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Mary Beth Schaefer, Ed.D.,
Interim Associate Dean of Graduate Studies

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Mirella I. Avalos-Louie, Ed.D., *Program Director of Alternative Certification*

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Jerrold Ross, Ph.D., D., Hum. (Hon.),
Dean Emeritus

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

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 Education/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). B.S.Ed/M.S.Ed Childhood Education and Early Childhood, B.S. Ed/M.S.Ed Childhood Education and TESOL, B.S.Ed/M.S.Ed Adolescent Education and TESOL (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 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.Ed./M.S. Ed. Adolescent/TESOL
- B.S.Ed./M.S.Ed. Childhood/Special Education 1–6 for students wishing to prepare as teachers of grades 1–6 and 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.
- Academic content areas:
Childhood Majors: English, Social Studies, Mathematics, Psychology, Language, Sociology, Science: Biology/Physics.
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

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 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.

Students are also asked to maintain professional dispositions that reflect 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

New York State and national accreditation standards require us to monitor non-academic behaviors in the areas of Collaboration, Honesty and Integrity, Respect, Professional Behavior and Responsibility, and Commitment to Learning in accordance with New York State Standards for Teaching, Pedagogical Core Requirements for Programs Leading to Certification in Teacher Education, and the Council for Accreditation of Educator Preparation (CAEP).

CAEP Standard 3 (Candidate Quality, Recruitment, and Selectivity) requires that provider institutions maintain highly selective criteria for both admission and certification of teacher education candidates. CAEP Standard 3.3 reads as follows: "Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program." CAEP Standard 3.6 reads as follows: "Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies" (CAEP, 2014).

In the Professional Responsibilities and Collaboration (Standard VI), the NYS Teacher Certification Standards also require assessment of dispositions... Standard IV.1.a relates to professional behaviors. It requires that "teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality." Standard IV.1.c relates to the integration of outside feedback and the ability to adjust and monitor one's own behavior. It requires that "teachers use self-reflection and stakeholders' feedback to inform and adjust their professional behavior" (NYS Standards, 2012). New York State regulations for elementary and secondary certification require proficiency in "human relations." Section VIII of the state regulations for certification in all specialty areas requires that students understand "the importance of productive relationships and interactions among the school, home, and community for enhancing student learning and maintain skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts" (New York State Regulations, 2010).

A statement of concern will be written for any student who fails to succeed in any one or more of the five areas of Collaboration, Honesty and Integrity, Respect, Professional Behavior and Responsibility, and Commitment to Learning. This student will be required to meet initially with her/his advisor and a second faculty member. If the issue is still not resolved after the initial meeting, a second statement of concern may be written. At this point, the student will be required to meet with the Dispositions Review Board to determine continuation or dismissal from the program.

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 Student Services in order to schedule an advisement appointment to review their approved transfer credits and academic program per the dean.

Credit may be accepted for transfer if it was earned at a college/university that is accredited by a regional 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: Word Evaluation Services (wes.org) or the National Association of Credential Evaluation Services (naces.org).

All external transfer applicants to the School who have been awarded an A.A. or A.S. degree will fulfill the requirements for their baccalaureate in the School after successfully completing all requirements for their major including a) six semester hours in Philosophy and six semester hours in Theology; and b) the requirements for their selected concentration. The remainder of the student's program is determined under the guidance of an assigned advisor.

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 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 Undergraduate Studies Office. Credits for AP scores lower than a 5 will not be granted.

Upperclassmen who wish to take CLEP or other credit-by-test 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 and other credit-by-test scores will not be counted if approval is not given.

CLEP or other credit-by-test 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.

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

Successful completion of all academic requirements, including student teaching, in an undergraduate program in The School of Education or a minor in Adolescent Education through St. John's College of Liberal Arts and Sciences, entitles a student to request and receive a university recommendation to the New York State Education Department for initial teacher certification.

In addition to the university recommendation which is provided by a School of Education certification officer through TEACH online, students seeking certification must register for, pay appropriate fees, and complete the following requirements.

- Mandatory Workshops
 - Child Abuse Prevention
 - Violence Prevention
 - Dignity for all Students (DASA)
 - NYS Safety Education
- Obtain Fingerprint Clearance
- Submit and pass the edTPA
- Pass all required NYS Teacher Certification Exams (www.nystce.nesinc.com)
- Students seeking initial certification must be fully aware of the current requirements and regulations of the NYSED

The School of Education offers guidelines, contact information and important updates and we encourage you to visit the following website: stjohns.edu/academics/schools-and-colleges/school-education/certification-information

Requirements for teacher certification vary from state to state, therefore, students who seek teacher certification outside of New York State should contact the appropriate State Education Department for information about 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 following website <http://data.nysed.gov/higheredcert.php?instid=800000081568>

Programs of Study

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

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

Liberal Arts

University Core Curriculum 57 credits
Professional Courses (54–55 credits)

EDU 101 (Freshman Course only)	1 credit
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 I	3 credits
EDU 1021 R	6 credits

Academic Content Area (24 credits)

Student selects one content area:

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

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

B.S.Ed. Adolescent Education (7–12) 129–130 credits

This program requires the completion of coursework in liberal arts (57 credits), professional education (42-43 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 (57 credits)
Professional Courses (42–43)

EDU 101 (Freshman Course only)	1 credit
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 I	3 credits
EDU 1022 R	6 credits

B.S.Ed./M.S.Ed. Childhood Education/ Special Education (1–6) 162–163 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.)

Professional Courses (81–82 Undergraduate credits)

EDU 101 (Freshmen Course only)	1 credit
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 I	3 credits
EDU 1021 R	6 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. Childhood Education/ Literacy (1–6) 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 1066	3 credits
EDU 1027	3 credits
EDU 1021 I	3 credits
EDU 1021 R	6 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 3220	3 credits
EDU 3230	3 credits
EDU 3200	3 credits
EDU 3210	3 credits
EDU 3240	3 credits

EDU 3200	3 credits
EDU 3250	3 credits
EDU 3264	3 credits
EDU 3270	3 credits
EDU 3283	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. Childhood Education/ TESOL (pathway program) 162–163 Credits

Professional Courses (48–49 Undergraduate Credits)

EDU 101	1 Credit
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	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) 162–163 Credits

Professional Courses (48–49 Undergraduate Credits)

EDU 101	1 Credit
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, 1092, 1093, 1094, 1096	3 Credits
	(based on content)
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 (7–12) 156–157 credits

Professional Courses (36–37 Undergraduate credits)

EDU 101 (Freshmen Course only)	1 credit
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, 1092, 1093, 1094, 1096	3 credits
	(based on content)
EDU 1022 I	3 credits
EDU 1022 R	6 credits
EDU 1097	3 credits

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

EDU 7267	
EDU 9711	
EDU 3220	
EDU 3230	
EDU 3200	
EDU 3215	
EDU 3240	
EDU 3255	
EDU 3265	
EDU 3270	
EDU 3283	
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.)

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 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 Lourdes Hall. 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 at St. John’s, 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.

The Pass-Fail is not available for EDU courses; this includes student teaching. Students may only apply for the Pass-Fail option for 2 core courses and 1 content course whose current quality point index is 3.0

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.

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

RISE (Queens and Staten Island Students)

The School of Education offers a unique model of extended clinical practice called RISE, Residency Internship for St. John's Educators. This program places undergraduates in schools for a full year of student teaching as they near completion of their program.

RISE Residents complete two days of student teaching each week in their first semester of RISE, and they complete five days of student teaching each week in their second semester of RISE.

Our RISE Residents have the unique benefit of having School of Education Faculty and adjuncts embedded in their school placements with them. The Faculty teach courses to the Residents on-site in the field placement school. RISE Student Teachers generally take 1–2 courses while enrolled in the RISE program. These courses range from methods to theory.

1. Education course work is embedded in the field placement. Students will be advised to reserve 6 to 12 credits of Education courses for RISE.
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 teaching must be done in an approved school under University supervision. The school site will be selected by the director of RISE. Faculty and adjuncts in The School of Education will be embedded in the schools.
4. As noted in RISE 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. A cleared medical form by the University Health Office is required. A physical examination completed within 12 months prior to beginning student teaching is required.
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 RISE, 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 RISE. If it is necessary, the hours should not interfere with the school site schedule.

Model 2

SUPERVISED STUDENT TEACHING (Queens only)

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. 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 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 course work but, if necessary, course work 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. Applications for Student Teaching in both the fall and spring semesters should be submitted to the Field Experience Office. It is important and recommended that students use their

St. John's e-mail, 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 and third floor in DaSilva for Staten Island campus.

Please note: A student should successfully complete all prerequisites for Student Teaching in order to be placed as a Student 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 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 and DaSilva Hall, Room 109 on the Staten Island campus.

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

Dean's Scholars (Staten Island Campus)

Dean's Scholars was founded in 1996. It 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. See the Undergraduate Studies Office for more information on becoming a Dean's Scholar.

Seton Scholars (Queens Campus)

The Seton Scholars program provides undergraduate and graduate education majors in the Department of Curriculum and Instruction with opportunities for mentorship and professional development. Students who apply and are accepted into the program are paired with department faculty who support the students' intellectual and professional growth. Student members also have the opportunity to participate in service activities. Named in honor of St. Elizabeth Ann Seton who helped establish Catholic education in the US, the program aims to instill in students the same commitment, compassion, and sense of service that grounded the work of St. Elizabeth.

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

Phi Delta Kappa International Chapter 0161. PDK International is a professional association for educators that brings together the top leaders, thinkers, and doers to collaborate and inspire one another. By providing professional learning opportunities targeted networking, and relevant research, PDK helps researchers and practitioners deepen their expertise, elevate their careers, and ultimately experience better results in their work.

Mission:

The PDK International family of education associations connect members in vibrant

learning communities, Shares proven research, innovations, and best practices; and Empowers members to advocate for their students and their profession.

Member Benefits

Phi Delta Kappan, a professional education magazine
Career advancement webinars
International study tours
Scholarships, grants, and fellowships.
<http://pdkintl.org/>

Special 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 a 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 greater St. John's University community.

Jumpstart (Q)

Jumpstart is a national early literacy organization that works towards the day when every child in America enters kindergarten prepared to succeed. Jumpstart accomplishes this mission through supporting corps members to work with young children in early childhood centers within the South Jamaica area. During Jumpstart's program, preschool children work with Jumpstart corps members for focused attention to build language, literacy, and social relations skills. Children participate in groups with corps members, in two Jumpstart sessions weekly which includes various learning centers such as art, dramatic play, and writing. During the session, members implement a curriculum focused on Jumpstart's five language and literacy domains and skills. These include vocabulary, comprehension, alphabet knowledge, meaning and use of print, and awareness.

During Jumpstart's 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 given teacher evaluations at the start and the end of the Jumpstart Program.

Children participate in groups of 4-5, with their assigned corps members, in a two-hour Jumpstart session weekly. During the session, members implement a curriculum focused on Jumpstart's five language and literacy domains and skills. These include vocabulary, comprehension, alphabet knowledge, meaning and use of print, and awareness.

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. (Freshmen only)

1000 Foundations of Education (1-12)

Designed for pre-service teachers, 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.

1001 Learning and Development Childhood (1-6)

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

1002 Learning and Development Adolescent (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 are required. *Credit: 3 semester hours.*

1003 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. Fieldwork required.*

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. Fieldwork required.*

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. Fieldwork required.*

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. Fieldwork required.*

1011 Human Relations and Multiculturalism (1–12)

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-Adolescent (7–12)

This course focuses on language acquisition and literacy development in students from grades 7–12 and English Language Learners. 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: 3 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 The Arts in Inclusive Settings (1–6)

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 (grades 1–6)

- Completion of pedagogical coursework and approval by the Office of Field Experience.
- 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.
- Mandatory weekly seminars as well as workshops are held on campus.
- Reflection on one's own teaching.
- Attendance is required at the school 4 ½ days a week.

See section for Supervised Student Teaching for prerequisites. Credit: 9 semester hours

1022 Student Teaching and Seminar/ Adolescence (7–12)

- Completion of pedagogical coursework and approval by the Office of Field Experience.
- Observation and participation in teaching in an approved school under University supervision.
- Student teaching experiences at the 7–12 grade levels.

- Mandatory weekly seminars as well as workshops are held on campus.
- Reflection on one's own teaching.
- Attendance is required at the school 4 ½ days a week.

See section for Supervised Student Teaching for prerequisites. 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 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. *Weekly seminars are included. Credit: 6 semester hours.*

1027 Educational Theory to Practice- Childhood (1–6)

A course grounded in educational theory and research that informs instructional practices in today's elementary school classrooms. Focused on planning for instruction and assessment, engaging students in classroom learning environments, and analyzing teaching effectiveness and learning outcomes concerning Common Core State 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. *Credits: 3 semester hours. Fieldwork required.*

1028 Educational Theory to Practice- Adolescent (7–12)

A course grounded in educational theory and research that informs instructional practices in today's secondary school classrooms. Focused on planning for instruction and assessment, engaging students in classroom learning environments, and analyzing teaching effectiveness and learning outcomes concerning Common Core State 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. *Credits: 3 semester hours. Fieldwork required.*

1041 First and Second Language Acquisition and Literacy Development (1–6)

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. Fieldwork required.*

1042 Literacy Development for Content Area Reading and Assessment (Prerequisite EDU 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 skill in content area reading and assessment techniques. In addition, appropriate field experiences are required to integrate educational theory and practice. *Credits: 3 semester hours.*

1053 Organizational Strategies and Classroom Environment (7–12)

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. *Credits: 3 semester hours. Fieldwork required.*

1055 The Art of Writing for Educators (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, with specific focus placed on persuasive writing. Thereby understanding writing not only as a process, but also as a situated practice. Given that genres can shift across disciplines and literacy, speaking, and reading interact with writing, 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 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. *Credit: 3 course hours. Fieldwork required.*

1066 Math Content for Elementary Teachers: Digging Deeper

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. *Credit: 3 semester hours. Fieldwork required.*

1089 Curriculum Adaptation for Exceptional Students (1–6)

This course prepares teacher education candidates with the knowledge, skills, and dispositions necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum and prepares candidates with competencies to work collaboratively with colleagues. Teacher education candidates across certification areas and age-ranges are exposed to research-validated professional practice that result in the creation effective instructional environments for all students, with specific focus on those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The historical and sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs (IEPs), participating in IEP meetings, and advocacy and collaboration are also addressed. Candidates are provided with multiple opportunities to engage in reflective practice regarding the implications of course content to their specific educational disciplines in terms of personalizing instruction and building classroom communities that support the full diversity of learners. *Credit: 3 semester hours. Fieldwork required.*

1090 Behavior Management for Exceptional Students (1–6) (Prerequisite EDU 1089)

This course is concerned with the application of the principles of operant learning, focusing on the relationship between behaviors and environmental events (e.g., antecedents, and consequences), which influence behavior. The course also focuses on functional behavior assessment and positive behavior supports that lead to meaningful changes

in environments and quality of life will be emphasized. The course participants will learn to follow evidence-based protocols to create and implement ethical and effective behavior interventions. *Credit: 3 semester hours. Fieldwork required.*

1091, 1092, 1093, 1094, 1096 Innovative Strategies in Secondary Settings (Content specific)

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. *Credit: 3 semester hours. Fieldwork required. Course number is dependent on content area.*

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. *Credit: 3 semester hours. Fieldwork required.*

David Bell, *Dean*, B.S., University of Illinois Urbana-Champaign; M.Ed. and Ed.D., Loyola University-Chicago. Access and Equity; Academic Transformation; Math Education.

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

Sandra S. Abrams, *Associate Professor*, B.A., Washington University, M.A., American University, M.A., New York University, Ph.D., Rutgers University. Adolescent Education; Video Gaming, Virtual Environments, and Learning; Digital Literacies in Academic and Social Domains.

Anthony Annunziato, *Associate Professor*, B.A., CUNY Queens College; M.S.Ed., CUNY Queens College; Ed.D., Teachers College Columbia University. Educational Administration; Educational Finance; Professional Development; Educational Policy.

James S. Bethea, *Associate Professor*, B.S., Mount Olive College; M.S., Boston University; Ph.D., The University of Iowa. Spirituality in Counseling; Students with Disabilities, Substance Abuse and International Rehabilitation in Poor and Developing Countries.

Brett Elizabeth Blake, *Professor*, B.A., State University of New York, Stony Brook; M.A., Northwestern University; Ph.D., University of Illinois at Chicago. Socio-cultural dimensions of adolescent language and literacy development among urban and English-language learners; language acquisition; gender equity; curriculum reform in middle schools.

James R. Campbell, *Professor*, B.S., Fordham University; M.S., Syracuse University; Ph.D., New York University. Instructional Process and Analysis; Gifted Education.

Elizabeth Chase, *Assistant Professor*, Curriculum and Instruction, Ed.D., Teachers College, Columbia University M.S.T., Pace University, B.A., Barnard College, Columbia University.

Xiaojun June Chen, *Assistant Professor*, B.A., Hunan University, China; M.Ed., University of Manchester, UK; Ph.D., Purdue University. Interdisciplinary learning and teams, issues of technology integration, international development and cultural perspectives on instructional technology.

Seokhee Cho, *Professor*, B.A., M.A., Ewha Women's University, Korea; Ph.D. in Ed. Psy., University of Alberta, Canada; Gifted Education, Educational measurement and evaluation, Cognitive Psychology, Learning Psychology, Individual differences, Education of Learning Disabled, Instructional Methodology, Teacher Training, Open Education, Early Childhood Education.

Gina Cicco, *Associate Professor*, B.S., M.S., Ed.D., St. John's University. Online instruction, the use of online education for counselors-in-training, partnerships among school counselors and teachers, perceptions on the role of school counselors.

Randall Clemens, *Associate Professor*, B.A., University of Maryland; M.S.Ed., Johns Hopkins University; Ph.D., University of Southern California. Urban poverty; At-risk students; Educational reform.

Barbara Cozza, *Professor*, B.F.A., CUNY-Hunter College; M.S. CUNY-Hunter College; Ph.D. Fordham University. Curriculum and instruction, professional development, cognition, international education.

Della DeKay, *Assistant Professor*, B.A., Southwest Missouri University; M.A., Teachers College, Columbia University; Ed.D., Teachers College; JD Pace Law School. TESOL, Cultural Diversity, Philosophy and History of Education.

Catherine DiMartino, *Associate Professor*, B.A., Haverford College; M.A., Teachers College, Columbia University; M.A., Graduate School of Arts and Sciences, Columbia University; M.S., Teachers College, Columbia University; Ph.D., New York University, The Steinhardt School of Culture, Education, and Human Development.

Michael P. Downton, *Assistant Professor*, B.A. Purdue University, Ph.D., Indiana University, Learning and Developmental Sciences.

Tess Dussling, *Assistant Professor*, B.S., University of Miami; M.S., Florida International University; Ph.D., Syracuse University. Early Reading Intervention, English Language Learners, Primary Literacy Methods, Reading Disabilities, Literacy Teacher Education.

Robert Eschenauer, *Associate Professor*, B.A., St. Francis College; M.S., St. John's University; Ph.D., St. John's University; Adv. Certificate School Psychology, City College, Counselor Education; Assessment, Individual Counseling, Outcome Research, Therapeutic Communication, Clinical Hypnosis, Reflective Practice.

Erin M. Fahle, *Assistant Professor*, B.S., Georgetown University; M.S., Georgetown University; Ph.D., Stanford University. Education Policy; Quantitative Methods; Gender Studies; Sociology of Education.

Mary Ellen Freeley, *Associate Professor*, B.A., St. Joseph's College; M.S. Queens College; Ed.D., St. John's University; Instruction, Administration, Supervision and Leadership.

Andrew D. Ferdinandi, *Associate Professor*, B.S., M.S., P.D., Ed.D., St. John's University. Counselor Education; Working with Mental Illness and Dual Diagnosis Individuals; Assisting Troubled Teens with Substance Abuse and Truancy.

Elizabeth Gil, *Assistant Professor*, B.A., New York University; M.S., Michigan State University; M.S., College of St. Rose; Ph.D., Michigan State University.

E. Francine Guastello, *Associate Professor*, B.S., M.S., Ed.D., St. John's University. Literacy; Exploring multi-sensory techniques for teaching dyslexic children and adults; Effective practices in literacy leadership; Parental involvement in student academic success; Improving teacher effectiveness in writing instruction.

Smita Guha, *Associate Professor*, B.A., M.A., University of Calcutta; M.Ed., Ph.D. State University of NY at Buffalo. Math and Technology in Early Childhood Instructions.

Aliya E. Holmes, *Associate Professor*, B.S., M.S., Ph.D., University of Albany. Teacher mentoring related to technology integration in the classroom, online learning, professional development.

Samuel E. Jackson, *Assistant Professor*, B.S., York College; M.A., Brooklyn College Graduate School of Education; Ph.D., The Graduate School and University Center, City University of New York. Urban Education.

Dr. Elena Jurasaitė-O'Keefe, *Associate Professor*, is an author of international comparative publications focused on how teachers learn in informal settings. Previously, she has worked as a Senior Research manager at the International Baccalaureate Organization. Earlier she worked as an Assistant Professor of Education at Hofstra University, NY, USA, lead an international child development program at the Open Society Fund-Lithuania, worked as a school principal, and taught English as a foreign language. She holds two doctoral degrees - from Siauliai University, Lithuania and University of Michigan, USA.

Ishita Khemka, *Assistant Professor*, B.A., Delhi University; M.A., Teachers College, Columbia University; Ph.D., Columbia University, NY Research in special education, intellectual and developmental disabilities and autism; interpersonal decision-making theory, peer-victimization, bullying, and abuse prevention training; arts and literacy.

Stephen Kotok, *Assistant Professor*, B.A., University of Wisconsin; M.S., University of Pennsylvania; M.A., Teachers College, Columbia University.DD

Ming-hui Li, *Associate Professor*, B.A., Soochow University, Taipei, Taiwan; M.A., University of Colorado; Ed.D., Texas Tech University. Counselor Education; Stress and Self-Efficacy as Predictors of Coping; Counseling Socially Troubled Children and Parent-Child Relationships.

Rebecca Louick, *Assistant Professor*, A.B., Amherst College; M.S.Ed., Hunter College-CUNY; Ph.D., Boston College; Learning Disabilities, Adolescence, Academic Motivation.

Mary Ann Maslak, *Professor*, B.M.T., B.M.E., Shenandoah University; M.Ed., Ph.D., Pennsylvania State University. Gender Equity in Education; Social Mobility and Education; International and Comparative Education.

Donald R. McClure, *Assistant Professor*, B.Mus., Central Michigan University; M.Ed., University of Notre Dame; Ph.D., Michigan State University.

Seung Eun McDevitt, *Assistant Professor*, B.S., Bucknell University; M.S., Brooklyn College, CUNY; Ed.D., Teachers College, Columbia University.

Maria Paula Mello, *Assistant Professor*, B.A., Swarthmore College, M.Ed., Ph.D., Vanderbilt University. Board Certified Behavior Analyst (BCBA). Intellectual and developmental disabilities, autism, independent living skills, postsecondary education, housing, and parent advocacy.

Regina Mistretta, *Professor*, B.S., St. John's University; M.S., Brooklyn College; Ed.D., Teachers College at Columbia University. Mathematics Education in Elementary, Middle and Secondary School Levels, Professional Development 1–8, Technology Education in Mathematics. Parental involvement in mathematical learning.

Nancy Montgomery, *Associate Professor*, B.S., M.S., Indiana University; Ph.D., New York University. Adolescent Education; English/Literacy Education; especially the teaching of writing, writing with computers and cooperative learning; Arts Education.

Nancy Morabito, *Assistant Professor*, B.A., University of Virginia; M.Ed., Vanderbilt University; Ph.D., Vanderbilt University. Teacher's conceptions and Teachings of the nature of science.

Audrey Figueroa Murphy, *Associate Professor*, B.A., Queens College, Spanish Education; M.S., St. John's University, Bilingual Education; P.D., Ed.D., St. John's University, Administration and Supervision.

Daniel Ness, *Associate Professor*, Curriculum and Instruction, Ph.D., Columbia University, Graduate School of Arts and Sciences, M.S., Columbia University, Teachers College, M.A., Columbia University, Graduate School of Arts and Sciences, M.A., Columbia University, Teachers College, B.A., SUNY at Albany.

Allan Ornstein, *Professor*, B.A., City College of New York; M.A., Brooklyn College, CUNY; M.A., Ed.D., New York University.

Evan Ortlieb, *Professor*, Education Specialties Ph.D., Curriculum and Instruction, Louisiana State University M.Ed., Elementary Education, Louisiana State University B.S., Elementary Education, Louisiana State University.

Rene S. Parmar, *Professor*, B.A., University of Jabalpur, India; M.S.Ed., Vanderbilt University; Ph.D., University of Texas, Dallas.

Ceceilia Parnter, *Assistant Professor*, B.F.A., West Virginia University; M.Ed., Loyola University Chicago; Ph.D., Western Michigan University. Academic Integrity promotion and cheating prevention with emphasis on the role of course design, institutional support, and faculty development; college access and persistence with emphasis on the role of institutional mentors; meaning making of mentorship.

Barbara R. Peltzman, *Associate Professor*, B.S., Mills College of Education; M.S., St. John's University; Ed.D., Curriculum and Instructional Practices, Teachers College, Columbia University; PD, Reading, Hofstra University.

Yvonne Pratt-Johnson, *Professor*, State University of New York at Stony Brook, M.S., Georgetown University; M.A., M.Ed., Teachers College at Columbia University.

Heather Robertson, *Associate Professor*, B.A., Syracuse University, M.S., Texas A&M University; Ph.D., Virginia Tech.

Michael R. Sampson, *Professor*, B.S. East Texas State University; M.Ed., Texas A & M-Commerce; Ph.D., University of Arizona. Reading comprehension, English language acquisition and historical research as an author of children's literature.

Mary Beth Schaefer, *Assistant Professor*, B.A., Queens College; M.A., Queens College, Ed.D., University of Pennsylvania.

John Spiridakis, *Professor*, B.A., State University of New York at Stony Brook; M.S., Ph.D., Florida State University.

Olivia G. Stewart, *Assistant Professor*, Education Specialties, Ph.D. Learning, Literacies, & Technologies, Arizona State University, M.Ed. Curriculum and Instruction in Language and Literacy, Arizona State University, B.A. Secondary Education and English, University of Arizona. Research in Multiliteracies, Digital literacies, Multimodal Composition, Digital Media.

Stephanie Tatum, *Associate Professor*, B.A., Texas Southern University; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Urbana-Champaign.

Min Wang, *Assistant Professor*, B. A., Sanxia University; M. A., East China Normal University; M. Ed., Arkansas Tech University; Ph. D., The University of Alabama. Research in second language acquisition, identity negotiation, and multimodality.