and after-school settings. Student will learn and use reflective praxis to plan, implement, and assess their own instruction, and monitor student learning.
Credit: 3 semester hours.

1011 Human Relations in Inclusive and Multicultural Settings (1–12)
This course works 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 (7–12)
This course focuses on language acquisition and literacy development in students from grades 7-12. The sociological, linguistic, and developmental contexts of language and learning emphasized. Reading and language arts are approached as:
1. Cognitive-developmental processes;
2. Integrated and interrelated;
3. Occurring within social and cultural contexts and;
4. Vital for success in school and life. Students are exposed to curriculum development and instructional planning using various teacher communication modes, as well as a variety of cross-disciplinary teaching methods that promote skills in listening, speaking, reading, and writing. Appropriate field experiences are provided to integrate educational theory and practice.
Credit: 6 semester hours. Fieldwork Required

1015 Technology and Society: School, Community, Workplace (1–12)
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 (1–6)
This course examines the dynamic process of integrating the studio and performing arts into the curriculum for students with the full range of abilities and considers various developmental influences from childhood through adolescence. Basic arts media (visual arts, music, movement, and drama) and the learning in inherent in each medium are explored.
Credit: 3 semester hours.

1021 Student Teaching and Seminar/ Childhood Education (grades 1–6)
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. Weekly seminars are included.
Credit: 12 semester hours.

1022 Student Teaching and Seminar/Adolescence (7–12)
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. Weekly seminars are included. Credit: 9 semester hours.

1023 Student Teaching and Seminar/Childhood Special Education (1–6)
This course entails two extended periods of observation and participation in special education situations under University supervision. One student teaching experience will be with special needs children at 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. Weekly seminars are included. Credit: 6 semester hours.

1027 Educational Theory into Practice – Childhood
A culminating course focused on instructional planning, forms of assessment, and reflective practices grounded in educational theory for elementary school classrooms. Analysis of teaching and learning are embedded in field-based tasks and materials permeating throughout this course; one taken in final preparation for the student teaching experience.
3 credit hours Fieldwork required

1028 Educational Theory into Practice – Adolescent
A culminating course focused on instructional planning, forms of assessment, and reflective practices grounded into educational theory for middle and high school classrooms. Analysis of teaching and learning are embedded in field-based tasks and materials permeating throughout this course; one taken in final preparation for the student teaching experience.
3 credit hours Fieldwork required

1041 First and Second Language Acquisition and Literacy Development
This course provides students with an operational perspective on language acquisition and literacy development of native English language learners and those for whom English is a second language. The sociological, linguistic, and developmental context of language arts learning is emphasized. Reading and language arts are approached: a) as cognitive developmental process; b) as integrated and interrelated; c) as occurring within a social context and; d) as vital for success in school and life. Students are exposed to curriculum development and instructional planning using various teacher communication modes as well as a variety of teaching methods that promote skills in listening, speaking, reading, and writing. In addition, appropriate field experiences are required to integrate educational theory and practice. Credits: 3 Semester Hours

1042 Literacy Development for Content Area Reading and Assessment (Prerequisite Education 1041)
This course provides students with an operational perspective on literacy development in the content areas of language arts, Social Studies, Mathematics, Science, and Health. Students are exposed to curriculum development and instructional planning using a variety of teaching methods and teacher communication modes that promote skills in content area reading and assessment techniques. In addition, appropriate field experiences are required to integrate educational theory and practice. Credits: 3 semester hours.

1055 Writing Across the Curriculum (1–12)
This course focuses on improving writing and critical thinking educational contexts. Students will experience writing as a recursive process, producing and reproducing various forms of texts, thereby understanding writing not only as a process, but also as a situated practice. Given that genres can shift across disciplines, this course helps students analyze nuanced conventions and think about writing as a cross-curricular pedagogical tool. Approaches to writing will include: reading and discussing trends in writing instruction across the curriculum; practicing techniques for writing with precision, clarity, and rhetorical effect; revising and editing; writing for different purposes; writing for different content areas; and writing for the educational profession. Course experiences will provide students with models for teaching writing in their own classroom. Appropriate field experiences are provided to integrate educational theory and practice.
Credit: 3 course hours. Fieldwork Required
1093 Innovative Strategies in Secondary Settings: Mathematics
This course examines issues, perspectives, and strategies related to developing a critical pedagogy of reflective practice in secondary mathematics education, and is designed around four interrelated themes: 1) exploring models and theories related to methods of teaching and learning mathematics; 2) reviewing current literature related to teaching and learning mathematics at the adolescent level; 3) examining instruction and assessment through reflective evaluation; and 4) developing pedagogical practices responsive to the context of urban school settings and inclusive of the multifaceted identities of metropolitan adolescents and their families.
*Credit: 3 semester hours. Fieldwork required*

1096 Innovative Strategies in Secondary Settings: English
This course examines issues, perspectives, and strategies related to developing a critical pedagogy of reflective practice in secondary English, and is designed around four interrelated themes: 1) exploring models and theories related to methods of English teaching, learning, and assessing; 2) reviewing literature related to English instruction; 3) examining practice and purpose through reflective self-evaluation; and 4) developing pedagogy of practice that is responsive to the particular challenges of urban schools.
*Credit: 3 semester hours. Fieldwork required*

1097 Research to Practice: Applications for Secondary Teaching and Learning
This co-requisite course supports students' understanding of the research and practice of content-area teaching methods learned in their graduate-level course. Students will engage in the practical application of theories; they will implement, document, study, and analyze instructional activities created in Methods courses in relation to educational theories and best practices. Students will work across disciplines to facilitate teaching and learning opportunities, and build a strong teaching portfolio that includes reflections on lessons, practice, and assessments.
*Credit: 3 semester hours*
Faculty

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