

The School of Education

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The University administration reserves the right, whenever advisable, to withdraw, cancel, reschedule or modify any course, program of study, curriculum, degree or any requirement in order to meet institutional requirements or those mandated by the New York State Teacher Certification.

Accreditation

St. John's University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The School of Education programs listed in this bulletin have been awarded full accreditation by AAQEP through December 31, 2030. Accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality.

Core Values:

- Ethical Leadership
- Global Perspectives and Diversity
- Integrity
- Innovation
- Social Responsibility

About The School of Education

The School of Education offers a variety of programs and degrees that are in line with St. John's mission to ensure student success—and its identity as a Catholic, Vincentian, metropolitan, and global University

The purpose of the School of Education is to

- provide a vibrant learning experience that supports the intellectual, professional, and moral development of students;
- offer programs for student and societal needs, and enable students to function effectively as professional in a dynamic multicultural society;

- encourage students to develop a personal education philosophy consistent with the University's mission;
- foster basic and applied research in education and human services in an environment that encourages collaboration among students and faculty; and
- serve as a resource center to the educational community at large 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.

Degrees and Programs Available

- B.S.Ed. in Childhood Education for students wishing to prepare as teachers for grades 1–6.
- B.S.Ed. in Adolescent Education for students wishing to teach in middle school and high school settings in grades 7–12.
- B.S. Ed./M.S.Ed. Childhood/TESOL
- B.S.E./M.S. Ed. Adolescent/TESOL
- B.S.Ed./M.S.Ed. Childhood/Special Education
- B.S.Ed./M.S.Ed. Adolescent /Special Education
- B.S.Ed./M.S.Ed. Childhood/Literacy
- B.S.Ed./M.S.Ed. Adolescent /Literacy
- Academic content areas:
Adolescent Majors: English, Social Studies, Mathematics, Language, Science:
Biology/Physics.
- Middle School Extension—6 credit program for (Adolescent Majors extension grades 5–6) and (Childhood Majors extension grades 7–9).

Goals and Objectives

The School of Education has four major goals consistent with the mission and distinctive purposes of the University. The goals focus on a global view of our profession as the world changes. The programs of the School of Education will prepare you to deal with the urgency of knowing how technology affects both the learning of students and the assessment of their work and your own. These purposes include: (1) to prepare you to be competent in your subject area; (2) to provide you with the pedagogical knowledge, understanding and skills necessary, as caring and qualified professionals, to meet the rising academic standards expected of children and teachers; (3) to enable you to acquire professional knowledge of the rights and responsibilities of teachers and their implications for productive relationships with other professional staff, students, and community members; and (4) to introduce you to essential concepts of leadership in Pk–12 schools or as faculty and administrators in higher education, projected into the future.

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 to meet students' and societal needs in order to function effectively as professionals in a dynamic multicultural, multi-ethnic University as a prototype of our society, that can lead to greater world-wide partnerships.
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

You are responsible for continually checking your St. John's email for important communication from the School of Education (SOE). You are also responsible for knowing and understanding the requirements for your program, including acceptable courses and grades and New York State certification exams and workshops.

The following exams are required for initial certification in Childhood Education (Grades 1–6) and Adolescent Education (Grades 7–12) and must be completed prior to the end of junior year:

- Educating All Students (EAS)*
Content Specialty-Multi-Subject (Childhood Education *only*)*
- Content Specialty-Content Specific (Adolescent Education *only*)*

This is completed during the student teaching requirement (usually the second semester of senior year)

The following workshops are required for initial certification in Childhood Education (Grades 1–6) and Adolescent Education (Grades 7–12):

- Violence Prevention Workshop*
- Child Abuse (aka Mandated Reporter)
- Dignity for All Students Act (DASA)*
- New York State Safety Workshop

* There are costs associated with exams and workshops.

You must also be fingerprinted by the end of your first year. Transfer students are given one academic year to complete fingerprinting.

Incoming first-year students and transfer students set up a TEACH account and complete all workshops and fingerprinting in their EDU 101 course. If you do not complete these tasks, you receive a grade of "X" (failing) and are required to meet with your undergraduate dean's office prior

to the start of your second semester.

In accordance with New York State law, The School of Education requires all students entering a five-year or pathway program that grants teaching certification to take the Graduate Records Exam (GRE) during their first semester of their junior year. Failure to complete this requirement results in removal from the program.

You must also be aware that changes to New York State certification requirements can occur at any time. The School of Education keeps you informed of these changes via the St. John's website and/or email.

You are also required to maintain a professional disposition that reflects the mission and goals of the School of Education. Failure to maintain these professional dispositions can result in dismissal from the School of Education.

Assessment of Professional Qualities

DISPOSITION

New York State and national accreditation standards require the School of Education to monitor nonacademic behaviors. The Association for Advancing Quality in Educator Preparation requires that program completers display "dispositions and behaviors required for successful professional practice." (2020)

The dispositions are as follows:

COLLABORATION

- Displays a positive disposition toward working constructively with peers/colleagues
- Shares responsibilities on collaborative projects and contributes individual effort
- Displays a positive disposition toward working constructively with University faculty, administrators, and school personnel (if applicable).
- Displays a positive attitude regarding working constructively with students and their parents
- Honesty and Integrity
- The student demonstrates truthfulness, honesty, and trustworthiness
- Takes responsibility for his or her own actions
- Displays willingness to uphold commitments to self and others
- Displays high standards for professional integrity
- Submits original work
- Seeks support from professor and others where needed

RESPECT

- The student values and demonstrates consideration and regard for oneself and others
- Is respectful of cultural differences within the academic and global community
- Is sensitive to diverse life experiences
- Has a desire to work across difference and values diverse work ethics and environments
- Is open and sensitive to differing opinions and personal beliefs
- Negotiates disagreements appropriately and respectfully
- Maintains nonjudgmental and effective communication skills

PROFESSIONAL BEHAVIOR AND RESPONSIBILITY

- Accepts and accommodates constructive criticism
- Is conscientious and punctual
- Is an effective communicator (written and verbal)
- Models social skills, character traits, and dispositions desired in academic settings
- Is aware of the importance of professional appearance and demeanor
- Maintains professional standards of behavior with peers, professors, and children in classrooms (wherever appropriate)

COMMITMENT TO LEARNING

- Student models behavior that they would expect of their own students in:
- Completing all class work, field work, and assignment deadlines as required
- Seeks confirmation of ideas through course frameworks and additional readings
- Demonstrates dispositions toward lifelong learning
- Seeks clarification from professors for assignments and expectations

Transfer Students

External students accepted by the School of Education will receive an evaluation of their transfer record listing the courses applicable to their program of study at St. John's University. Only courses with grades of C or better will be considered for transfer. Accepted students to the School will be notified of their acceptance by the Office of Transfer Admission in order to schedule an advisement appointment to review their approved transfer credits and academic program.

Credit may be accepted for transfer if it was earned at a college/university that is accredited by an institutional accrediting organization (e.g., Middle States Association of Colleges and Schools), or if it was earned at a college/university level institution traditionally accredited by some other type of agency (e.g., in New York State, the Board of Regents). International students or students with credits from another country will need to provide a foreign credential evaluation. An official course-by-course evaluation may be requested through these two approved agencies: World Evaluation Services (wes.org) or the National Association of Credential Evaluation Services (naces.org).

All external transfer students seeking admission to the School must have a minimum 3.0 GPA.

All internal transfer students seeking admission to the School of Education must have a minimum 3.0 GPA. It is required that internal transfer students make an appointment to meet with an academic advisor in the School of Education Undergraduate Studies Office.

Advanced Placement and CLEP/credit-by-test

The School of Education awards advanced placement (AP) credits to those entering first-year students 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 Undergraduate Studies Office. Credits for AP scores lower than a 5 will not be granted.

Upperclassmen who wish to take CLEP exams are required to receive prior written approval from the School of Education Undergraduate Studies Office if such credit is to be applied to their degree. CLEP scores will not be counted if approval is not given.

CLEP may only be done for a total of 9 credits over the course of the 4- or 5-year program. CLEP exams may not be used in Education courses or in the student's concentration area.

Seniors may not take any CLEP or credit-by-test examination.

Teacher Certification

Teacher candidates successfully completing all academic requirements, including student teaching, are eligible for a university recommendation (endorsement) for New York State (NYS) for initial certification. Please note EDU 200: NYS Safety Education is an undergraduate teacher preparation program requirement. This will be noted on your academic transcript.

Teacher candidates are required to complete the following. There may be fees associated with completing these requirements.

- Create TEACH account
- Required Workshops
 - Child Abuse Identification (Mandated Reporter)
 - School Violence and Prevention
 - Dignity for all Students (DASA)
- Fingerprint clearance
- Pass all required NYS Teacher Certification Exams

The School of Education offers guidance on certification requirements and NYSED updates. However, students are strongly encouraged to monitor the NYSED site for the most current information. The School of Education also offers information on our certification page.

Requirements for teacher certification vary from state to state, therefore, students seeking teacher certification outside of NYS should contact the appropriate state education department for information about their latest certification regulations.

Programs of Study

B.S.Ed. Childhood Education (1–6) 123 credits

This program requires the completion of coursework in liberal arts (39 credits), professional education (54 credits) and an Interdisciplinary content area (30 credits). All students are required to complete a program of studies, which includes:

Liberal Arts	
University Core Curriculum	39 credits
Professional Courses	(54 credits)
EDU 101	0 credits
EDU 1000	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 1008	3 credits
EDU 1010	3 credits
EDU 1011	3 credits
EDU 1015	3 credits
EDU 1016	3 credits
EDU 1066	3 credits
EDU 1027	3 credits
EDU 1021	9 credits

Interdisciplinary Content Area 30 Credits

B.S.Ed. Adolescent Education (7–12) 120 credits

This program requires the completion of coursework in liberal arts (48 credits), professional education (42 credits) and an academic content area (30 credits):

- English
- Mathematics
- Social Studies
- Biology
- Language (Queens Only)
- Science: Biology or Physics (Queens Only)

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

University Core Curriculum	(48 credits)
Professional Courses	(42 credits)
EDU 101	0 credits
EDU 1000	3 credits
EDU 1002	3 credits
EDU 1008	3 credits
EDU 1011	3 credits
EDU 1012	3 credits
EDU 1053	3 credits
EDU 1015	3 credits
EDU 1028	3 credits
EDU 1055	3 credits
EDU 1091, EDU 1092, EDU 1093, EDU 1094, EDU 1095 or EDU 1096 (based on content)	3 credits
EDU 1097	3 credits
EDU 1022	9 credits

B.S.Ed./M.S.Ed. Childhood Education/Special Education (PK-12) 150 credits

Interdisciplinary Content Area: 30 credits
University Core Curriculum 39 credits

Graduate Courses: 30 credits of graduate coursework is required to complete the five year degree. (This is including the 9 graduate credits taken during your senior year.)

Liberal Arts University Core Curriculum: 39 credits
Professional Courses: 54 credits
Interdisciplinary Content Area: 30 credits
Graduate Courses: 30 credits

EDU 101	0 credits
EDU 1000	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 1066	3 credits
EDU 1027	3 credits
EDU 1021	9 credits

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

EDU 7266	3 credits
EDU 9711	3 credits
EDU 9700	3 credits
EDU 9702	3 credits
EDU 9707	3 credits
EDU 9712	3 credits
EDU 9716	3 credits
EDU 9718	3 credits
EDU 9719	3 credits
EDU 3241	3 credits
EDU 3242	3 credits

B.S. Ed./M.S.Ed. Adolescent Education/ Special Education (PK-12) 151 Credits

Academic Concentrations: 30 credits
University Core Curriculum: 49 credits

Graduate Courses: 30 credits of graduate coursework is required to complete the five year degree. (This is including the 9 graduate credits taken during your senior year.)

Professional Courses (42 Undergraduate credits)

EDU 101	0 credits
EDU 1000	1 credits
EDU 1002	3 credits
EDU 1011	3 credits
EDU 1012	3 credits
EDU 1053	3 credits
EDU 1028	3 credits
EDU 1055	3 credits
EDU 1091, EDU 1092, EDU 1093, EDU 1094, or EDU 1096 (based on content)	3 credits
EDU 1097	3 credits
EDU 1022	9 credits

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

EDU 3200	3 credits
EDU 9003	3 credits
EDU 3280	3 credits
EDU 9711	3 credits
EDU 9709	3 credits
EDU 9719	3 credits
EDU 9746	3 credits
EDU 9721	3 credits
EDU 9714	3 credits
EDU 9745	3 credits

Graduate Courses: 30 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 (PK-12) 147 credits

Interdisciplinary Content Area: 30 credits
University Core Curriculum 39 credits

Professional Courses (39 Undergraduate credits)

EDU 101	0 credits
EDU 1000	3 credits
EDU 1000H (honor students only)	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 1066	3 credits
EDU 1027	3 credits
EDU 1021	9 credits

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

EDU 3280	3 credits
EDU 9711	3 credits
EDU 3220	3 credits
EDU 3230	3 Credits
EDU 3200	3 credits
EDU 3217	3 credits
EDU 3268	3 credits
EDU 3270	3 credits
EDU 3240	3 credits
EDU 3257	3 credits

Graduate Courses: 30 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/TESOL (pathway program) (PK-12) 156 Credits

Interdisciplinary Content Area: 30 credits
University Core Curriculum 39 credits

Professional Courses (45 Undergraduate Credits)

EDU 101	0 credits
EDU 1000	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 1066	3 Credits
EDU 1027	3 Credits
EDU 1021	9 Credits

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

EDU 9001	3 Credits
EDU 9002	3 Credits
EDU 9006	3 Credits
EDU 9003	3 Credits
EDU 9004	3 Credits
EDU 9010	3 Credits
EDU 9012	3 Credits
EDU 9014	3 Credits
EDU 9015	3 Credits
EDU 9711	3 Credits
EDU 7266 or EDU 3280	3 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. Adolescent Education/ TESOL (pathway program) (PK-12) 153 Credits

Content Area:	30 credits
University Core Curriculum	48 credits

Professional Courses (48 Undergraduate Credits)

EDU 101	0 credits
EDU 1000	3 Credits
EDU 1002	3 Credits
EDU 1011	3 Credits
EDU 1012	3 Credits
EDU 1028	3 Credits
EDU 1053	3 Credits
EDU 1055	3 Credits
EDU 1091, EDU 1092, EDU 1093, EDU 1094, or EDU 1096 (based on content)	3 credits
EDU 1097	3 Credits
EDU 1022	9 Credits

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

EDU 9001	3 Credits
EDU 9002	3 Credits
EDU 9006	3 Credits
EDU 9003	3 Credits
EDU 9004	3 Credits
EDU 9010	3 Credits

EDU 9012	3 Credits
EDU 9014	3 Credits
EDU 9015	3 Credits
EDU 9711	3 Credits
EDU 7266	3 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. Adolescent Education/ Literacy (PK-12) 144 credits

Content Area:	30 credits
University Core Curriculum	48 credits

Professional Courses (42 Undergraduate credits)

EDU 101	0 credits
EDU 1000	3 credits
EDU 1002	3 credits
EDU 1011	3 credits
EDU 1012	3 credits
EDU 1053	3 credits
EDU 1028	3 credits
EDU 1055	3 credits
EDU 1091, EDU 1092, EDU 1093, EDU 1094, or EDU 1096 (based on content)	3 credits
EDU 1097	3 credits
EDU 1022	9 credits

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

EDU 3280	3 credits
EDU 9711	3 credits
EDU 3220	3 credits
EDU 3230	3 credits
EDU 3200	3 credits
EDU 3217	3 credits
EDU 3268	3 credits
EDU 3270	3 credits
EDU 3240	3 credits
EDU 3257	3 credits

Graduate Courses: 30 credits of graduate coursework is required to complete the five year degree. (This is including the 9 graduate credits taken during your senior year.)

Middle School Extension

Students currently enrolled at St. John's University as undergraduate seniors or graduate students should meet with their advisor to determine how to qualify for the Middle School Extension.

Required Courses in Both Certification Programs

- EDU 7106 Understanding Socio-Emotional, Cultural and Cognitive Aspects of Middle School Learners in General and Inclusive Settings (3 credits)
- EDU 7107 Methods and Strategies of Teaching Middle School Learners in General and Inclusive Settings (3 credits)

Eligibility for the Programs

Applicants to each program should possess an undergraduate grade point average of 3.0 or better.

State regulations require that students must possess New York State initial or professional teacher certification in either Adolescent or Childhood Education, or be in the process of attaining that credential. The Middle School Extension can only be granted to individuals who attain certification.

Academic Information

Advisement

Advisement involves a close relationship between student and advisor. A student who has questions about the advisement process should consult the Undergraduate Studies Office. The student is scheduled by the Center for Student Success for classes during the first and second semester of their first year. For the remaining semesters, the student should plan a course of studies with the assigned advisor.

Community Engaged Learning

Community Engaged Learning students should consult with the professor. Community Engaged 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 at St. John's, and whose current grade point average 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. The pass-fail is not available for content courses or for education (EDU) courses; this includes student teaching. You may apply for the pass-fail option for three core (liberal arts) courses.

Application for the pass-fail option should be completed online (i.e., through the University Information System) by the last day designated for withdrawal from class without receiving academic penalty. See the Academic Calendar for specific withdrawal dates.

Honors

Summa Cum Laude	3.85
Magna Cum Laude	3.70
Cum Laude	3.50

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 to maintain a 3.0 cumulative quality point index. *Failure to maintain a 3.0 may result in not being able to Student Teach and/or dismissal from The School of Education.*

STUDENT TEACHING

Model 1

RAISE

The School of Education offers a unique model of extended clinical practice called Residency and Internship for St. John's Educators (RAISE)[®]. This program places undergraduates in schools for a full year of student teaching as they near completion of their program. RAISE Residents complete two days of student teaching each week in their first semester of RAISE, and they complete five days of student teaching each week in their second semester of RAISE. Our RAISE Residents have the unique benefit of having School of Education faculty working with them. The faculty teach courses to the student teachers and support them in all aspects of student teaching. RAISE Residents generally take 1–2 courses while enrolled in the RAISE program. These courses range from methods to theory.

1. Education coursework is embedded in the field placement. Students will be advised to reserve 6 to 12 credits of Education courses for RAISE.
2. Student teaching can only be completed at the end of program, with exception for those in a 5-year, dual, or career change program that will also require additional coursework or a practicum.
3. Observations and participation for student teaching must be done in an approved school under University supervision. The school site will be selected by the director of RAISE. Faculty and adjuncts in the School of Education will be embedded in the schools.
4. As noted in the RAISE application, requirements must be fulfilled prior to the first day of student teaching. This includes completing NYS mandated workshops and registering for certification exams and fingerprinting. Note: Virtus Training is only required for Catholic school placements.
5. Medical clearance as required when you were first accepted to St. John's must be met. Please note, however, some schools and districts may require you to submit health/medical forms for your placement to be confirmed.
6. Student is required to be present at their school assignment for two days per week in the first semester and five days per week in the second semester.
7. During RAISE, Residents will work with a faculty member or adjunct who is embedded in their school. Faculty teach courses, conduct seminars, and provide feedback on teaching. Seminar dates and times are established at the orientation meeting.
8. It is strongly recommended that students not be employed during the second semester of RAISE. If it is necessary, the hours should not interfere with the school site schedule.
9. There are a limited number of seats in the program; all students are invited to apply to the program in the spring semester of their junior year.

Model 2

SUPERVISED STUDENT TEACHING

This program places undergraduates in schools for one semester of student teaching in their Senior Year.

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 Student 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. Medical clearance as required when you were first accepted to St. John's must be met. If all is in order no further action is necessary. Please note, however, some schools and districts may require you to submit health/medical forms for your placement to be confirmed.
3. Proficiency in education courses, general courses and areas of specialization.
4. Completion of ALL education coursework prior to student teaching, as determined by your advisor.
5. Completion of all state-mandated workshops: Violence Prevention, Child Abuse, DASA and NYS Safety Workshop.

Students will attend seminars and special workshops. With this in mind, students should attempt to minimize additional coursework but, if necessary, coursework should be planned for evening/weekend classes so as not to interfere with student teaching requirements.

Applications for student teaching are approved by the Director of Field Experience and your academic advisor. It is important and recommended that students use their St. John's email, as this will be the source of all communication regarding student teaching. In any event, students should feel free to call/visit the Field Experience offices at any time for information regarding student teaching. Field Experience Offices are located on the fifth floor of Sullivan Hall.

Please note: A student should successfully complete all prerequisites for Student Teaching in order to be placed as a student teacher. Upon approval, placement will be secured within a school and or district which we have established a partnership with.

Make-Up Exams

The School of Education recommends that any student needing a make-up date please contact the Undergraduate Studies Office for information.

Instructional Materials Center

The Instructional Materials Center (IMC) is a unique part of the University libraries support systems 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 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.

Academic Fairness

To dispute grades please see the Undergraduate Studies Office on the necessary process.

Graduate Level Courses

Seniors who are student teaching are eligible to take one graduate course with approval by an Academic Advisor.

Honor Societies

Kappa Delta Pi

Kappa Delta Pi is an international Honor Society in Education, which aims to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service.

Kappa Delta Pi at St. John's University inducts both undergraduate and graduate students who have achieved academic excellence and who are committed to service and professional development.

The vision of Kappa Delta Pi is to help committed educators be leaders in improving education for global citizenship individually and collectively, strive for a high degree of professional fellowship, leadership, and growth in the field of education, and serve their students and the educational community at large.

Professional Association

Kappa Delta Pi International Honor Society in Education is a prestigious organization that is dedicated to fostering a community of esteemed educators. By promoting excellence and advancing scholarship, leadership, and service, Kappa Delta Pi strives to create an inclusive environment for diverse educators. At St. John's University, the Kappa Eta Chapter of Kappa Delta Pi welcomes undergraduate, graduate, and doctoral students who have demonstrated academic excellence and a strong commitment to community service and professional learning. The vision of Kappa Delta Pi is to empower dedicated educators to become leaders in enhancing education for global citizenship. Members of Kappa Delta Pi are encouraged to cultivate a high degree of professional fellowship, leadership, and growth in the field of education. Furthermore, they are encouraged to serve their students and contribute to the educational community at large. Kappa Delta Pi members at St. John's University that exemplify the qualities required for both induction and membership are awarded the privilege of wearing distinguished honors cords during their graduation ceremony, symbolizing their status as esteemed graduates of St. John's University. For more information, please contact KDP St. John's University Faculty Advisor, Dr. Jordan González (gonzalj6@stjohns.edu).

Course Offerings

EDU 1000: Foundations of Education

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.

EDU 1001/1002: Learning and Development (Childhood/Adolescent)

1001: This course is an interdisciplinary study of human learning, growth and development, and growth sequences as impacted by cultural, sociological, psychological and environmental factors through childhood. This course will help students understand principles of motivation, communication, classroom management, and learning processes. Students will explore the implications for and application to educational practice for the optimization of students' growth and learning.

1002: This course is an interdisciplinary study of human learning, growth and development focusing on the adolescent years. Students will study dynamics of cultural, sociological, psychological, and environmental influences. Students will explore 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 are required.

EDU 1003/1053: Organizational Strategies and Classroom Environment (Childhood/Adolescent)

1003: 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.

1053: This course examines theories and methodology of effective classroom management principles and the psychosocial development of adolescents, 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 adolescents in the secondary classroom.

EDU 1006: Methods of Teaching Mathematics, Grades 1-6

This course focuses on the 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 is placed on differentiating instruction to address pupils' needs, assessing pupils' progress, and utilizing instructional technology.

EDU 1007: Methods of Teaching Science, Grades 1-6

This course focuses on the 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 is placed on developing thinking strategies through the scientific method, assessing pupils' progress, differentiating instruction in response to assessments, and utilizing instructional technology.

EDU 1008: Special Education Foundations

This course provides an overview of students within the full range of abilities encompassing their physical, cognitive, social, and psychological needs. Focus is placed 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.

EDU 1010: Methods of Teaching Social Studies, Grades 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. Students will learn and use reflective praxis to plan, implement, and assess their own instruction, and monitor student learning.

EDU 1011: Human relations and Multiculturalism

This course focuses on working with students with the full range of abilities as individuals and as members of groups, with emphasis on personal awareness and interpersonal communication. Students explore parent and community involvement and 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.

EDU 1012: Language Acquisition and Literacy-Adolescent

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 are emphasized. Reading and language arts are approached as: a) Cognitive-developmental processes; b) Integrated and interrelated; c) Occurring within social and cultural contexts and; d) 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.

EDU 1015: Technology and Society

This course focuses on technology in instructional and assistive capacities as well as in community and the workplace. The goals are for students to develop skill in technology, acquire information, communicate clearly, and enhance learning across the seven areas of knowledge described in the New York State Learning Standards.

EDU 1016: The Arts in Inclusive Settings

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.

EDU 1027/1028: Educational Theory to Practice (Childhood/Adolescent)

1027: This course is grounded in educational theory and research that informs instructional practices in today's elementary school classrooms. This course is focused on planning for instruction and assessment, engaging students in classroom learning environments, and analyzing teaching effectiveness and learning outcomes concerning learning standards in English Language Arts and Mathematics. This course builds upon previous teacher preparation coursework, and serves as final preparation for the culminating student teaching experience and its related teacher performance assessment tasks.

1028: This course is grounded in educational theory and research that informs instructional practices in today's secondary school classrooms. This course is focused on planning for instruction and assessment, engaging students in classroom learning environments, and analyzing teaching effectiveness and learning outcomes concerning learning standards in various subjects. This course builds upon previous teacher preparation coursework, and serves as final preparation for the culminating student teaching experience and its related teacher performance assessment tasks.

EDU 1021/1022: Student Teaching (Childhood/Adolescent)

The student teaching experience involves the completion of pedagogical coursework and approval by the Office of Field Experience. Students are involved in: observation and participation in teaching in an approved elementary school under university supervision; student teaching experiences at the 1–3 and 4–6 grade levels / 7–12 grade levels; mandatory weekly seminars as well as workshops are held on campus; and reflection on one's own teaching. Attendance is required at the school 4 ½ days a week.

EDU 1041: 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.

EDU 1042: Literacy Development for Content Area Reading and Assessment

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 skill in content area reading and assessment techniques. In addition, appropriate field experiences are required to integrate educational theory and practice.

EDU 1055: The Art of Writing for Educators

This course focuses on improving writing and critical thinking in educational contexts. Students will experience writing as a recursive process, producing and reproducing various forms of texts, with specific focus placed on persuasive writing. 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. The course will also promote writing across educational contexts for native English speakers and students who are English language learners. 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.

EDU 1066: Math Content for Elementary School Teachers

This course involves an in-depth study of the following topics in mathematics: number and numeration; operations and algorithms involving whole numbers, integers, and rational numbers; algebra; geometry; measurement; statistics; and probability. Connections to curriculum, instruction, and assessment related to mathematics content area are emphasized. Practices that nurture, develop, and sustain parental engagement and professional learning communities within schools are included.

EDU 109X: Innovative Strategies in Secondary Settings

This course examines issues, perspectives, and strategies related to developing a critical pedagogy of reflective practice in secondary education, and is designed around four interrelated themes: 1) exploring models and theories related to methods of teaching and learning the content (i.e., math); 2) reviewing current literature related to teaching and learning the content 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.

EDU 1097: Research to Practice: Applications for Secondary Teaching and Learning

This corequisite 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.

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