

# The School of Education

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## **Mission:**

The School of Education prepares professionals and scholars who advocate for equitable, ethical education. We embrace culturally responsive, evidence-based practices that challenge students to be vanguards of powerful and positive changes in the world.

## **Vision:**

We envision excellence and innovation in socially responsible education that fosters intellectual curiosity, advocacy, and leadership in the local and global communities we serve.

## **Core Values:**

Ethical Leadership  
Global Perspectives and Diversity  
Integrity  
Innovation  
Social Responsibility

## **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 K-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.

## **Organization and Administration**

The School of Education consists of four departments. The Department of Administrative and Instructional Leadership offers programs in gifted education, instructional leadership and educational administration.

The Department of Education Specialties offers programs in bilingual/multicultural education, literacy, special education, and TESOL (Teaching English to Speakers of Other Languages). The Department of Counselor Education offers programs in clinical mental health and school counseling.

The Department of Curriculum and Instruction offers certification programs in teacher education covering all the developmental areas.

## **Accreditation**

St. John's University Teacher Education and Educational Leadership programs are currently accredited by the Teacher Education Accreditation Council (TEAC), moving towards The Association for Advancing Quality in Educator Preparation (AAQEP).

## **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 teachers, school administrators, and school counselors, New York State license requirements and regulations for mental health counselors, adhering to the academic calendar, and for meeting all of the requirements of their respective academic programs.

## **Classification of Students**

### **Matriculated Students**

A matriculated student is one who has been accepted for and is actively engaged in a degree or diploma program in The School of Education at St. John's University.

## Maintaining Matriculation

### Master's Degree and Advanced Certificate

Continuous enrollment from date of matriculation until the degree is awarded is mandatory for students enrolled in degree programs.

Students not enrolled in course work must maintain their active status each semester by enrolling in MAINTAINING MATRICULATION at the scheduled registration period. Those who have not satisfied the continuous enrollment requirement for two or more semesters must: 1) apply for readmission; 2) be readmitted; 3) meet the program requirements in effect at that time; 4) pay appropriate matriculation fees for two semesters.

See program listings: Master's level (EDU 3925, 5925, 6925, 7925, or 9925) Advanced Certificate (EDU 5935, 6935, or 7935).

### Doctoral Degrees

The School of Education currently offers four doctoral degree programs: the Ed.D. in Educational Administration and Supervision, the Ed.D. in Instructional Leadership; both in the Department of Administrative and Instructional Leadership, the Ph.D. in Literacy in the Department of Education Specialties; and the Ph.D. in Curriculum and Instruction. All programs require a course of study up to 60 credits, and successful completion of a comprehensive examination.

After successful completion of the comprehensive examination, students must enroll in Doctoral Research, either EDU 5990, EDU 7990, EDU 3292, EDU 3293, EDU 8011 or EDU 8012 until the degree is awarded. Students who have not satisfied the continuous enrollment requirement for two or more semesters must: 1) apply for readmission; 2) be readmitted; 3) meet the program requirements in effect at that time; and 4) pay the appropriate fees for two semesters.

All requirements must be completed within eight years of the date of matriculation. All degree requirements must be completed no later than three years from the successful completion of the comprehensive examination requirement. When there is sufficiently serious reason, students may petition for an extension of one year at a time, not to exceed three additional years.

### Non-Matriculated Students

A non-matriculated student is one who is not actively engaged in a degree or advanced certificate program in the Graduate School of Education at St. John's University. There is no application fee for non-matriculated students and non-matriculated students are not eligible for any sort of financial aid. This may not apply to all programs.

## Our Campuses

Students have great flexibility to choose the campus where they will take their courses to complete their degree program. Students may take courses online, at the Queens or Staten Island campuses, or at the Manhattan or Long Island Graduate Center locations. Students may complete an entire degree online as an Online Learning student depending on appropriate program registration (see *Programs of Study* on next page) and course availability.

### Queens

The park-like Queens campus is readily accessible by car, bus, subway, or air. Located between JFK and LaGuardia Airports, the campus is just off the Grand Central Parkway, which connects Nassau and Suffolk Counties to Queens, Manhattan and upstate New York.

Log-on to [stjohns.edu/campuses/queens-campus/directions](http://stjohns.edu/campuses/queens-campus/directions)

for more details, or contact:

Sandra Altman  
Associate Director of Graduate Admission-  
School of Education  
St. John's University  
8000 Utopia Parkway  
Sullivan Hall, Room 521  
Queens, NY 11439  
718-990-3125  
altmans@stjohns.edu

### Staten Island (SI)

The wooded Staten Island campus is located in the residential Grymes Hill section, overlooking New York Bay. The campus is just off the Staten Island Expressway, and is easily accessible by car, bus, and ferry.

Log-on to [stjohns.edu/campuses/staten-island-campus](http://stjohns.edu/campuses/staten-island-campus) for more details, or contact:

St. John's University  
300 Howard Avenue  
Staten Island, NY 10301  
718-390-4506

## Online Learning/Online (D)

Approved by the New York State Education Department, online learning programs are equivalent with on-campus programs. Courses are taught by the same faculty who teach on-campus courses. Classes are small and actively engage students in asynchronous online collaboration with other students and communication with faculty members, so they are not isolated in their studies. They follow the same academic calendar as on-campus courses, and students have access to the vast

electronic resources of the University library, academic and student services including student advising, counseling and career services. St. John's now makes it possible for students to earn their degrees without leaving their home or work. Several of our graduate degrees are available entirely online and designed for busy professionals balancing both work and family, and need the flexibility of non-campus based programs. Log-on to [www.stjohns.edu/academics/schools-and-colleges/online-learning](http://www.stjohns.edu/academics/schools-and-colleges/online-learning) for more details, or contact:

Edwin Tjoe, Ed.D.  
Assistant Dean for Data Management and E-Learning  
St. John's University  
8000 Utopia Parkway  
Queens, NY 11439  
(718) 990-2440  
tjoe@stjohns.edu

## Additional Locations

### Long Island Graduate Center (LIGC)

Centrally located in Hauppauge, NY, the Long Island Graduate Center offers quality programs to graduate students.

Anthony Annunziato, Ed.D.  
Associate Professor  
Director of the Long Island Graduate Center  
St. John's University  
Long Island Graduate Center  
120 Commerce Drive  
Hauppauge, NY 11788  
718-990-7781  
annunzia@stjohns.edu

### Manhattan (M)

Located in New York City's East Village, the Manhattan site is easily accessible by mass transit. If you are traveling by car, the campus is located near the FDR Drive and the Williamsburg Bridge, making it easy to reach from the city's other boroughs, Long Island, upstate New York, New Jersey, or any of the area's major airports. The site is located on Astor Place between 3rd and 4th Avenue in the Minskoff Equities Office Building. Visit [stjohns.edu/campuses/manhattan](http://stjohns.edu/campuses/manhattan) for more details, or contact:

Steven M. Neier  
Assistant Dean for Mission, Media and Outreach  
The School of Education  
St. John's University  
101 Astor Place  
New York, N.Y. 10003  
212-277-5122  
gradedmanhattan@stjohns.edu

## Education Options

The School of Education offers many graduate level program options. Students should carefully select a course of study based on their professional teaching aspirations or career goals, in consultation with a faculty advisor.

- Students who enter with initial teaching certification will be eligible for additional certification endorsement(s) upon program completion.
- Students, including those with international credentials, possessing a bachelor's or master's degree in a field outside of teacher education, who wish to obtain initial New York State certification, should pursue a 42- or 48-credit career change master's program.
- Students, including those with international credentials, possessing a bachelor's or master's degree in any field, may choose a *non-certification* program option if their career goals are outside the traditional K-12 classroom or if they do not plan to teach in New York public schools.
- Students are strongly advised to carefully consider the consequences of completing a Master's in Education with a non-certification option. In doing so, they may have to fulfill additional requirements according to NY State regulations to receive future teacher certification endorsement from The School of Education. St. John's reserves the right to evaluate and support such applications.

## Programs of Study

Graduate programs are registered with New York State Department of Education to be offered on the Queens and Staten Island campuses, as well as via Online Learning. Additionally, selected courses leading to many of our degree programs, but not entire degrees, are offered at our Hauppauge and Manhattan locations. Students interested in taking courses offered at any of these locations are advised that at least one course in their program must be taken on the Queens campus in compliance with New York State regulations.

*The location at which a particular program is offered is indicated as follows: Queens, Staten Island (SI), Online Learning (D), Long Island Graduate Center (LIGC), Manhattan (M).*

### Master's Degree Programs (M.S.Ed.)

Adolescence Education Career Change (Q, SI)  
Adolescence Education Career Change Non Cert (Q, SI)  
Adolescence Education Field Change (Q)  
Adolescence Education, Biology 7-12 (Q)  
Adolescence Education, English 7-12 (Q)  
Adolescence Education, Math 7-12 (Q)  
Adolescence Education, Social Studies 7-12 (Q)

Adolescence Education, Spanish 7-12 (Q)  
Adolescence Education and Teaching Students with Disabilities 7-12 Generalist with Subject Extensions Career Change (Q, SI)  
Alt. Cert (Trans B) Adolescent Education Residency (Q, M)  
Alt. Cert (Trans B) Adolescent Education Residency, Teaching Students with Disabilities 7-12 Generalist (Q, M)  
Alt. Cert. (Trans B) Adolescent Education and TESOL (Q, M)  
Alt. Cert. (Trans B) Childhood & Childhood Special Education (Q, M)  
Alt. Cert. (Trans B) English 7-12 (Q, M)  
Alt. Cert. (Trans B) Math 7-12 (Q, M)  
Alt. Cert (Trans B) Teaching Students with Disabilities 7-12 Generalist (Q, M)  
Childhood Education 1-6 (Q, SI)  
Childhood Education 1-6, Career Change (Q, SI, LIGC)  
Childhood Education 1-6, Career Change Non Cert (Q, SI, LIGC)  
Childhood Education, 1-6, Field Change (Q, SI)  
Childhood Education 1-6 and Childhood Special Education 1-6 (Internship) (Q, SI, LIGC)  
Childhood Education 1-6 and Childhood Special Education 1-6 (Internship) Non Cert (Q, SI, LIGC)  
Childhood Education 1-6 and T.E.S.O.L., PK-12 Career Change (Q, LIGC)  
Childhood Education 1-6 and T.E.S.O.L., PK-12 Career Change Non Cert (Q, LIGC)  
Clinical Mental Health Counseling (Q)  
Early Childhood B-2, Career Change (Q, M)  
Early Childhood B-2, Career Change Non Cert (Q, M)  
Early Childhood Field Change (Q, M)  
Early Childhood Education B-2 And Teaching Students with Disabilities (B-2): Field Change (Q)  
Early Childhood Education B-2 And Teaching Students with Disabilities B-2 (Q)  
Literacy 5-12 (Q, SI, LIGC)  
Literacy B-6 (Q, SI, LIGC)  
School Building Leadership (Q, D, LIGC)  
School Counseling (Q, SI)  
School Counseling with a Bilingual Extension (Q)  
Teaching Children with Disabilities: Childhood (Q, D, LIGC)  
Teaching Literacy 5-12 and TESOL PK-12 (Q, SI, LIGC)  
Teaching Children with Disabilities, Early Childhood ( B-2) (Q)  
Teaching Literacy 5-12 and Teaching Students with Disabilities Generalist 7-12 with SWD program extensions (Q, S, LIGC)  
Teaching Literacy B-6 and Teaching Children with Disabilities (Q, SI, LIGC)  
Teaching Literacy B-6 and TESOL PK-12 (Q, SI, LIGC)  
Teaching Literacy B-12 (Q, SI, LIGC)  
Teaching Students with Disabilities 7-12 Generalist with Students with Disabilities Subject Extensions (Q, SI, LIGC)

Teaching English to Speakers of Other Languages (TESOL) PK-12 (Q, D, LIGC)

### Advanced Certificate and Extension Programs

Bilingual Extension (Q, D, LIGC)  
Bilingual Education – CR-ITI (Q,D)  
Bilingual Education-Pupil Personnel Services: ITI (Q)  
Bilingual Special Education: ITI (Q, D)  
Clinical Mental Health Counseling (Q)  
Gifted Education (Q, D)  
Instructional Leadership (Q)  
Literacy Leadership Coach (Q, SI, LIGC)  
Middle School Education 5-6 Extension (Q, SI)  
Middle School Education 7-9 Extension (Q, SI)  
School Building Leadership (Q, D, LIGC)  
School Building Leadership/School District Leadership (Q, D, LIGC)  
School Counseling (Q)  
School District Leadership (Q, D, LIGC)  
Teaching Children with Disabilities in Childhood (Q, LIGC)  
Teaching Literacy B-6 (Q, SI, LIGC)  
Teaching Literacy Grades 5-12 (Q, SI, LIGC)  
Teaching English to Speakers of other languages (TESOL) PK-12 (Q, D, LIGC)  
Teaching Students with Disabilities 7-12 Generalist Subject Area Extensions (Q, SI)  
Teacher Institute in ESL – CR-ITI (Q)  
TESOL Special Education: ITI (Q, D, LIGC)  
TESOL: ITI (Q, D, LIGC)  
Check the School of Education website for new program offerings.

### Doctoral Degree Programs Ed.D., and Ph.D.

Educational Administration and Supervision (Ed.D.) (Q, LIGC)  
Instructional Leadership (Ed.D.) (Q) (LIC)  
Literacy (Ph.D.) (Q)  
Curriculum & Instruction: Four strands of study (Ph.D.) (Q)

## Academic Information

### Admission Requirements

Applicants seeking admission to graduate degree programs should consult specific program descriptions for admission requirements.

All students interested in applying for a program at any location should apply online at [stjohns.edu/admission/graduate/apply](http://stjohns.edu/admission/graduate/apply)

All candidates seeking admission to graduate-level programs that lead to certification in teacher education preparation and educational leadership are now required to submit results from a standardized graduate admissions exam. A standardized graduate admissions exam is not required

for Advanced Certification Programs in The Department of Administrative and Instructional Leadership. This is in compliance with New York State Education law, effective for students commencing studies July 2016. For admission test required, refer to specific program information pages.

Deadlines for applications for all educational programs: Fall—August 17; Summer—May 15; Spring—January 5. Deadlines for applications for all Counseling programs: Fall—March 1 and Spring—October 1.

Ed.D. doctoral applications, together with supporting credentials, must be filed by July 15 for the subsequent year. The Ph.D.s in Literacy and in Curriculum & Instruction admit students on an ongoing basis.

## General Program Requirements

Students enrolled in classes which carry three semester credits but which meet only two hours per week are required to submit a research paper or some equivalent research project before credit may be given.

## Requirements for the Master's Degree

1. Minimum of 33 or more semester hours in appropriate graduate course work as noted in each program description. This course work is planned under the direction of an assigned advisor. The number of transfer credits varies by program.
2. A minimum of a "B" (3.0) in all course work.
3. Residency requirements are set according to the requirements of each individual Master's program.
4. Continuous enrollment and completion of all requirements within a five-year period.
5. For information on advanced and/or transfer credit, please consult the "Academic Information" section.
6. Passing a thesis, comprehensive exam, portfolio, or national exam is required as per each designated program.

## Requirements for the Advanced Certificate

1. The number of required credits beyond an appropriate master's degree is specific to each program. This course work is planned under the direction of an assigned advisor. The number of transfer credits varies by program.
2. A minimum of a "B" (3.0) average in all course work.
3. Residency requirements are set according to the requirements of each individual Advanced Certificate program.
4. Continuous enrollment and completion of all requirements within a five-year period.
5. For information on advanced and/or transfer credit, please consult the "Academic Information" section.

6. For the Bilingual Extension, a Bachelor's degree and initial teacher certification are required.

Please note: No federal aid is available for certificates of fewer than 15 credits.

## Requirements for the Doctoral Degrees

### Ed.D. Department of Administrative and Instructional Leadership

Programs of study for this degree require coursework distributed among areas of specialization related fields and research. The programs require the successful completion of a comprehensive examination. The degree requirements also include the preparation and submission of an acceptable professional problem-oriented doctoral dissertation and its oral defense. The residency requirement can be met through various approaches, approved by the advisor and Department Chair.

The Ed.D. requires:

1. A minimum of 60 semester hours beyond the Master's degree in approved graduate course work planned under the direction of an assigned advisor. Fulfillment of a full-time residency requirement as specified in the Academic Regulations of the University and the completion of a minimum of 45 degree credits at St. John's University.
2. A minimum of a "B" (3.0) average in every course. Students who earn a B- or below are required to retake the course for credit. Students earning more than two course grades of B- or below may be subject to dismissal from the program
3. Successful completion of a comprehensive written examination. Normally, this examination may not be taken earlier than the last semester of course work and must be taken within one year of the completion of all course work. In case of failure, one re-examination may be permitted upon the recommendation of the Department Chair and approval of the Dean.
4. Passage to Candidacy: A doctoral student acquires the status of "candidate" after he/she has successfully completed all course work, has taken and passed the doctoral comprehensive examination and has received approval of a dissertation proposal by the Dissertation Committee and the Dean.
5. Continuous enrollment and completion of all requirements within eight years. All degree requirements must also be completed no later than three years after the successful completion of the comprehensive examination.
6. Continued enrollment for a student who has passed the doctoral comprehensive examination and completed all coursework requires mandatory three credits of Doctoral research each semester (EDU 5990 or EDU 7990) until the degree is awarded.

7. A dissertation, approved by the Doctoral Committee and Dean of the School of Education, presenting evidence of a substantial contribution to existing knowledge as a result of personal research and its oral defense.

### Ph.D. in Literacy in the Department of Education Specialties

The program is grounded in the study of theory, of the nature of at-risk and diverse populations, and of sophisticated research methodologies. The study of theory will encompass various and diverse models of literacy acquisition and the nature and complexity of the essential components of literacy (i.e., phonemic awareness, phonics, comprehension, fluency, vocabulary, and writing process interactions with differing populations). The study of at-risk and diverse populations will occur throughout doctoral level coursework. Within the research course offerings, candidates study design and method within both qualitative and quantitative research.

The degree requires successful completion of the Comprehensive Examination. The residency requirement may be fulfilled in a variety of ways by consulting with an academic advisor. The degree requirements also include the preparation and submission of an acceptable research-based doctoral dissertation and its oral defense.

1. The curriculum is offered in two tracks. One track serves those candidates who have completed a master's level program in literacy (or reading) or who have earned State literacy certification through other degree programs. This track requires a minimum of 42 semester hours of doctoral-level course work completed at St. John's University (approximately 75 graduate credits in the cognate/professional and doctoral domains beyond the baccalaureate). Continuous enrollment must be maintained and enrollment in a minimum of three semester hours of dissertation credits is required after the Dissertation Seminar (EDU 3292 and EDU 3293) until the study is completed and presented. Track two serves those candidates who have completed a master's level program in another educational field, seek certification, and lack the prerequisite literacy foundational knowledge as stipulated in the standards of the International Literacy Association. These students complete a minimum of 42 semester hours of doctoral course work (approximately 75 graduate credits in the cognate/professional and doctoral domains beyond the baccalaureate). Up to 24 credits in literacy foundations may be required depending on faculty review of transcripts (the option for New York state certification may be considered).

2. A minimum of a “B” (3.0) average is required in all coursework to maintain academic status. Students who earn a B- or below are required to retake the course for credit. Students earning more than two course grades of 8 or below may be subject to dismissal from the program.
3. Passage of Candidacy. A doctoral student requires a status of Candidate after he/she has successfully completed all coursework, and has received the approval of the dissertation proposal by the faculty committee, the IRB and the Dean. Each student is paired with a mentor who will serve as the student’s advisor through the dissertation process. The student and his/her mentor request the appointment of a dissertation research committee. This committee, composed of the mentor and from two to five committee members, will have primary responsibility to guide the student in the preparation of the dissertation.
4. All degree requirements must also be completed no later than three years after the Dissertation Seminar.
5. Enrollment in Dissertation Seminar (EDU 3292/3293) is mandatory until the degree is awarded. Students must register for three credits for each semester until graduation.
6. An approved dissertation offering a substantial contribution to the professional literature and to existing knowledge is accomplished as a result of the student’s personal research.
7. A successful oral defense of the dissertation generally results in its approval by the faculty. At this point final corrections are made and the dissertation is prepared for printing. The student files application for graduation.

## Ph.D. in Curriculum & Instruction

1. The Ph.D. in Curriculum and Instruction is a 45-credit post-Master’s degree program comprised of four strands: Teaching, Learning, and Knowing; Early Childhood; Global Education; and STEM Education. Students will select one or more of the four strands and contemplate, investigate, and refine understandings of educational practice, theory, and policy.
2. The successful candidate will have satisfactorily completed all coursework; a qualifying examination; a dissertation research proposal; a research-based doctoral dissertation, and an oral defense.
3. The coursework includes 39 credits (13 Curriculum and Instruction courses) prior to the dissertation: Thirteen (13) are Curriculum and Instruction courses (36 credits). Four courses (8000, 8001, 8002, and 8010) have a two-semester requirement (i.e., 1.5 credits for each semester; 3 credits for each academic year). Students are expected to take each of these year-long courses without interruption.

4. The Qualifying Exam requires doctoral students to complete a comprehensive review and synthesis of literature, methods, and theories related to their coursework and developing research interests. Students identify foundational studies, methods, and theories and distinguish how their proposed research will contribute to the field, a process that should inform the development of the Dissertation Proposal.
5. Enrollment in Dissertation Proposal Seminar (EDU 8010) is mandatory and completed prior to the Dissertation Proposal Defense
6. A Dissertation Proposal is developed in conjunction with a candidate’s faculty mentor and with his/her Dissertation Committee. The dissertation topic should be congruent with and built upon the candidate’s work in the field, scholarly interests, strands of study, and experiences. Additionally, the topic should demonstrate a commitment to scholarship that is responsive to critical issues related to teaching and learning and offer a substantive contribution to the field.
7. A successful oral defense of the Dissertation Proposal is required prior to the enrollment in EDU 8011 and 8012 and commencement of the dissertation.
8. The Dissertation Defense occurs when all of the committee members have reviewed the dissertation and agreed that the dissertation is ready for examination. The dissertation chair will authorize the student to schedule the Dissertation Defense Examination.
9. Following the approval of the Dissertation Committee after successful oral defense, and after successful completion of revisions, the dissertation is prepared for printing. The student may then file for graduation.
10. All requirements must be completed within eight years from the date of matriculation. All degree requirements also must be completed no later than three years after the successful completion of the Qualifying Examination. A minimum grade of a B (GPA = 3.0) is required in every course to maintain academic status.

## Advisement and Statement of Degree Requirements

When an applicant has been accepted into a degree or diploma program, he/she is assigned an advisor. The student’s letter of acceptance will specify the advisor’s name. As soon as possible after receiving the letter of acceptance but no later than the end of the first semester of course work, the student must meet with his/her advisor and secure an approved program of study which meets the needs and interests of the student and satisfies the degree or diploma requirements of The School of Education and the State of New York.

## Academic Standing

A student is in good academic standing if he or she is enrolled as a matriculated student in a program of study leading to a degree, diploma, or certificate and is making satisfactory progress toward the completion of the program of study.

There is a probationary status for all students who enroll with a cumulative average less than 3.0 but who in the judgment of the Dean are considered capable of making acceptable progress toward a 3.0 cumulative grade point average and are permitted to continue on a matriculated basis. Probationary students must achieve a B or better in the first 12 credits earned in order to continue in the program.

Students are not eligible to graduate unless they have earned a 3.0 GPA.

## Academic Dismissal

All students who earn less than a cumulative 3.0 grade point average (GPA) in a semester will automatically be placed on academic probation. Probationary students must obtain a 3.0 GPA or higher within the next semester in order to continue in the program. Students may be academically dismissed from a program if they fail to maintain a 3.0 GPA or higher during their probationary period.

## Attendance Policy

Regular and prompt attendance is expected of all students.

Absence from class does not excuse a student from work missed. Students are, therefore, responsible for all announced tests and for submitting all assignments at the proper times.

Students should refer to course syllabi for specific attendance policies.

## Full-Time Study

Full-time study shall mean enrollment for at least 9 credits (or the equivalent) each semester (cf. Admissions: Full-Time Study). In The School of Education, independent or individualized study, practice teaching, graduate assistantships or fellowships, dissertation research and language proficiency courses may all be considered as contributing appropriately toward full-time study on a credit hour equivalent basis, if required or approved by the Dean in a plan developed in conjunction with the advisor and prefiled by each student. Independent or individualized study may include such items as participation in internships, research projects, writing journal articles or other scholarly activities undertaken with the approval of the Chair and Dean, under the supervision of a member of the faculty.

## Residence

Each student pursuing the Master's Degree or Advanced Certificate must complete 18 semester hours in a two-year period.

Each student pursuing the Doctor of Education degree must satisfy a residency requirement. The residency requirement can be met through various approaches, approved by the advisor and Department Chair.

The residence requirement for the doctoral degree insures that students become immersed in the scholarly activity of their area of specialization. This immersion plays a vital role in the development of students as scholars, and although important in relation to the courses required for the degree, it is also quite distinct from them. Since degree course credit requirements are always expressed in terms of minimums, a student may at times, in order to fulfill the residence requirement, find it necessary to enroll in course work beyond the minimum listed for the degree.

## Comprehensive Examination Requirements

All Master's programs, and some Doctoral programs, have a culminating or capstone assessment. Please refer to individual program requirements on the following pages.

## New York State Certification and Licensure of Teachers, Administrators, School Counselors, and Clinical Mental Health Counselors

The School of Education offers professional preparation programs that meet the requirements for institutional endorsement for New York State certification in teaching, counseling and administration. Students are expected to assume responsibility for ascertaining their eligibility for certification and/or licensure, and are urged to confer with their advisors early in their programs to ascertain their status, since completion of the degree or diploma does not mean automatic fulfillment of New York State certification and New York City licensure requirements. Students who complete all program requirements must apply online at the TEACH website at [higher.nysed.gov/tcert/teach/](http://higher.nysed.gov/tcert/teach/). In addition, students must request institutional endorsement at the end of their program.

For all students graduating after January 2014, the New York State Education Department will require passing scores on the Educating All Students Test (replacing the ATS-W), a Teacher Performance Assessment Portfolio (ed TPA), and a redesigned Content Specialty Test.

The Clinical Mental Health Counseling master's degree is a license-qualifying program in New York State. New York State currently requires two separate certifications for educational administrators. School Building Leader Certification (SBL) replaces what was formerly called SAS certification. The School District Leader Certification (SDL) replaces the certification formerly called SDA. Both certifications require a separate New York State Certification Examination and a passing score on the EAS exam. Each exam requires a fee paid to New York State and attainment of passing scores. The New York State regulations are in transition. Please see the New York State Department of Education website for the most up-to-date SBL and SDL certification requirements.

New York State Certification requirements for teaching, counseling and administration mandate that applicants furnish evidence that they have completed the New York State approved modules on the identification and reporting of child abuse and maltreatment, violence prevention, DASA (Dignity for All Students Act), School Safety, and autism (Special Education students only).

## Instructional Materials Center

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

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

Note: The School of Education reserves the right to make adjustments on a case-by-case basis.

## Department of Administrative and Instructional Leadership

The Department of Administrative and Instructional Leadership offers programs in Administration and Supervision, as well as Instructional Leadership.

Programs of study offered in Administration include the School Building Leader (SBL) Master's Degree, the School Building Leader (SBL) Advanced Certificate, the School District Leader (SDL) Advanced Certificate, the Dual (SBL/SDL) Advanced Certificate, and the Doctoral Degree (Ed.D.) in Administration and Supervision. Instructional Leadership Programs include an Advanced Certificate in Instructional Leadership and a Doctoral Degree (Ed.D.) in Instructional Leadership.

The programs in SBL and SDL are certified by New York State and nationally accredited.

The SBL Master's degree and Advanced Certificates are offered through Online Learning as well as in the traditional classroom setting.

The Department offers a 12-credit Advanced Certificate in Gifted/Talented Education. These courses assist teachers in securing the NYS DOE extension in the teaching of the gifted. These courses are offered through Online Learning as well as in the traditional classroom setting. This extension to the teaching license can be secured with 12 credits in gifted education courses and a passing score on the Content Specialty Test (CST).

## Administrative and Supervision Programs (M.S., A.C., Ed.D.)

### Objectives

Programs offered lead to the Master of Science in Education degree, the Advanced Certificate and the Doctor of Education degree. The School Building Leader Master of Science program is designed to prepare students for New York State Certification as a School Building Leader (SBL). The School District Leader Advanced Certificate program is designed to prepare students for New York State Certification as a School District Leader (SDL). New York State has mandated exams for these certifications. Each student seeking SBL and/or SDL certification must take and pass the appropriate State exams in order to receive certification. Please check the New York State Department of Education website for the most up-to-date information on certification.

## Admission Requirements for Educational Administration and Supervision

### School Building Leader Master of Science Program

The School Building Leader Master of Science Degree consists of 21-graduate credit core in School Administration, an intensive 3-credit Internship, a 1-credit exam prep Capstone course and an additional 9 graduate credits in School Administration or related field for a total of 34 graduate credits. Important note: The New York State Department of Education

requires students to have THREE years of teaching and/or pupil personnel services experience in order to be eligible for School Building Leadership certification.

Entry requirements include:

1. A baccalaureate degree from an accredited college or university.
2. 3.0 GPA in the general average and in the major field.
3. Submission of satisfactory test scores on the GRE.
4. A minimum of three years of successful teaching experience and/or pupil personnel services.
5. New York State Permanent/Professional Teaching Certification is required if the student intends to complete the program for SBL certification.

#### **Option: Certification as a school building Leader and Professional Certification as a Teacher.**

The student is required to complete a 21-graduate credit core in School Administration, an Intensive 3-credit Internship, a 1-credit exam prep and an additional 9 credits in graduate education courses in the content core of the initial certificate or in a related content area or in pedagogy courses as prescribed by New York State for a total of 34 graduate credits.

#### **School Building Leader Advanced Certificate Program**

Individuals holding a Master's Degree in Education and initial teaching certification are eligible for the 22-credit SBL Advanced Certificate. The program consists of an 18-credit core in School Administration, an intensive 3-credit Internship, and a 1-credit exam prep Capstone course.

Entry requirements include:

1. A baccalaureate degree from an accredited college or university.
2. 3.0 GPA in the general average and in the major field.
3. A minimum of three years of successful teaching experience and/or pupil personnel services.
4. New York State Permanent/Professional Teaching Certification.
5. A master's degree with a minimum 3.0 GPA from an accredited institution.

#### **School District Leader Advanced Certificate Program**

The Advanced Certificate in School District Leadership is a 31-credit program, including 27 credits of course work, an intensive 3-credit internship at the District Level, and a 1-credit exam preparation Capstone course. Important note: The New York State Department of Education requires a students to have THREE years of teaching, pupil personnel services and/or school building leadership experience order to be eligible for School District Leadership.

Entry requirements include:

1. A baccalaureate degree from an accredited college or university.
2. 3.0 GPA in the general average and in the major field.
3. A minimum of three years of successful teaching experience, pupil personnel services and/or school building leadership
4. New York State Provisional or Initial Teaching Certification or certification in pupil personnel services.
5. A master's degree with a minimum 3.0 GPA from an accredited institution.

Thirty credits earned in the A.C. Program at St. John's University may be applied toward their Ed.D. Program should individuals wish to pursue further study.

#### **Requirements for SBL/SDL Dual Advanced Certificate**

The Dual Advanced Certificate is a 35-credit program, including 27 credits of coursework required for the School Building Leadership and School District Leadership State Certifications, an intensive 3-credit internship in School Building Leadership and an intensive 3-credit internship in School District Leadership. Students must also complete two one-credit intensive review and exam preparation Capstone courses in SBL and SDL. In order to receive both certifications, students must take and pass the New York State School Building Leader and School District Leader examinations. Entry requirements include:

1. A baccalaureate degree from an accredited college or university
2. 3.0 GPA in the general average or in major field.
3. A minimum of three years of successful teaching experience, pupil personnel services, and/or school building leadership
4. New York State permanent or professional certificate in teaching service or pupil personnel services.
5. A master's degree with a minimum 3.0 GPA from an accredited institution.

#### **Doctoral Program**

The doctoral program in Educational Administration and Supervision at St. John's University is an advanced professional degree program open to carefully selected and highly qualified graduate students who have manifested professional maturity and demonstrated academic ability and who are seeking to upgrade their professional preparation and acquire specialized knowledge and skills necessary for assuming administrative positions and leadership roles in Pk-12, higher education, and in related educational organizations.

The doctoral courses and doctoral degree in the Department of Administrative and

Instructional Leadership require matriculation for participation. NO ONE will be allowed to take any doctoral coursework as a non-matriculated student.

Entry requirements include:

1. A master's degree in education or related field from an accredited college or university, with a minimum 3.0 GPA,
2. Satisfactory scores on the GRE Verbal and Quantitative test;
3. A profile of professional accomplishments and leadership potential developed over a minimum of 3 years of professional experience.
4. Successful performance in an interview with members of the department's Graduate Policy Committee.
5. Evidence of scholarship, research and writing skills as manifested in samples of term papers or other scientific papers and performance in courses in research and statistics, if available.

### **Programs of Study**

#### **School Building Leader Master of Science Program**

*Prerequisite:* Please see admission requirements.

Credit Hours: 34 credits

Note: Students not seeking NY State Certification will be required to sign a waiver agreement.

#### **I. Administration Core: 21 Credits**

EDU 5415	Introduction to Educational Administration
EDU 5651	School Community Relations in Education
EDU 5471	Leadership in Instructional Supervision
EDU 5571	Administrative Leadership and Planned Change
EDU 5650	School Based Data Analysis
EDU 5791	Legal Aspects of the Administration of Schools
EDU 5761	School Business Administration

#### **II. Administration Specialization: 9 Credits**

EDU 5418	Administrative Theory in Education
EDU 5743	Educational Planning: An Integration of Professional Capital Agendas
EDU 5811	Administration and Supervision of Services for Diverse Students
	OR

Nine hours of electives in master level courses area of Initial certification or in related content area.

Suggested Specialization Graduate Courses in a Content Area: 9 credits

Early Childhood Ed.	7122	7126	7128
Gifted and Talented Ed.	7410	7411	7412
TESOL Ed.	7000	9002	9004
Instr Technology Ed.	7665	7666	7667

### III. School Building Leader Internship: 3 credits.

**EDU 5950 School Building Leader Internship**  
The internship program in School Building Leadership at St. John's University is fully integrated into the master's degree. These hours are divided in the following manner:

**Part I** — Students taking core courses must complete 45 hours of integrated internship activities for every core course. When all coursework has been completed, the student should have logged at least 270 internship hours, fulfilling the requirements of *Part I of the Internship Program*.

**Part II** — The remaining 270 hours will be fulfilled in an intensive internship: EDU 5950. The application form and the internship proposal must be completed and must be signed by the school/district administrator or supervisor. The application form and the proposed program must be submitted to the coordinator of the internship program, Department of Administrative and Instructional Leadership, St. John's University, at least one month prior to the session in which the applicant plans to carry out his/her internship.

### IV. Capstone Course: 1 Credit

**EDU 5499 General Review and Exam Preparation**

The General Review and Exam Preparation involves a review of all of the state objectives in preparation for the state certification exams.

### V. NY State SBL Exam

Students seeking NYS SBL certification must successfully complete the state exam in addition to completing the Master's Degree.

### School Building Leader Advanced Certificate Program

Minimum Credits Hours: 22 credits

Note: Students not seeking NY State Certification will be required to sign a waiver agreement.

#### Required Program of Study

##### I. Administration Core: 18 Credits

EDU 5471	Leadership in Instructional Supervision
EDU 5571	Administrative Leadership and Planned Change
EDU 5650	School Based Data Analysis
EDU 5743	Educational Planning: An Integration of Professional Capital Agendas

EDU 5761 School Based Business Administration for Administrators and Supervisors

EDU 5791 Legal Aspects of the Administration of Schools

### II. School Building Leader Internship: 3 credits.

**EDU 5950 School Building Leader Internship**  
The internship program in School Building Leadership at St. John's University is fully integrated into the master's degree. These hours are divided in the following manner:

**Part I** — Students taking core courses must complete 45 hours of integrated internship activities for every core course. When all coursework has been completed, the student should have logged at least 270 internship hours, fulfilling the requirements of Part I of the Internship Program.

**Part II** — The remaining 270 hours will be fulfilled in an intensive internship: EDU 5950. The application form and the internship proposal must be completed and must be signed by the school/district administrator supervisor. The application form and the proposed program must be submitted to the coordinator of the internship program, Department of Administrative and Instructional Leadership, St. John's University, at least one month prior to the session in which the applicant plans to carry out his/her internship.

### III. Capstone Course: 1 Credit

**EDU 5499 General Review and Exam Preparation**

The General Review and Exam Preparation involves a review of all of the state objectives in preparation for the state comprehensive exams.

### School District Leader Advanced Certificate Program

Minimum Credit Hours: 31 credits

#### Required Program of Study

##### I. Administration Core: 27 Credits

EDU 5103	Educational Governance and Policy Issues
EDU 5301	Leadership Values, Decision Making and Multicultural Organizations
EDU 5632	Organization and Administration of the Elementary and Secondary School Curriculum
EDU 5655	Educational Research and Data Analysis I
EDU 5741	Finance in Education
EDU 5761	School Based Business Administration For Administrators and Supervisors
EDU 5791	Legal Aspects of the Administration of Schools
EDU 7665	Leadership in Technology I

EDU 7708 Trends and Techniques in the Evaluation of Programs

### II. School District Leader Internship: 3 credits.

**EDU 5951 School District Leader Internship**

The internship program in School District Leadership at St. John's University is fully integrated into the professional diploma. The total number of hours for completion of the internship program is 540 hours. These hours are divided in the following manner:

**Part I** — The first 270 hours will be embedded in the degree coursework. Students taking core courses must complete 45 hours of integrated internship activities for every core course. These activities are course requirements given to students in class. When all coursework has been completed, the student should have logged at least 270 internship hours, fulfilling the requirements of *Part I of the Internship Program*.

**Part II** — The remaining 270 hours will be fulfilled in a descriptive internship: EDU 5951.

The application form and the internship proposal must be completed and must be signed by the school/district administrator responsible for the internship or supervisor. The application form and the proposed program must be submitted to the coordinator of the internship program, Department of Administrative and Instructional Leadership, St. John's University, at least two months prior to the session in which the applicant plans to carry out his/her internship.

### III. Capstone Course: 1 credit

**EDU 5599 General Review and Exam Preparation in SDL**

The General Review and Exam Preparation involves a review of all of the state objectives in preparation for the state comprehensive exams.

### SBL/SDL Dual Advanced Certificate Program

Credit Hours: 35

**Note: Students not seeking NY State Certification will be required to sign a waiver agreement.**

#### I. Administration Core: 27 Credits

EDU 5571	Administrative Leadership and Planned Change
EDU 5301	Leadership Values, Decision-making and Multicultural Organizations
EDU 5103	Educational Governance and Policy Issues
EDU 5471	Leadership in Instructional Supervision

- EDU 5650 School Based Data Analysis  
 EDU 5743 Educational Planning: An Integration of Professional Capital Agendas  
 EDU 5761 School Based Business Administration for Administrators and Supervisors  
 EDU 5791 Legal Aspects of the Administration of Schools  
 EDU 5811 Administration and Supervision of Services for Diverse Students

**II. Internships: 6 Credits**

- EDU 5950 School Building Leader Internship  
 EDU 5951 School District Leader Internship

[Requirements are delineated above]

**III. Capstone Courses: 2 credits**

- EDU 5499 General Review and Exam Preparation SBL  
 EDU 5599 General Review and Exam Preparation SDL

**IV. NY State SBL/SDL Exams**

The General Review and Exam Preparation involves a review of all the state objectives in preparation for the state comprehensive exams.

**Doctoral Program in Educational Administration and Supervision**

Credit Hours: 60 beyond master's degree (minimum)

Students enrolled in the doctoral program who desire certification at either the School Building Leader or School District Leader level, will be advised of any additional coursework needed to meet State requirements. Upon completion of the certification program requirements, the student would be recommended for certification. Students are advised to complete certification requirements prior to completion of their doctoral program.

**Required Courses**

**I. Core: Choose 4 of 6 Courses: 12 credits**

- EDU 5301 Leadership Values, Decision-Making and Multicultural Org.  
 EDU 5556 Psychology and Development of Students in Higher Education (this should be included below EDU 5301)  
 EDU 5701 Critical Analysis and Review of Research in Education  
 EDU 7004 Essential Readings in Curriculum from the 20th Century  
 EDU 7005 Culturally Relevant Pedagogy and Curriculum  
 EDU 7412 Teaching Creative Thinking and Problem Solving to G&T Students

**II. Required 3 Credits: To Be Taken In Second or Third Semester**

- EDU 7559 Introduction to Doctoral Research

**III. Required Research Methodology: 15 credits**

- EDU 5655 Educational Research and Data Analysis I  
 EDU 7211 Educational Research and Data Analysis II (Prereq. 5655)  
 EDU 7900 Qualitative Research Methods in Education (Prereq. 5655)  
 EDU 7901 Educational Research and Data Analysis III (Prereq. 5655 and 7211)  
 EDU 7800 Multivariate Data Analysis (Prereq. 5655 and 7211)  
 OR  
 EDU 7902 Advanced Qualitative Research in Ed (Prereq. 5655 and 7900)

**IV. Areas of Specialization: 15 credits (choose any 5 courses)**

- EDU 5471 Leadership in Instructional Supervision  
 EDU 5632 Organization and Admin. of Elem. and Secondary School Curricula  
 EDU 5650 School Based Data Analysis  
 EDU 5741 Finance in Education  
 EDU 5743 Educational Planning: An Integration of Professional Capital Agendas  
 EDU 5761 School-Based Business Administration for Administrators and Supervisors  
 EDU 5811 Administration and Supervision of Services for Diverse Students  
 EDU 5551 Organization and Administrative Leadership in Higher Ed  
 EDU 5552 Issues and Problems in the Administration of Higher Ed  
 EDU 5554 Global Studies and Distance Education in Higher Ed  
 EDU 5555 Data Management and Accountability in Higher Ed  
 EDU 5557 Recruitment, Retention and Academic Advisement in Higher Ed  
 EDU 5980 Special Topics in Educational Leadership  
 EDU 7005 Culturally Relevant Pedagogy and Curriculum  
 EDU 7666 Developing Curriculum Materials for the Web  
 EDU 7669 Leadership in Technology II  
 EDU 7715 Issues in Curriculum: Theory and Development  
 EDU 7410 Identification of the Gifted and Talented  
 EDU 7411 Intro to Designing Programs, Curriculum and Materials for G&T  
 EDU 7412 Teaching Creative Thinking and Problem Solving to G&T Students  
 EDU 7413 Professional Collaboration and Leadership in Gifted Education

**V. Internship Seminar/Independent Study: 3-6 credits**

- EDU 5950 Internship Seminar in SBL  
 EDU 5951 Internship Seminar in SDL  
 EDU 5890 Independent Study A&S

**VI. Behavioral and Social Sciences component: 6 credits—relevant courses approved by Faculty Advisor (e.g. Anthropology, Sociology, Speech, Business, Linguistics etc)**

**VII. Full-time Residency Verification**

**VIII. Doctoral Level Comprehensive Examination Completed**

**IX. Doctoral Research Seminar Enrollment in EDU 5990 is required for 3 semesters (9 credits) or until defense is successfully completed.**

EDU 5990 Doctoral Research Seminar  
 Minimum of 60 credits must be completed.  
 EDU 5990 may not be taken with other courses in a semester, unless approved by Dept. Chair and Advisor

**Instructional Leadership Programs: (A.C., Ed.D.)**

The advanced degree programs in Instructional Leadership have been designed to provide students with an intellectual environment that enables them to take leadership positions in the areas of curriculum, learning and instruction.

Students are expected not only to reflect upon and improve their own professional practices but also to develop leadership in facilitating the growth and development of other educators.

**Admission Requirements for Instructional Leadership**

**Advanced Certificate**

Entry requirements include:

1. A master's degree in education or related field from an accredited college or university, with a minimum 3.0 GPA.
2. A minimum of three years' experience in education or related field.

*Students whose background and preparation manifest deficiencies in professional courses and teaching experience may be required to complete additional credit hours and are advised to consult with the Chair of the Department to secure approval of their programs and degree requirements.*

**Doctoral Program (Q) (LIC)**

The doctoral program in Instructional Leadership at St. John's University is an advanced professional degree open to carefully selected and highly qualified graduate students who have manifested professional maturity

and demonstrated academic ability, and who are seeking to upgrade their professional preparation and acquire specialized knowledge and skills necessary for leadership roles in various areas of education.

Entry requirements include:

1. A master's degree in education or related field from an accredited college or university with a minimum 3.0 GPA
2. Satisfactory scores on the GRE Verbal and Quantitative test.
3. A profile of professional accomplishments and leadership potential developed over a minimum of 3 years of professional experience.
4. Successful performance in an interview with members of the department's Graduate Policy Committee.
5. Evidence of scholarship, research and writing skills as manifested in samples of term papers or other scientific papers and performance in courses in research and statistics if available.

## Programs of Study

### Advanced Certificate in Instructional Leadership

Credit Hours: 30 Credits beyond Master's

#### I. Core Components: 12 credits

Students must complete four out of five courses for 12 credits of the following:

- EDU 7004 Essential Readings in Curriculum from the 20th Century
- EDU 7411 Designing Programs, Curriculum and Materials for the Gifted and Talented
- EDU 7579 Observational Analysis for Teachers
- EDU 7665 Leadership in Technology I
- EDU 7708 Trends and Techniques in the Evaluation of Programs

#### II. Areas of Interest: 18 credits (choose any 6 courses)

- EDU 5301 Leadership, Values, Decision Making and Multicultural Organizations\*
- EDU 5471 Leadership in Instructional Supervision\*
- EDU 5551 Organization and Administrative Leadership in Higher Education
- EDU 5552 Issues and Problems in the Administration of Higher Education
- EDU 5632 Organization and Administration of Elem. and Secondary School Curricula\*
- EDU 5650 School Based Data Analysis\*
- EDU 5743 Educational Planning: An Integration of Professional Capital Agendas
- EDU 7715 Issues in Curriculum: Theory and Development

- EDU 7410 Identification of the Gifted and Talented\*
- EDU 7412 Teaching Creative Thinking and Problem Solving to Gifted and Talented Students
- EDU 7413 Professional Collaboration and Leadership in Gifted Education
- EDU 7662 Issues in Educational Computing
- EDU 7667 Foundations of Instructional Design
- EDU 7669 Leadership in Technology II

Other electives may be taken with the approval of the advisor and Department chair.

**III. Administration Courses (6–15 Credits).**  
Students interested in certification must see advisor for details. Transfer credits may be accepted.

\*Internship Courses

### Doctoral Program (Ed.D.) in Instructional Leadership

#### I. Core: Choose 4 of 6 Courses – 12 credits

- EDU 5301 Leadership Values, Decision Making and Multicultural Org.
- EDU 5556 Psychology and Development of Students in Higher Education
- EDU 5701 Critical Analysis and Review of Research in Education
- EDU 7004 Critical Analysis and Review of Research in Education
- EDU 7005 Culturally Relevant Pedagogy and Curriculum
- EDU 7412 Teaching Creative Thinking and Problem Solving to G&T Students

#### II. Required 3 Credits – To Be Taken In Second or Third Semester

- EDU 7559 Introduction to Doctoral Research

#### III. Required Research Methodology: 15 credits

- EDU 5655 Educational Research and Data Analysis I
- EDU 7211 Educational Research and Data Analysis II (Prereq. 5655)
- EDU 7900 Qualitative Research Methods in Education (Prereq. 5655)
- EDU 7901 Educational Research and Data Analysis III (Prereq. 5655 and 7211)
- EDU 7800 Multivariate Data Analysis (Prereq. 5655 and 7211)
- OR
- EDU 7902 Advanced Qualitative Research in Ed (Prereq. 5655 and 7900)

**IV. Areas of Specialization: Students must complete 15 credits. An Independent Study and/or Special Topics course may be taken in the Area of Specialization.**

#### (a) Curriculum and Instruction Sequence: 6–12 Credits

- EDU 5632 Organization and Admin. of Elem. and Secondary School Curricula

- EDU 5743 Educational Planning: An Integration of Professional Capital Agendas

- EDU 7980 Independent Study INL
- EDU 7715 Issues in Curriculum: Theory and Development

#### (b) Instructional Technology Sequence: 6–12

- EDU 7662 Issues in Educational Computing
- EDU 7666 Developing Curriculum Materials for the Web
- EDU 7667 Foundations of Instr Design for Tech-Supported Learning
- EDU 7669 Leadership in Technology II

#### (c) Higher Education Sequence: 6–12 Credits

- EDU 5551 Organization and Administrative Leadership in Higher Ed
- EDU 5552 Issues and Problems in the Administration of Higher Ed
- EDU 5553 Financial Management in Higher Ed
- EDU 5554 Global Studies Programs and Distance Ed. In Higher Ed
- EDU 5555 Data Management and Accountability in Higher Ed
- EDU 5557 Recruitment, Retention and Academic Advisement in Higher Ed
- EDU 5558 Fac-Stu Relations and Pedagogical Models in Higher Ed

#### (d) Exceptional and Diverse Learners Sequence: 6–12 credits. For specialization select courses in any 2 areas:

##### Area: Educational Issues of Gifted and Talented

- EDU 7410 Identification of the Gifted and Talented
- EDU 7411 Introduction to Designing Programs, Curriculum and Materials for the G&T
- EDU 7413 Professional Collaboration and Leadership in Gifted Education

##### Area: Educational Issues of Students with Disabilities

- EDU 9700 Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Education
- EDU 5811 Administration and Supervision of Services for Diverse Students
- EDU 9713 Theories of Learning and Development Related to Special and Gifted Populations

##### Area: Educational Issues of Culturally/Linguistically Diverse Students

EDU 9002	Psychology and Sociology of Language and Bilingualism
EDU 9004	Content Area Instruction for Linguistically/Culturally Diverse Learners
EDU 7000	Psychological Foundations of Learning

(e) **Administration Sequence: 6–15 Credits. See advisor for administrative course listing. Advanced Standing credits may be applied.**

EDU 7890	Special Topics in Educational Leadership
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#### V. Behavioral and Social Sciences

**Component: 6 Credits Relevant courses approved by Faculty Advisor (e.g. Anthropology, Sociology, Speech, Business, Linguistics etc.)**

#### VI. Full-time Residency Verification

#### VII. Doctoral Level Comprehensive Examination Completed

#### VIII. Doctoral Research Seminar (/EDU 7990) – Enrollment in three credits is required each semester until dissertation defense is successfully completed.

EDU 7990	Doctoral Research Seminar *Minimum of 60 credits must be completed. EDU 7990 may not be taken with other courses in a semester, unless approved by the Department Chair.
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#### Methods of Teaching in the Middle Grades

A 12-credit sequence of courses leads to New York State Certification for Gifted Education, which is an extension of an initial teacher certification. Individuals with a baccalaureate degree in Education or closely related field may take the 12-credit sequence.

EDU 7410	Identification of the Gifted and Talented
EDU 7411	Introduction to Designing Programs, Curriculum and Materials for G&T
EDU 7412	Teaching Creative Thinking and Problem Solving to Gifted Students
EDU 7413	Professional Collaboration and Leadership in Gifted Education

## Department of Counselor Education

The Department of Counselor Education offers programs and coursework to prepare school counselors, school counselors with a bilingual extension, and clinical mental health counselors. The professional preparation coursework of 18 credits for entry into the Counseling programs varies depending on the specialization.

At the present time at the Queens campus, the department offers courses leading to a master's degree in each specialty. The School Counseling and School Counseling with a bilingual extension are both 48 credits. The Clinical Mental Health Counseling degree is a minimum of 60 credits. The School Counseling program is also offered on the Staten Island campus. In addition to the master's degrees, there are Advanced Certificates offered in the areas of School Counseling and Clinical Mental Health Counseling.

The programs in counselor education provide opportunities for graduate students to prepare themselves for counseling and leadership positions in a variety of settings. The programs provide an integrated approach to theory and practice and aim at meeting the professional education needs of both full-time and part-time students in the urban and suburban environments that the University serves.

Students in each of the masters programs are required to pass the national Counselor Preparation Comprehensive Examination (CPCE) given by the Center for Credentialing and Education.

The three master's degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Both School Counseling programs meet the New York State certification requirements. The Clinical Mental Health Counseling program is approved by the New York State Office of Professions as meeting the educational requirement for the Mental Health Counselor license.

Some of the required and elective courses are also offered online.

#### School Counseling Programs

The School Counseling programs require 48-credit hours for the master's level including courses in a core body of knowledge, in the unique area of specialization, and appropriate field-based clinical experiences. The core courses focus on developing competencies in four areas: professional orientation, helping relationships, group methods and assessment. The specialization courses focus on developing competencies in human growth and development, cultural foundations, career development, research, consultation and

evaluation, developmental school counseling, and organizing and administering comprehensive counseling programs in schools. The field-based clinical experiences include both a one-semester practicum and a two-semester internship in school settings. The field-based courses focus on integrating theoretical and practical knowledge in order to effectively deliver professional counseling services to students, and their families and school personnel in K–12 settings.

#### The School Counseling Programs are Fully Accredited by The Council for the Accreditation of Counseling and Related Education Programs (CACREP)

The program in School Counseling is designed to prepare students to counsel children and youth in traditional and alternative programs in public and private elementary and secondary schools. The Bilingual Extension is intended for students fluent in English and a second language who want to counsel culturally and linguistically different youth in a variety of multiethnic/multicultural school settings.

Both programs meet the academic requirements in New York State for permanent certification for Professional School Counselor and for Professional School Counselor with bilingual extension, respectively. In both cases, permanent certification also requires two years of full-time paid employment as a School Counselor or as a Bilingual School Counselor, as appropriate. However, both programs allow students to obtain provisional certification upon the completion of thirty credits of specified course work, that includes the practicum in School Counseling or Bilingual School Counseling. The Master's in School Counseling requires the completion of twelve credits of core counseling courses, 33 credits of specialization courses and three credits in Special Education. The Bilingual Extension requires the completion of 12 credits of core courses and 36 credits of specialization courses. Students seeking Professional School Counselor certification in states other than New York State should become informed regarding certification requirements in those states and meet with their advisors to plan accordingly. Students in New York State must attend three workshops (Child Abuse Identification, School Violence Intervention and Prevention, and Dignity for All Students Act), as well as be fingerprinted before applying for provisional or permanent certification in New York.

#### Admission requirements:

1. A baccalaureate degree from an accredited college or university with undergraduate scholastic achievement indicating reasonable assurance of success in work for an advanced degree. Normally this will be a "B" (3.0) both in the general average and in the major field.

- A minimum of 18 credits in the behavioral and social sciences and/or professional education courses. Students who do not fully meet this requirement will need to make up deficit credits by completing course work in those areas, before beginning their third semester of study. These deficit credits are in addition to the usual program requirements.
- Two letters of recommendation from college instructors or field supervisors.
- An interview with counseling faculty.
- The interest, ability and personality to function successfully in the field of counseling.
- In addition to the above, applicants to the School Counseling with bilingual extension program must demonstrate language proficiency in both English and the target language by passing the New York State Bilingual Assessment (BEA) during the first year in the program. The BEA is required of candidates seeking a bilingual extension to a certificate.

### Programs of Study in School Counseling and Bilingual Extension

The School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). All master's degree programs require the completion of 48 credit hours that include three field based courses (1 practicum and 2 internships) and the successful completion of the required national examination.

All students in all programs must meet with their assigned program advisor before beginning course work to identify program requirements and complete program advisement forms. School counseling students are expected to join the American School Counseling Association and with that membership they will obtain the liability insurance required for the duration of their studies.

#### Core Courses (12 credits)

- EDU 6127 Introduction to Counseling
- EDU 6205 Group Dynamics
- EDU 6262 Assessment in Counseling
- EDU 6264 Counseling Skills and Techniques

#### School Counseling Program Specialization Courses (36 credits)

- EDU 6206 Psychosocial Development Across the Lifespan
- EDU 6207 Developmental Counseling
- EDU 6208 Counseling and Personality Theories
- EDU 6301 Career Development
- EDU 6305 Practicum in School Counseling

- EDU 6307 Research in Counseling
- EDU 6530 Multicultural Counseling
- EDU 6590 Internship in School Counseling I
- EDU 6591 Internship in School Counseling II
- EDU 6595 Organization and Administration of Pupil Personnel Services
- EDU 6650 Consultation and Evaluation in Schools
- EDU 9711 Education and Accommodating Needs of Individuals with Exceptionalities, K-12

#### School Counseling with Bilingual Extension (36 credits)

- EDU 6206 Psychosocial Development Across the Lifespan
- EDU 6207 Developmental Counseling
- EDU 6208 Counseling and Personality Theories
- EDU 6301 Career Development
- EDU 6306 Bilingual Practicum in School Counseling
- EDU 6307 Research in Counseling
- EDU 6530 Multicultural Counseling
- EDU 6592 Internship in Bilingual School Counseling I
- EDU 6593 Internship in Bilingual School Counseling II
- EDU 6595 Organization and Administration of Pupil Personnel Services
- EDU 6650 Consultation and Evaluation in Schools
- EDU 9001 Foundations of Bilingual and Second Language Education

#### Advanced Certificate in School Counseling

##### Admission Requirements:

In order to be eligible for the Advanced Certificate in School Counseling, applicants must have successfully completed a master's degree in school counseling or its equivalent. Applicants should have a minimum of a 3.2 grade point average in graduate coursework and must submit two letters of recommendation with their application. An interview with counseling faculty is also required.

##### Program of Study:

Students who have completed a master's degree in counseling have the opportunity to earn the Advanced Certificate in school counseling. The program is designed to provide additional professional preparation for these individuals. Candidates will have their credentials evaluated by program faculty to determine which courses should be taken. The total number of credits required for the Advanced Certificate is a minimum of 60 credits including the master's degree.

#### Clinical Mental Health Counseling Program

The CACREP accredited Clinical Mental Health Counseling Program is designed to prepare students to become licensed professionals trained in counseling and psychotherapy to evaluate and treat individuals, couples and families with mental and emotional disorders, as well as other behavioral challenges. Mental health counselors work in private practice, group and/or organized settings. The program has been approved by the New York State Education Department as license qualifying. As a license qualifying program, the master's degree fulfills the educational requirement for licensure. There are two additional requirements that must be fulfilled before individuals can obtain the license as a mental health counselor. They must complete a minimum of three thousand hours of post-masters supervised experience relevant to the practice of mental health counseling and pass a State examination. Additional information can be found on this website: [op.nysed.gov/prof/mphclhc.htm](http://op.nysed.gov/prof/mphclhc.htm)

The Clinical Mental Health Counseling program requires 60 credit hours for the master's degree consisting of 45-48 hours of core knowledge, 9 credits of field-based experience courses (1 practicum and 2 internships) and 3-6 credits of elective coursework. Students who are seeking licensure in New York State are also required to complete coursework or training in the identification and reporting of child abuse. Such training is offered by a New York State approved provider.

##### Admission requirements:

- A baccalaureate degree from an accredited college or university with undergraduate scholastic achievement indicating reasonable assurance of success in work for an advanced degree. Normally this will be a "B" (3.0) both in the general average and in the major field.
- A minimum of 18 credits in psychology including courses in statistics and research. Students who do not fully meet these requirements will need to make up deficit credits by completing course work in those areas before beginning their third semester of study. These deficit credits are in addition to the usual program requirements.
- Two letters of recommendation from college instructors or field supervisors.
- An interview with counseling faculty.
- The interest, ability and personality to function successfully in the field of counseling.

## Program of study:

The master's degree program requires the completion of a 60-credit hour program and the successful completion of the required CPCE Exam. Since programs of study are designed to meet the unique needs of every student, students must meet with their assigned program advisor before beginning course work to identify program requirements and complete program advisement forms. Counseling students are required to join the American Mental Health Counseling Association, and with that membership they will attain the liability insurance required for the duration of their studies. Typical 60-semester hour programs are indicated below:

### Core Courses (45 credits)

EDU 6127	Introduction to Counseling
EDU 6205	Group Dynamics
EDU 6206	Psychosocial Development Across the Lifespan
EDU 6208	Counseling and Personality Theory
EDU 6262	Assessment in Counseling
EDU 6264	Counseling Skills and Techniques
EDU 6270	Case Conceptualization, Treatment Planning, and Psychopharmacology
EDU 6301	Career Development
EDU 6307	Research in Counseling
EDU 6324	Counseling the Substance Abuser
EDU 6424	Case Studies and Community Resources
EDU 6530	Multicultural Counseling
EDU 6651	Foundations of Mental Health Counseling and Consultation
PSY 621	Psychopathology
PSY 636	Objective Personality Assessment

### Elective Courses (6 credits)

Students in the Clinical Mental Health Counseling program may select 6 credits in elective courses. Elective courses must be approved by the student's advisor. Courses may be selected from within the counseling program or from another department, e.g., psychology, as long as they are related to the student's needs, interests, or career goals.

Examples of elective courses from within the counseling Program include:

EDU 6125	Brief Counseling of Children and Adolescents
EDU 6211	Crisis Prevention and Intervention
EDU 6314	Counseling and Special Education
EDU 6610	Spiritual Issues in Counseling and Psychotherapy

Examples of elective courses from within the psychology program include:

PSY 631	Psychoanalytic Psychotherapy
PSY 749	Behavior Therapy
PSY 760	Marital and Family Therapy
PSY 838	Addictive Behaviors
PSY 845	Group Therapy
PSY 580	Cognitive Therapy

## Advanced Certificate in Clinical Mental Health Counseling

The Advanced Certificate in Clinical Mental Health Counseling was designed to enable candidates who hold a master's degree in counseling in an area other than mental health counseling to fulfill the educational requirement for licensure in New York State. Applicants should have a minimum GPA of 3.5 in graduate coursework and must submit two letters of recommendation with their application. An interview with counseling faculty is also required.

### Program of Study:

The program is designed to provide the additional preparation necessary to fulfill the educational requirement for licensure. Candidates will have their credentials evaluated by program faculty to determine whether any additional courses needed to be taken to meet the State's requirements. The Advanced Certificate requires a minimum of 24 credits outlined below. The total number of credits required by the State for licensure is a minimum of 60 credits including the master's degree. The Advanced Certificate is designed to be completed in two years.

Depending on the results of the evaluation of a candidate's credentials, the 24-credit course sequence for the Advanced Certificate is designed to be completed in one and a half years.

### Semester One (fall term)

EDU 6121	Orientation to Mental Health Counseling Or Elective
EDU 6651	Foundations of Mental Health Counseling

### Semester Two (spring term)

EDU 6270	Case Conceptualization, Treatment Planning, and Psychopharmacology
PSY 621	General Psychopathology

### Semester Three (summer term)

EDU 6424	Case Studies and Community Resources
EDU 6311	Internship I

### Semester Four (fall term)

EDU 6364	Counseling the Substance Abuser
EDU 6312	Internship II

## Department of Curriculum and Instruction

The programs in the Department of Curriculum and Instruction lead to a Master of Science Degree in Education and provide opportunities for graduate students to prepare for a teaching career. The Department also offers a Ph.D. in Curriculum and Instruction that prepares graduates for leadership positions in areas such as the professoriate, administration, and teacher education. In view of recent changes in the requirements for New York State professional teaching certification, students must consult with their advisor concerning eligibility for teaching certification.

### Admission Requirements: Master Degree Programs

Applicants seeking admission to graduate degree programs must submit the following evidence of their ability to pursue graduate study:

1. A baccalaureate degree from an accredited college or university with a GPA of 3.0 or evidence of assurance of success in work for an advanced degree.
2. Submission of satisfactory score on one of the following standard tests: GRE, MAT or Praxis Core.
3. Students seeking professional certification are expected to have received or qualified for New York State initial teaching certification. Students who do not possess certification at the time of admission will be accepted with the understanding that they must receive this teaching certification to be eligible for institutional endorsement for the New York State professional teaching certification.

### Programs of Study

Department of Curriculum and Instruction offers eight programs of study:

- Adolescent: Career Change, Field Change and Continuing
- Childhood: Career Change, Field Change and Continuing
- Early Childhood: Career Change and Field Change

These Master's programs require a capstone thesis paper during their final semesters. We also offer four additional Career Change programs of study in collaboration with the Department of Education Specialties:

- Childhood and Childhood Special Education
- Early Childhood and Teaching Students with Disabilities
- Childhood Education and T.E.S.O.L.
- Adolescent and Special Education

These Master's programs require a comprehensive exam at the end of the program.

All programs encompass a range of teaching and learning experiences through relevant pedagogical methods and a broad knowledge of strategies for devising, implementing and assessing learning experiences for all learners. Each of these programs leads to a Master of Science degree.

The Ph.D. Program in Curriculum and Instruction offers 4 strands of study and requires a qualifying examination and dissertation.

## Adolescent Education Master's Degree Program

### Career Change in Adolescent Education— 33-credit program

The Career Change program is intended for students whose academic background is outside the field of education and who do not presently hold a teaching certificate.

In response to the need for teachers in grades 7–12, St. John's University offers a master's degree program—the career change program—that can qualify you for a full-time salaried teaching position.

Upon completion of the first half of the program, you may be eligible for internship certification by the State Education Department and full-time salaried employment in New York public and private schools, provided the following requirements are met:

- Complete all workshops (DASA – Anti-bullying, School Violence Prevention, Child Abuse and Maltreatment)
- Satisfy NYS Liberal Arts requirements for initial teaching certification (as determined by SOE Transcript evaluation of Deficiencies at Admission)
- Obtain Fingerprint Clearance

Additionally, you must meet with the Director of Field Experience to discuss and agree upon a timetable for completion of New York State Teacher Certification Exams and EdTPA, and request institutional recommendation from the Director of Certification by submitting an Institutional Release Authorization Form (IRAF) and an "Intent to Hire" letter when you have secured a teaching position in your desired area. EDU 7117 and 7585 should be taken at the end of the program.

Please see your advisor for specific information.

### Required Courses:

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K–12*
EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*

EDU 7000	Psychological Foundations of Learning (or EDU 7222)
EDU 7107	Methods of Teaching in the Middle Grades
EDU 7117	Associate Teaching: Adolescence
EDU 7222	Philosophical, Historical, and Sociological Foundations of Education (or EDU 7000)
EDU 7267	Technology for Literacy-Based Applications in Content Area in Regular and Special Education Settings (or EDU 7666)
EDU 7295	Teaching and Learning: Adolescent*
EDU 7585	Capstone: Assessment of the Learning Process**
EDU 7666	Developing Curriculum Materials for the Web (or EDU 7267)
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K–12*

### Select one of the following:

EDU 7291	Innovative Strategies in Secondary Education: Social Studies*
EDU 7292	Innovative Strategies in Secondary Education: Science*
EDU 7293	Innovative Strategies in Secondary Education: Mathematics*
EDU 7294	Innovative Strategies in Secondary Education: Foreign Language*
EDU 7296	Innovative Strategies in Secondary Education English (ELA)*

\*Field Experience Courses

\*\* This course should be taken at the end of the program.

### Field Change

The Field Change program is intended for students who have received or have qualified for an initial certification outside of Adolescent Education. *Semester hours: 33 credits.*

### Required Courses:

EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*
EDU 7000	Psychological Foundations of Learning (or EDU 7222)
EDU 7107	Methods of Teaching in the Middle Grades
EDU 7222	Philosophical, Historical, and Sociological Foundations of Education (or EDU 7000)
EDU 7295	Teaching and Learning: Adolescent*
EDU 7297	Introduction to Research Methods

EDU 7585	Capstone: Assessment of the Learning Process**
EDU 7666	Developing Curriculum Materials for the Web (or EDU 7266)

### Select one of the following:

EDU 7291	Innovative Strategies in Secondary Education: Social Studies*
EDU 7292	Innovative Strategies in Secondary Education: Science
EDU 7293	Innovative Strategies in Secondary Education: Mathematics*
EDU 7294	Innovative Strategies in Secondary Education: Foreign Language*
EDU 7296	Innovative Strategies in Secondary Education English (ELA)

\*Field Experience Courses

\*\*This course should be taken at the end of the program

### One Course Elective

EDU 7106	Understanding the Middle Grades Learner
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Or an elective course approved by your advisor.

### Continuing Program

The Continuing program is intended for students who wish to pursue a Master's degree in the same academic area as their Initial Certification. *Semester hours: 33 credits.*

### Required Courses:

EDU 7000	Psychological Foundations of Learning
EDU 7222	Philosophical, Historical, and Sociological Foundations of Education
EDU 7290	Human Relations in Multicultural and Inclusive Settings
EDU 7297	Introduction to Research Methods
EDU 7585	Capstone: Assessment of the Learning Process**
EDU 7666	Developing Curriculum Materials for the Web

\*\*This course should be taken at the end of the program

### Select One Course Elective from the following:

EDU 7106	Socio-Emotional, Cultural and Cognitive Aspects of Middle School/Adolescent Learners in General and Inclusive Settings
EDU 7107	Methods of Teaching in the Middle Grades
EDU 7291	Innovative Strategies in Secondary Education: Social Studies*

EDU 7292	Innovative Strategies in Secondary Education: Science*
EDU 7293	Innovative Strategies in Secondary Education: Mathematics*
EDU 7294	Innovative Strategies in Secondary Education: Foreign Language*
EDU 7296	Innovative Strategies in Secondary Education: English (ELA)*

\*Field Experience Course

**12 Credits in Student's Liberal Arts Area (check one):**

- Biology
- English
- Math
- Social Studies
- Spanish

**Childhood Education Master's Degree Program**

**Career Change**

The Career Change program is intended for students whose academic background is outside the field of education and do not presently hold a teaching certificate.

In response to the need for teachers in Grades 1–6, St. John's University offers a master's degree program—the career change program—that can qualify you for a full-time salaried teaching position.

Upon completion of the first half of the program, you may be eligible for internship certification by the State Education Department and full time salaried employment in New York public and private schools, provided the following requirements are met:

- Complete all workshops (DASA – Antbullying, School Violence Prevention, Child Abuse and Maltreatment)
- Satisfy NYS Liberal Arts requirements for initial teaching certification (as determined by SOE Transcript evaluation of Deficiencies at Admission)
- Obtain Fingerprint Clearance

Additionally, you must meet with the Director of Field Experience to discuss and agree upon a timetable for completion of New York State Teacher Certification Exams and EdTPA, and request institutional recommendation from the Director of Certification by submitting an Institutional Release Authorization Form (IRAF) and an "Intent to Hire" letter when you have secured a teaching position in your desired area.

Please see your advisor for specific information.

*Semester hours: 33 credits*

EDU 7115 and EDU 7585 should be taken at the end of the program.

**Required Courses:**

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K–12*
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12*
EDU 7000	Psychological Foundations of Learning (or EDU 7222)
EDU 7135	Current Trends, Research and Assessment in Social Studies*
EDU 7136	Current Trends, Research and Assessment in Science*
EDU 7137	Current Trends Research and Assessment in Mathematics*
EDU 7195	Teaching and Learning: Childhood*
EDU 7222	Philosophical, Historical, and Sociological Foundations of Education
EDU 7290	Human Relations in Multicultural and Inclusive Settings
EDU 7585	Capstone: Assessment of the Learning Process**
EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 7115	Childhood Education Associate Teaching
EDU 7666	Developing Curriculum Materials for the Web
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K–12*

\*Field Experience Courses

\*\*This course should be taken at the end of the program.

**Field Change**

The Field Change Program is intended for students who have received or have qualified for an initial certification outside of Childhood Education. *Semester hours: 33 credits.*

EDU 7195 should be taken early in course work. EDU 7585 should be taken toward the end of the program.

**Required Courses:**

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K–12*
EDU 7000	Sociological and Psychological Foundations of Learning
EDU 7135	Current Trends, Research and Assessment in Social Studies*
EDU 7136	Current Trends, Research and Assessment in Science*
EDU 7137	Current Trends, Research and Assessment in Mathematics*

EDU 7195	Teaching and Learning: Childhood*
EDU 7222	Philosophical, Historical, and Sociological Foundations of Education
EDU 7666	Developing Curriculum Materials for the Web
EDU 7290	Human Relations in Multicultural and Inclusive Settings
EDU 7297	Introduction to Research Methods
EDU 7585	Capstone: Assessment of the Learning Process**

\*Field Experience Courses

\*\*This course should be taken at the end of the program.

**Continuing Program**

The Continuing Program is intended for students who wish to pursue a Master's degree in the same academic area as their initial certification. *Semester hours: 33 credits.*

\*\*EDU 7585 should be taken toward the end of the program.

**Required Courses:**

EDU 7000	Sociological and Psychological Foundations of Learning
EDU 7222	Philosophical, Historical, and Sociological Foundations of Education
EDU 7290	Human Relations in Multicultural and Inclusive Settings
EDU 7297	Introduction to Research Methods
EDU 7585	Capstone: Assessment of the Learning Process**
EDU 7666	Developing Curriculum Materials for the Web

**12 Credits from the following:**

EDU 7135	Current Trends, Research and Assessment in Social Studies*
EDU 7136	Current Trends, Research and Assessment in Science*
EDU 7137	Current Trends, Research and Assessment in Mathematics*
EDU 7138	Current Trends and Research in the Teaching of Language Arts*
EDU 7129	Mathematics and Science in Early Childhood

\*Field Experience Courses

\*\*This course should be taken at the end of the program.

**One course elective from the following:**

EDU 7106	Understanding the Middle Grades Learner
EDU 7107	Methods of Teaching in the Middle Grades

Or a course approved by your advisor.

\*Field Experience Courses

### Middle School Extension

Extension for Adolescent Education certificate holders: After successfully completing EDU 7106 and 7107 courses, students will be eligible to extend their eligibility to teach grades 5 and 6 in the same content area as their original certificate.

Extension for Childhood Education certificate holders: This extension will allow students to teach grades 7, 8, and 9 in a subject area. In addition to successfully completing EDU 7106 and 7107, students must have 30 credits completed (C or better) in one content area and must pass the New York State Content Specialty Test (CST) in the same subject area to complete the extension. The School of Education's Certification Officer will review all transcripts during the application process to assess whether or not the content area coursework has been satisfied for the extension.

### Eligibility for the Programs

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

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.

### Application Procedure

Students not currently enrolled at St. John's University can request an application and information about the program.

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 Certificate Programs

EDU 7106	Understanding the Middle Grades Learner
EDU 7107	Methods of Teaching in the Middle Grades

\*Field Experience Courses

### Certification:

**Adolescent Education Certificate Extension to Grades 5 and 6:** Students satisfactorily completing the two requisite courses will be eligible to apply for certification, grades 5 and 6, in their initial content certification area. Students can submit an Institutional Release Authorization Form (IRAF) to the School of Education Certification Officer to receive an endorsement.

**Childhood Education Certificate Extension to Grades 7, 8, and 9:** Students satisfying the 30 credits in a content area with a minimum grade of C, passing the CST in that subject area, and satisfactorily completing the two

requisite courses will be eligible to apply for certification, grades 7, 8, and 9 in their content area. Upon completion of their content area students can submit an Institutional Release Authorization Form (IRAF) to the School of Education Certification Officer to receive an endorsement in the following content areas: English, Mathematics, Spanish, Social Studies, Physics and Biology. Students who hold Childhood certification outside of those areas mentioned above can apply to the State Education Department via the "Individual Evaluation" pathway to receive the Middle School Extension in their subject area if they have met all requirements and provide appropriate documentation.

### Early Childhood Education Master's Degree Program

#### Career Change

The Career Change program is intended for students whose academic background is outside the field of education and do not presently hold a teaching certificate.

In response to the need for teachers of birth through Grade 2, St. John's University offers a master's degree program—the career change program—that can qualify you for a full-time salaried teaching position.

Upon completion of the first half of the program, you may be eligible for internship certification by the State Education Department and full time salaried employment in New York public and private schools, provided the following requirements are met:

- Complete all workshops (DASA – Anti-bullying, School Violence Prevention, Child Abuse and Maltreatment)
- Satisfy NYS Liberal Arts requirements for initial teaching certification (as determined by SOE Transcript evaluation of Deficiencies at Admission)
- Obtain Fingerprint Clearance

Additionally, you must meet with the Director of Field Experience to discuss and agree upon a timetable for completion of New York State Teacher Certification Exams and EdTPA, and request institutional recommendation from the Director of Certification by submitting an Institutional Release Authorization Form (IRAF) and an "Intent to Hire" letter when you have secured a teaching position in your desired area.

EDU 7114 and EDU 7585 should be taken toward the end of the program.

#### Required Courses:

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K–12*
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12*

EDU 7000	Psychological Foundations of Learning
EDU 7114	Early Childhood Associate Teaching
EDU 7122	Programs in Early Childhood Education: Play, Social Learning in Early Childhood Environments*
EDU 7123	Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Education*
EDU 7124	Literature in Early Childhood Education (or EDU 7128)
EDU 7126	Observing and Recording the Behavior of Young Children* (or EDU 7585)
EDU 7127	School, Family and Community Partnerships
EDU 7128	Integrated Curriculum in Early Childhood* (or EDU 7124)
EDU 7129	Mathematics and Science in Early Childhood
EDU 7585	Capstone: Assessment of the Learning Process** (or EDU 7126)
EDU 7666	Developing Curriculum Materials for the Web
	OR
EDU 7266	Technology for Teaching Literacy in Regular and Special Education Settings
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K–12*
	OR
EDU 9737	Early Childhood Special Education*

\*Field Experience Courses

\*\*This course should be taken at the end of the program

### Field Change

The Field Change program is intended for students who have received or have qualified for an initial certification outside of Early Childhood Education. *Semester hours: 36 credits.*

EDU 7114 and EDU 7585 should be taken toward the end of the program.

### Required Courses:

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K–12*
EDU 7000	Psychological Foundations of Learning
EDU 7114	Early Childhood Associate Teaching (half semester)
EDU 7122	Programs in Early Childhood Education: Play, Social Learning in Early Childhood Environments*

EDU 7123	Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Education*
EDU 7124	Literature in Early Childhood Education
EDU 7126	Observing and Recording the Behavior of Young Children*
EDU 7127	School, Family and Community Partnerships
EDU 7128	Integrated Curriculum in Early Childhood*
EDU 7129	Mathematics and Science in Early Childhood
EDU 7585	Capstone: Assessment of the Learning Process**
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K–12*
OR	
EDU 9737	Early Childhood Special Education*

\*Field Experience Courses

\*\*This course should be taken at the end of the program

For a complete listing of approved courses, please contact the Dean's office.

## Ph.D. In Curriculum and Instruction

### Program Overview

The Ph.D. in Curriculum and Instruction is a journey of profound personal and professional discovery. The program is individualized to Ph.D. candidates, responsive to communities, built upon the philosophy that students are agents of their own learning, and committed to fostering a symbiotic relationship between research and community. The program is structured so that students receive ongoing support from their professors and peers through classes, community activities, and scholarly endeavors.

### Program Mission

This Ph.D. program distinguishes itself by a commitment to scholarship that is devoted to critical issues related to teaching and learning. Students will develop collaborative explorations and employ multiple research and disciplinary lenses to understand and address local and possibly global educational needs by working **with** and **for** the people and communities with whom they are engaged.

### Program Structure

The Ph.D. in Curriculum and Instruction is a 45-credit post-Master's degree program. Students will complete 39 credits, as well as a comprehensive exam, prior to the dissertation proposal. Over the course of three years, students are expected to complete a minimum

of 180 hours of field research and community engagement. Students will focus their studies in one or more of the four programmatic strands: 1) Teaching, Learning, and Knowing; 2) Early Childhood; 3) Global Education; and 4) STEM Education.

### Courses

The coursework includes 39 credits prior to the dissertation: Eleven (11) Curriculum and Instruction courses (33 credits) and two (2) elective courses/advanced topics (6 credits). Ph.D. in Curriculum and Instruction courses include:

EDU 8000	Community Immersion Research Seminar I, 3 credits
EDU 8001	Community Immersion Research Seminar II, 3 credits (Prerequisite: EDU 8000 Community Immersion Research Seminar I)
EDU 8002	Community Immersion Research Seminar III, 3 credits (Prerequisite: EDU 8001 Community Immersion Research Seminar II)
EDU 8003	Visions of Research I, 3 credits
EDU 8004	Visions of Research II, 3 credits
EDU 8005	Visions of Research III, 3 credits (Prerequisite: EDU 8003 Visions of Research I and EDU 8004 Visions of Research II)
EDU 8006	Philosophies of Education, 3 credits
EDU 8007	Families and Communities as Partners in Education, 3 credits
EDU 8008	Global Perspectives within Education and Educational Research, 3 Credits
EDU 8009	Critical and Historical Perspectives within Education and Educational Research, 3 credits
EDU 8010	Dissertation Proposal Seminar, 3 credits (Prerequisite: Requires Chair's Permission)
EDU 8011	Dissertation/Matriculation, 3 credits (Prerequisite: Requires Chair's Permission)
EDU 8012	Dissertation/Matriculation, 3 credits (Prerequisite: Requires Chair's Permission)
EDU 8013	Advanced Research Methods, 3 credits (Prerequisite: EDU 8003 Visions of Research I, EDU 8004 Visions of Research II, and EDU 8005 Visions of Research III)
EDU 8014	Advanced Topics: Literature Review, 3 credits

## Department of Education Specialties

The Department of Education Specialties offers programs and coursework in professional teacher preparation.

The department offers programs in four major areas

- Bilingual Education
- Literacy
- Special Education
- TESOL (Teaching English to Students of Other Languages)

In most instances, candidates require an initial or base certificate for entry into the teacher preparation programs in Literacy, Teaching English to Speakers of Other Languages (TESOL) and Special Education. Three dual certification career change programs in TESOL and Special Education allow candidates to earn the initial and professional certification simultaneously. These programs and related coursework support the University Mission as articulated by St. Vincent de Paul and carried out through academic rigor and service to the community.

At the present time at the Queens campus, the department offers graduate programs in Literacy, Special Education, TESOL and Bilingual Education. Within the Literacy programs, there are Ph.D. and three graduate level programs and coursework in teaching literacy from birth through 12th grade. The TESOL program includes a Master's in TESOL, plus two advanced certificates in both TESOL and Bilingual Education (of 15 credits each). We also offer programs for teaching students with disabilities, in childhood and adolescence (special education). In addition, a 48-credit Childhood and Childhood Special Education (internship) program and a 36-credit Childhood Education and TESOL programs are offered for those eligible candidates lacking initial teacher certification. There are four 48-credit dual certification Master's programs in Literacy B–6 and TESOL PK–12, Literacy 5–12 and TESOL PK-12, Literacy B-6 and Teaching Children with Disabilities in Childhood, 1–6, and Literacy 5–12 and Teaching Students with Disabilities 7–12, Generalist, with SWD subject extensions.

For initially certified teachers, three 33-credit programs are now offered on the Staten Island and/or Queens campus. Teaching Students with Disabilities 7–12 Generalist, for high school teachers; Teaching Children with Disabilities, Early Childhood; Teaching Children with Disabilities Childhood, for elementary teachers, is offered online as well as in a traditional setting.

At the Staten Island campus, the department offers graduate-level programs and coursework in Teaching Literacy at levels B–6 and in grades 5–12 and B–12; Advanced Certificates in Teaching Literacy, B–6; 5–12 and Literacy Leadership; a career change program in Childhood and Childhood Special Education (internship); a career change program in Adolescence Education and Adolescence Special Education; Teaching Students with Disabilities (Grades 7–12).

At LIGC, special graduate level programs and coursework are offered in Literacy, TESOL, Bilingual Education and Teaching Students with Disabilities, Childhood and Adolescence. A 15-credit bilingual extension course sequence, which may be added to most base teaching certificates, is offered as well. Coursework in Literacy, TESOL and Special Education is offered on the Manhattan campus. Some of the department's course offerings may be taken online. "D" indicates those courses that are offered through online learning. All TESOL and Bilingual Education courses are offered online.

## Literacy Programs

The department offers a Ph.D. in Literacy and three Master's level graduate programs with specialization in the teaching of literacy. These graduate programs lead to initial or professional certification in Teaching Literacy, Birth – Grade 6 (33 credits), Teaching Literacy, Grades 5–12 (33 credits), and Teaching Literacy, Birth – Grade 12 (42 credits).

The department also offers several 48 credit dual certification Master's degrees in Literacy B–6 and Special Education, 1–6; Literacy B–6 and T.E.S.O.L PK–12; Literacy 5–12 and T.E.S.O.L. PK–12 and Literacy 5–12 and Teaching Students with Disabilities 7–12, Generalist.

**Three advanced certificates in literacy are also offered.**

Completion of these programs qualifies students for an endorsement from The School of Education Certification officer for NY State initial or professional certification in Literacy, in the area of the completed program. Application to NY State for certification is contingent upon all current State mandated certification exams, training modules, field experiences and citizenship requirements are completed.

### Requirements for the Advanced Certificate in Literacy B–6 or 5–12 (21 credits)

Must possess a Master's Degree in Education and initial certification. Must maintain a "B" (3.0) average in all course work. Must complete 50-hour practicum. Must pass Content Specialty Test in Literacy to obtain State Certification.

### Description:

The Advanced Certificate in Literacy Programs, B–6 or 5–12 requires 21 credits of literacy courses. This certificate enables the initially certified teacher to acquire the skills to teach reading, writing, and related language arts to students from early childhood to high school levels. In addition, the student will acquire skills to become a reading specialist capable of assessing reading and writing ability and providing instruction to help children and adolescents with literacy-related problems. The Content Specialty Exam (CST in Literacy) must be passed to obtain NYS certification in Literacy. This program will be offered on the Queens, Staten Island, LIGC and Manhattan sites. Literacy courses (6 credits) taken as part of a previously earned career change Master's in Education may be counted for this Advanced Certificate. There is also a 15-credit Advanced Certificate in Literacy Leadership which can be added to a Master's in Literacy. Courses in the Advanced Certificate in Literacy Leadership may be applied to the Ph.D. program in Literacy. This advanced certificate prepares literacy coaches for leadership positions.

### Program of Study:

#### Advanced Certificate in Literacy B–6 (21 Credits)

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K–12*
EDU 3210	Research and Practice of Teaching Writing /English Language Arts in General and Inclusive Education, B–6
	OR
EDU 3264	Teaching Literacy through Literature, B–6
	AND
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12*
EDU 3230	Diagnosis and Case Study Analysis of Literacy Performance* (Prereq., 3220 and 3270)
EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*
EDU 3240	Case Study and Instructional Strategies for Diverse Learners* (Prereq. 3230)
EDU 3250	Practicum and Seminar in Literacy Instruction B–6 50 hours (Prereq. 3230 and 3240) .

\*Field Experience Courses

#### Advanced Certificate in Literacy 5–12 (21 credits)

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs) K–12*
EDU 3215	Research and Practice of Teaching Writing /English Language Arts in General and Inclusive Education, 5–12
	OR
EDU 3265	Teaching Literacy through Literature, 5–12
	AND
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12*
EDU 3230	Diagnosis and Case Study Analysis of Literacy Performance* (Prereq. 3220 and 3270)
EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*
EDU 3240	Case Study and Instructional Strategies for Diverse Learners* (Prereq. 3230)
EDU 3255	Practicum and Seminar in Literacy Instruction, 5–12 (50 hours), (Prereq. 3230 and 3240).

\*Field Experience Courses

#### Advanced Certificate: Literacy Leadership Coach

#### (15 credits) Must be attached to Literacy Master's degree

EDU 3283	Research and Strategies in Literacy Leadership
EDU 3285	Research Perspectives in Literacy
EDU 9010	Linguistics for Teachers of English Language Learners (ELL) and Exceptional Learners*
	OR
EDU 9015	Structure of the English Language
EDU 9716	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood*
EDU 5650	School Based Data Analysis

Courses may be applied to the Ph.D. program in Literacy but this 15-credit program does not result in New York State Teacher certification.

\*Field Experience Courses

### Admission Requirements for M.S.Ed. Degree Programs

1. A baccalaureate degree from an accredited college or university. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree, normally, a "B," both in general average and in the major field.
2. The teaching literacy programs service students who already hold initial certification in either early childhood, childhood or, adolescence education, teaching students with disabilities, teaching students who are deaf or hard of hearing, teaching students who are blind or visually impaired, teaching students with speech and language disabilities, teaching English to speakers of other languages and library media specialists. Candidates seeking admission shall normally have achieved a B average, or 3.0 or better cumulative grade point average in the program leading to the degree of their existing initial certificate.
3. Candidates must submit satisfactory scores on one of the standardized admission exams: GRE Analytical Writing or MAT.
4. Applications of those individuals who meet the program requirements but whose GPAs fall below 3.0 in their initial certified area, will be reviewed by a committee of designated faculty members to assess applicants' potential to successfully complete the program. In such cases the committee may also request an interview with the candidate. Upon committee recommendation, those applicants will be accepted conditionally with the proviso that they achieve at least a 3.0 (B or better) in each of their first four program courses.

### Admission Requirements for Ph.D. Degree in Literacy

Applicants seeking admission to the doctoral program (Ph.D.) must submit evidence of their ability to pursue advanced graduate study:

A Master's Degree in an education field from an accredited college or university is required. Graduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a 3.2 GPA or better in prior graduate work.

#### Application Process:

- 1) Submit a complete application to the Office of Graduate Admission for the School of Education. Supporting documents include:
  - a. Official transcripts of all previous course work (undergraduate and graduate) that document a minimum GPA of 3.2 in a master's level program,
  - b. A statement of goals for doctoral study,
  - c. A professional resume or curriculum vitae,
  - d. Documentation of full-time teaching experience,

- e. A score at or above the 50th percentile on the Miller Analogies Test (MAT), or
  - f. A score of at least 4 on the Analytical Writing section of the Graduate Record Examination (GRE). (You need not take the other sections of the GRE).
- 2) A successful interview with members of the Literacy core faculty and the department chairperson.

Notification of the decision will be sent by mail. If accepted, the student will be assigned an advisor who will assist in developing a program of study.

### Programs of Study

#### Teaching Literacy, Birth–Grade 6

The Master of Science in Education program with a specialization in the Teaching of Literacy, B–6 is a 33-credit program. This program enhances the initially certified teacher's ability to teach reading and the related language arts to students at the early childhood, elementary and middle school levels. In addition, the program enables prospective and practicing teachers to acquire and develop the skills they will need to become reading specialists capable of diagnosing and assisting children to overcome their special literacy problems. A comprehensive exam requirement occurs at the end of the full program. It must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor. Students must also pass the CST in Literacy to qualify for New York State certification. Full programs are offered at the Queens and Staten Island campuses. The following courses comprise the master's program in literacy leading to initial or professional certification in Teaching Literacy, B–6:

#### General Core: (6 credits)

- |          |                                                                                                                                           |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------|
| EDU 9711 | Education and Accommodating Needs of Individuals with Exceptionalities, K–12*                                                             |
| EDU 7266 | Technology for Teaching Literacy Applications in Regular and Special Education Settings (for students with limited technology background) |
| OR       |                                                                                                                                           |
| EDU 7666 | Developing Curriculum Materials for the Web                                                                                               |

#### Literacy Methodology Core: (18 credits)

- |          |                                                                                                               |
|----------|---------------------------------------------------------------------------------------------------------------|
| EDU 3200 | Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K–12* |
| EDU 3210 | Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education, B–6       |

- |          |                                                                                                            |
|----------|------------------------------------------------------------------------------------------------------------|
| EDU 3220 | Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12* |
| EDU 3264 | Teaching Literacy through Literature, B–6                                                                  |
| EDU 3270 | Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*           |
| EDU 3283 | Research and Strategies in Literacy Leadership                                                             |

#### Literacy Specialist Core (in sequence) (9 credits)

- |          |                                                                                        |
|----------|----------------------------------------------------------------------------------------|
| EDU 3230 | Diagnosis and Case Study Analysis of Literacy Performance* (Prereq. 3220 and 3270)     |
| EDU 3240 | Case Study and Instructional Strategies for Diverse Learners* (Prereq. EDU 3230)       |
| EDU 3250 | Practicum and Seminar in Literacy Instruction, B–6 (50 hours) (Prereq. 3230 and 3240). |

These courses can be substituted with permission of an advisor or can be taken after the degree is conferred toward additional professional development.

- |          |                                                                              |
|----------|------------------------------------------------------------------------------|
| EDU 3241 | Multi-Sensory Approach to Language Learning and Phonics Instruction-Part I*  |
| EDU 3242 | Multi-Sensory Approach to Language Learning and Phonics Instruction-Part II* |

#### Teaching Literacy, Grades 5–12

The Master of Science in Education program with a specialization in the Teaching of Literacy, Grades 5–12, is a 33-credit program. This program allows the initially certified teacher to teach reading, writing and the related language arts to students at the middle school, junior high and high school levels. In addition, the program enables prospective and practicing teachers to acquire and develop the skills they need to become reading specialists, capable of diagnosing and assisting youngsters and youth in overcoming their literacy-related problems. A comprehensive exam requirement occurs at the end of the program. It must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor. If a student fails the exam, he/she must take it in the following semester. Students may only take the exam twice. Students must also pass the CST in Literacy to obtain NY State certification. Full programs are offered at the Queens and Staten Island campuses. The following courses comprise the Master's program in literacy leading to initial or professional certification in Teaching Literacy, 5–12.

**General Core: (6 Credits)**

EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K–12*
EDU 7267	Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings
OR	
EDU 7666	Developing Curriculum Materials for the Web

**Literacy Methodology: 18 credits**

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K–12*
EDU 3215	Research and Practice of Teaching Writing /English Language Arts in General and Inclusive Education, 5–12
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12*
EDU 3265	Teaching Literacy through Literature, grades 5–12, in General and Inclusive Settings
EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*
EDU 3283	Research and Strategies in Literacy Leadership

\*Field Experience Courses

**Literacy Specialist Core: 9 credits**

EDU 3230	Diagnosis and Case Study Analysis of Literacy Performance* (Prereq. 3220 or 3270)
EDU 3240	Case Study and Instructional Strategies for Diverse Learners* (Prereq. 3230)
EDU 3255	Practicum and Seminar in Literacy Instruction, 5–12 (50 hours) (Prereq. 3230 and 3240)

These courses can be substituted with permission of an advisor or can be taken after the degree is conferred toward additional professional development

EDU 3241	Multi-sensory Approach to Language Learning and Phonics Instruction, Part I*
EDU 3242	Multi-sensory Approach to Language Learning and Phonics Instruction, Part II*

**\*Field Experience Courses****Teaching Literacy, Birth through Grade 12**

The Master of Science in Education program with a specialization in the teaching of Literacy, Birth through Grade 12 is a 42-credit program leading to initial and professional New York State Teacher Certification. This program enhances the initially certified teacher's ability to teach reading and the related language arts. In addition, the program enables prospective and practicing teachers to acquire and develop the skills they will need to become literacy coaches and reading specialists capable of diagnosing and assisting children in overcoming their special literacy problems. A comprehensive exam requirement occurs at the end of the program. It must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor. Students must also pass the CST in Literacy to obtain NY State certification. Full programs are offered at the Queens and Staten Island campuses.

**General Core: (6 Credits)**

EDU 9711	Educational and Accommodating Needs of Individual with Exceptionalities, K–12*
EDU 3280	Digital Literacies and Learning
OR	
EDU 7666	Developing Curriculum Materials for the Web

**Literacy Methodology Core (24 credits)**

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K–12*
EDU 3217	Research and Practice of Teaching Writing/English Language Arts in General Inclusion Education, B–12
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12*
EDU 3241	Multi-Sensory Approach to Language Learning and Phonics Instruction-Part I*
EDU 3242	Multi-sensory Approach to Language Learning and Phonics Instruction, Part II*
EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*
EDU 3268	Teaching Literacy through Literature, B–12
EDU 3283	Research and Strategies in Literacy Leadership

**Literacy Specialist Core (in sequence): (12 credits)**

EDU 3230	Diagnosis and Case Study Analysis of Literacy Performance* (Prereq. EDU 3220 or 3270)
EDU 3240	Case Study and Instructional Strategies for Diverse Learners* (Prereq. EDU 3230)
EDU 3250	Practicum and Seminar in Literacy Instruction, B–6 (50 hours) (Prereq. 3230 and 3240).
EDU 3255	Practicum and Seminar in Literacy Instruction, 5–12 (50 hours) (Prereq. EDU 3230) .

\*Field Experience Courses

**ORTON CERTIFICATION OPTION**

If you wish to receive certification from The Orton Academy, you must take both EDU 3241 and EDU 3242 plus 100 hours of applied instruction which incorporates the strategies of the Orton Academy.

**Admission and Program Requirements for Literacy-Field Change**

Students with teaching certificates in other licensing areas may apply for one of the literacy field change programs.

1. A master's degree in education or a functionally related area, with scholastic achievement at a level to give reasonable assurance of success in work for an advanced degree. Normally, this will be a "B" average.
2. New York State initial teaching certification as specified in Admission Requirements for Degree Programs (2).
3. Coursework as outlined in the B–6, 5–12, or B–12 degree programs is required. If some literacy coursework was completed in an M.S. degree program, electives may be substituted in consultation with the student's program advisor.
4. A comprehensive examination completed in other M.S. programs satisfy program requirements.

**Teaching Literacy B–6 and Teaching English to Speakers of Other Languages (TESOL) PK–12 (48 credits)**

This program will provide Master's Degree candidates with dual certification in Literacy B–6 and Teaching English to Speakers of Other Languages (TESOL) PK–12. It will give teachers the opportunity to enrich their classroom pedagogy with specialization in literacy instruction and instruction for the English Language Learners. A comprehensive exam in both Literacy and TESOL occurs separately at the end of each portion of the program. Comprehensive exams must be taken and passed during the last year of coursework provided that all core courses have been

successfully completed and with the approval of the student's advisor. Students will be eligible for certification in Literacy B–6 and TESOL PK–12 at program completion and after passing the CST-exams in Literacy and TESOL

**General Core: (6 credits)**

- EDU 9711 Education and Accommodating Needs of Individuals with Exceptionalities, K–12\*
- EDU 3280 Digital Literacies and learning
- OR
- EDU 7666 Developing Curriculum Materials for the Web

**Literacy Core: (18 credits)**

- EDU 3210 Research and Practice of Teaching Writing/English Language Arts in General Inclusion Education, B–6
- EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12\*
- EDU 3230 Diagnosis and Case Study Analysis of Literacy Performance\* (Prereq. 3220 and 3270)
- EDU 3240 Case Study and Instructional Strategies for Diverse Learners\* (Pre-req. EDU 3230)
- EDU 3264 Teaching Literacy through Literature, B–6
- EDU 3270 Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas\*
- OR
- EDU 3283 Research and Strategies in Literacy Leadership

**TESOL Core (18 credits)**

- EDU 9001 Foundations Bilingual, Multicultural and Second Language Education
- EDU 9003 Literacy Development for the First and Second Language Learners\*
- OR
- EDU 3200 Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K–12\*
- EDU 9004 Content Area Instruction for Linguistically/Culturally Diverse Learners\*
- EDU 9006 Human Development in Cross-cultural Perspective
- EDU 9010 Linguistics for Teachers of English Language (ELL) and Exceptional Learners\*
- OR

- EDU 9015 Structure of the English Language
- EDU 9012 Methods of Language and Academic Assessment of ELLS and Exceptional Learners\*

**Capstone Courses: Program Completion (6 credits)**

- EDU 3250 Practicum and Seminar in Literacy Instruction, B–6 (50 hours) (Prereq. EDU 3230 and 3240) .

**Clinical Setting**

- EDU 9014 Practicum and Seminar in TESOL (100 hours)
- TESOL students must have 12 credits in a language other than English prior to admission or completion of program. (TESOL) PK–12.

*\*Field Experience Courses*

**Teaching Literacy 5–12 and Teaching English to Speakers of Other Languages, TESOL PK–12 (48 credits)**

This program will provide Master's Degree candidates with dual certification in Literacy 5–12 and Teaching English to Speakers of Other Languages (T.E.S.O.L) PK–12. It will give teachers the opportunity to enrich their classroom pedagogy with specialization in literacy instruction and instruction for the English Language Learners. A comprehensive exam in both Literacy and TESOL occurs separately at the end of each portion of the program. Comprehensive exams must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor. Students will be eligible for certification in Literacy 5–12 and TESOL PK–12 at program completion and after passing the CST-exams in Literacy and TESOL.

**General Core: (6 credits)**

- EDU 9711 Education and Accommodating Needs of Individuals with Exceptionalities, K–12\*
- EDU 7266 Technology Literacy Based Applications in Content Area Learning in Regular and Special Education Settings
- OR
- EDU 7666 Developing Curriculum Materials for the Web (for students with more technology background)

**Literacy Core: (21 credits)**

- EDU 3215 Research and Practice of Teaching Writing/English Language Arts in General Inclusion Education, 5–12

- EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12\*
- EDU 3230 Diagnosis and Case Study Analysis of Literacy Performance\* (Prereq. EDU 3220 and 3270)
- EDU 3240 Case Study and Instructional Strategies for Diverse Learners\* (Prereq. EDU 3230)
- EDU 3265 Teaching Literacy through Literature, 5–12
- EDU 3270 Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas\*
- EDU 3283 Research and Strategies in Literacy Leadership

**TESOL Core (18 credits)**

- EDU 9001 Foundations Bilingual, Multicultural and Second Language Education
- EDU 9003 Literacy Development for the First and Second Language Learners\*
- OR
- EDU 3200 Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K–12\*
- EDU 9006 Human Development in Cross-cultural Perspective
- EDU 9010 Linguistics for Teachers of English Language (ELL) and Exceptional Learners\*
- OR
- EDU 9015 Structure of the English Language
- EDU 9012 Methods of Language and Academic Assessment of ELLS and Exceptional Learners\*

**Capstone Courses: Program Completion (6 credits)**

- EDU 3255 Practicum and Seminar in Literacy Instruction, 5–12 (50 Hours) (Prereq. EDU 3230 and 3240) .
- EDU 9014 Practicum and Seminar in TESOL (100 hours)

To meet NY State certification requirements, TESOL students must provide transcripts showing 12 credits in a language other than English at admission or before completion of program.

*\*Field Experience Courses*

**Teaching Literacy B–6 and Teaching Children with Disabilities (48 credits)**

This program will provide Master's degree candidates with dual certification in Literacy B–6 and Teaching Children with Disabilities.

A comprehensive exam in both Literacy and Special Education occurs separately at the end of each portion of the program. Comprehensive exams must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

**Technology Core: (3 credits.)**

EEDU3280 Digital Literacies and Learning

**Literacy Methodology Core: (21 credits)**

EDU 3200 Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K–12\*

EDU 3210 Research and Practice of Teaching Writing/English Language Arts in General Inclusion Education, B–6

EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12\*

EDU 3230 Diagnosis and Case Study Analysis of Literacy Performance (Prereq. EDU 3220 and 3270)

EDU 3240 Case Study and Instructional Strategies for Diverse Learners (Prereq. 3230)

EDU 3264 Teaching Literacy through Literature, B–6

EDU 3270 Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas\*

OR

EDU 3283 Research and Strategies in Literacy Leadership

**Special Education Core (18 credits)**

EDU 9707 Curriculum Adaptation and Modification Planning for Exceptional Students: Childhood\*

EDU 9711 Education and Accommodating Needs of Individuals with Exceptionalities K–12\*

EDU 9712 Educational Assessment of Individuals with Exceptionalities\*

EDU 3241 Multi-sensory Approach to language Learning and Phonics Instruction – Part I\*

OR

EDU 9718 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies – Childhood\*

EDU 9719 Principles of Applied Behavior Analysis and Positive Behavioral Supports, K–12\*

**Capstone Courses: Program Completion (6 credits)**

EDU 3250 Practicum and Seminar in Literacy Instruction, B–6 (50 hours) (Prereq. EDU 3230 and 3240)

**Clinical Setting**

EDU 9702 Practicum in Special Education-Childhood Final Semester (150 hours: Special Education School Clinical Setting)

*\*Field Experience Courses*

**Teaching Literacy 5–12 and Teaching Children with Disabilities Generalist (48 credits)**

This program will provide Master's degree candidates with dual certification in Literacy 5–12 and Teaching Children with Disabilities. A comprehensive exam in both Literacy and Special Education occurs separately at the end of each portion of the program. Comprehensive exams must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

**Literacy Methodology Core: (21 credits)**

EDU 3200 Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K–12\*

EDU 3215 Research and Practice of Teaching Writing/English Language Arts in General Inclusion Education, 5–12

EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12\*

EDU 3230 Diagnosis and Case Study Analysis of Literacy Performance\* (Prereq. EDU 3220 and 3270)

EDU 3240 Case Study and Instructional Strategies for Diverse Learners\* (Prereq. 3230)

EDU 3265 Teaching Literacy through Literature, 5–12

EDU 3270 Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas\*

**Special Education Core (21 credits)**

EDU 9704 Research in Collaborative Partnerships and Strategic Instruction for General, Special, and Inclusive Education: Adolescent\*

EDU 9706 Curriculum Adaptation and Modification Planning for Exceptional Students: Adolescent\*

EDU 9711 Education and Accommodating Needs of Individuals with Exceptionalities K–12\*

EDU 9719 Principles of Applied Behavior Analysis and Positive Behavioral Supports, K–12\*

EDU 9726 Curriculum and Instructional design for Teaching Literacy to Individuals with Exceptionalities: Math, Science, and Social Studies—Adolescent\*

EDU 9742 Formal and Informal Educational Assessment of Individuals with Exceptionalities—Adolescent (Prerequisite: EDU 9711)\*

EDU 9744 Curriculum and Instructional design for Teaching Literacy to Individuals with Exceptionalities—Adolescent

**Capstone Courses: Program Completion (6 credits)**

EDU 3255 Practicum and Seminar in Literacy Instruction, 5–12 (50 hours) (Prereq. EDU 3230 and 3240)

EDU 9705 Practicum in Special Education-Adolescent (150 hours: Special Education School or Clinical Setting)

*\*Field Experience Courses*

**Ph.D. in Literacy: Program of Study**

The Doctor of Philosophy (Ph.D.) program in Literacy focusing on Diverse and At Risk Learners prepares professionals for these role options:

Teacher Educator (College or University Faculty for Teacher Preparation, Research and Service)

School Literacy Specialist (Reading or Writing Specialist or Literacy Coach Developing Literacy for All Learners)

Literacy Leader Advocate (Agency, Community, or School District Curriculum Specialist—Developing, Organizing and Supervising Literacy Programs)

The Ph.D. program was approved by the New York State Education Department in January 2008.

Students holding a master's degree or certificate in literacy and/or New York State certification in literacy may proceed to doctoral level course work. Those with background in other educational disciplines will need to take prerequisite literacy courses at the master's level in conjunction with doctoral level course work.

Students seeking to add literacy certification must first hold initial or professional teacher certification and should consult the Certification Officer early in their program.

Students may enroll in up to four courses a semester (fall, spring, summer) as a cohort while maintaining their professional positions during the day. Course work is completed in three years leaving the fourth year and beyond for the dissertation.

### Doctoral Course Work (42 Credits)

#### Literacy Doctoral Courses (18 credits)

EDU 3281	Foundations of Literacy Inquiry and Professionalism
EDU 3282	Models and Process of Reading and Writing Acquisition and Competency
EDU 3283	Research and Strategies in Literacy Leadership
EDU 3290	Special Topics in Literacy
EDU 3291	Seminar in Literacy for At Risk, Diverse Learners
EDU 3292	Dissertation Seminar
EDU 3293	Dissertation Seminar Continued (Requires continuous enrollment until completion of dissertation)

#### Research Methodology Courses (15 credits):

EDU 3285	Research Perspectives in Literacy
EDU 7211	Educational Research and Data Analysis II
EDU 7900	Qualitative Research: Methodology and Analysis
EDU 7901	Educational Research and Data Analysis II
EDU 3820	Mixed Methods Research and Design

#### Cognate Studies Courses (9 credits):

To address the research focus, the advisor and doctoral student must choose: Educational Leadership, Special Education, Literacy, or TESOL.

#### Doctoral Dissertation

The doctoral student conducts an original research study under the guidance of a faculty mentor and dissertation committee.

#### Residency Requirement

Students may fulfill the residency requirement by a variety of means.

## Program in Special Education

The Department of Education Specialties offers graduate level programs leading to a professional state certificate valid for teaching students with disabilities: Teaching

students with disabilities childhood (Grades 1–6); early childhood (B to Grade 2) or adolescent level (Grades 7–12). The 48-credit career change early childhood, childhood and adolescent special education programs, offered in collaboration with the Department of Curriculum and Instruction, are intended for students seeking initial certification and who wish to obtain additional certification in teaching students with disabilities at the early childhood, childhood or adolescent level. Programs at the Staten Island and/or Queen's campuses.

Elementary teachers can now enroll in the first completely online graduate degree program in teaching children with disabilities at the childhood level (Grades 1–6) recognized by New York State for certification. Teachers who complete this online degree will be eligible for a professional state certificate valid for teaching students with disabilities at the childhood level (Grades 1–6). A "D" indicates those courses that are offered online. Students have the option of enrolling in this 33-credit program online through online learning or live on the Queens campus. In addition, the 33 credit 7–12 Generalist degree for high school teachers is now offered on both Queens and Staten Island campuses with some courses offered on the LIGC campus. The new 33 credit program Teaching Students with Disabilities at the early childhood level (B-2) is now offered on the Queens campus.

The 48-credit career change program in childhood or adolescent special education is offered on both the Queens and Staten Island campuses with some coursework available on the Manhattan and LIGC campuses. Students enrolled in the 48-credit program on Staten Island may need to take courses at the Queens campus or online. The 48-credit career change program for early childhood special education is only offered at the Queen's campus.

The Special Education Program for teaching students with disabilities at the childhood and adolescent levels are designed to foster the development of skills, attitudes, and abilities needed to identify and remediate major learning and behavior disorders including autism. They also prepare teachers to instruct children and youth who manifest learning and behavioral problems ranging from mild to profound, regardless of etiology. Attention is paid to diagnosis, intervention, program planning and program evaluation. Completion of the special education master's programs qualifies students for New York State initial or professional certification as a teacher of students with disabilities at the childhood and adolescent levels, provided students have successfully completed all State mandated external tests, training modules, workshops and teaching experiences.

The 24-credit Advanced Certificates in Childhood and Adolescence Special Education are offered on the Staten Island and/or Queens

campus with some coursework available on the Manhattan and LIGC sites. Please look on the web for more information on these new programs.

#### Admission Requirements for Master's Program in Special Education

1. A baccalaureate degree from an accredited college or university. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a "B," both in the general average and in the major field.
2. The special education program serves students who have received or who have qualified for the New York State initial teaching certificate. Students who do not possess the certificate at the time they seek admission will be accepted into the 48-credit program with the understanding that they must receive this teaching certification to be eligible for institutional endorsement for the New York State professional teaching certification.
3. Submission of satisfactory standardized test scores on the GRE, MAT or PRAXIS Core is required for admission.
4. Applications for those individuals who meet program requirements but whose GPAs fall below 3.0 in their initial certification area will be reviewed by a committee of designated faculty members to assess applicants' potential to successfully complete the program. In such cases the committee may also request an interview with the candidate. Upon committee recommendation, those applicants will be accepted as probationary students with the provision that they achieve at least a 3.0 in each of the first four courses in the program.
5. In addition to meeting all academic prerequisites, prospective online students must interview with program faculty prior to admittance to determine if they meet rudimentary computer proficiency requirements, such as Internet experience, logging on, cutting and pasting text using word processing software, and attaching documents as e-mail attachments.
6. Applicants for the Teaching Students with Disabilities 7–12 Generalist Masters must enter with a total of twenty four credits, either at the undergraduate or graduate levels, in the following content areas: Social Studies (6 credits); Math (6 credits); English (6 credits) and Science (6 credits). Candidates must have received initial teaching certification prior to entering the program.
7. A comprehensive exam must be taken during the last semester of coursework. This requirement does not apply to the Advanced Certificate in Special Education.

## Programs of Study

### Early Childhood and Teaching Students with Disabilities (Early Childhood) Master's Degree Programs

Early Childhood Education and Teaching Children with Disabilities (B–2) Field Change: (45 Credits)

#### Early Childhood Core (21 Credits)

EDU 3210	Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education Instruction, B–6
EDU 7122	Programs in Early Childhood Education: Play, Social Learning, and Early Childhood Environments*
EDU 7126	Observing and Recording the Behavior of Young Children*
EDU 7127	School, Family and Community Partnerships for Early Childhood Professionals.
EDU 7114	Early Childhood Associate Teaching (Student Teaching)

Students must pass, or attempt to pass, all of the required New York State Examinations (EAS, CST) prior to Associate Teaching. EdTPA is completed during Associate Teaching.

Choose two courses (6 credits), including at least one field experience course.

EDU 7123	Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood*
EDU 7128	Integrated Curriculum in Early Childhood Settings*
EDU 7129	Mathematics and Science in Early Childhood

#### Special Education Core (24 Credits)

EDU 9716	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood*
EDU 9737	Early Childhood Special Education*
EDU 9719	Principles of Applied Behavior Analysis and Positive Behavior Supports, K–12*
EDU 9733	Educational Assessment of Young Children with Exceptionalities (Prereq. EDU 7126 and EDU 9737)*
EDU 9734	Curriculum Modifications for Teaching Students with Disabilities in Diverse Early Childhood Settings*
EDU 9736	Early Intervention and Provision of Services for Preschoolers with Special Needs (Prereq. EDU 7126 and EDU 9737)*
EDU 9738	Research on Issues in Early Childhood Special Education*

EDU 9739	Practicum in Special Education – Early Childhood, Final Semester (Completed EDU 7114 all Special Education Coursework) (150 hours)
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#### \*Field Experience Courses

*A Comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.*

*The CST – Students with Disabilities must be passed prior to graduation*

*All students who do not take EDU 9737 must complete a NY State mandated 3-hour autism workshop.*

#### Career Change

A 48-credit Career Change Program leads to certification in both Early Education (B–2) and Teaching Students with Disabilities (early childhood special education). This program is intended for students who have not received initial certification in early childhood education and who wish to obtain additional certification in teaching students with disabilities at the early childhood level.

The program is intended for students whose academic background is outside the field of education and who do not presently hold a teaching certificate.

This program is designed to foster the development of skills, attitudes, and knowledge needed to teach diverse populations of young children, birth to grade 2, in general education, early intervention, “integrated,” and self-contained special education settings. The program prepares teachers in methods of developmental assessment and of curriculum development, modification and implementation. It also promotes skills for working with interdisciplinary teams and culturally diverse families to support the learning and development of children across the range of abilities. Completion of this Career Change Master's program qualifies students for New York State initial/professional dual certification as a teacher of students in general education programs, birth to grade 2 and of students with disabilities at the early childhood level, provided students have successfully completed all state-mandated external tests, training modules and teaching experiences.

Upon completion of the first half of the program, you may be eligible for internship certification by the State Education Department and full time salaried employment in New York public and private schools, provided the following requirements are met:

- Complete all workshops (DASA – Anti-bullying, School Violence Prevention, Child Abuse and Maltreatment)
- Satisfy NYS Liberal Arts requirements

for initial teaching certification (as determined by SOE Transcript evaluation of Deficiencies at Admission)

- Obtain Fingerprint Clearance

Additionally, you must meet with the Director of Field Experience to discuss and agree upon a timetable for completion of New York State Teacher Certification Exams and EdTPA, and request institutional recommendation from the Director of Certification by submitting an Institutional Release Authorization Form (IRAF) and an “Intent to Hire” letter when you have secured a teaching position in your desired area.

Please see your advisor for specific information. Semester hour: 48 credits.

### Early Childhood and Teaching Students with Disabilities, B–2, Career Change

Required courses:

#### Early Childhood Education-I Core Courses (24 Credits):

EDU 3210	Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education Instruction, B–6
EDU 7122	Programs in Early Childhood Education: Play, Social Learning in Early Childhood Environments*
EDU 7123	Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Settings*
EDU 7126	Observing and Recording the Behavior of Young Children in Early Childhood Settings*
EDU 7127	School, Family and Community Partnerships for Early Childhood Professionals
EDU 7128	Integrated Curriculum in Early Childhood*
EDU 7129	Mathematics and Science in Early Childhood
EDU 7114	Early Childhood Associate Teaching

Students must pass, or attempt to pass, all of the required New York State Examinations (EAS, CST) prior to Associate Teaching. EdTPA is completed during Associate Teaching.

#### Special Education Core: Courses (24 Credits)

EDU 9733	Educational Assessment of Young Children with Exceptionalities* (Prereqs EDU 7126, EDU 9737)
EDU 9734	Curriculum Modifications for Teaching Students with Disabilities in Diverse Early Childhood Settings*

EDU 9736	Early Intervention and Provision of Services for Preschoolers with Special Needs* (prereqs EDU 7126, EDU 9737)
EDU 9738	Research on Issues in Early Childhood Special Education (Capstone research project)
EDU 9739	Practicum in Special Education-Early Childhood
EDU 9716	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood*
EDU 9737	Early Childhood Special Education*
EDU 9719	Principles of Applied Behavior Analysis and Positive Behavioral Supports, K–12

*\*Field Experience Courses*

*\*\*Comprehensive exams must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.*

*The CST – Students with Disabilities must be passed prior to graduation*

*All students who do not take EDU 9737 must complete a NY State mandated 3-hour autism workshop.*

### **Teaching Students with Disabilities: Childhood (33 credits)**

These programs leading to state certification valid for teaching students with disabilities at the childhood level consist of two segments.

#### **I. Core Special Education Courses (24 credits)**

EDU 9707	Curriculum Adaptation and Modification Planning for Exceptional Students: Childhood*
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K–12*
EDU 9712	Educational Assessment of Individuals with Exceptionalities*
EDU 9716	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood*
EDU 9718	Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies–Childhood
EDU 9719	Principles of Applied Behavior Analysis and Positive Behavioral Supports, K–12*
EDU 9700	Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings: Childhood*

EDU 9702	Practicum in Special Education – Childhood (Final Semester)
EDU 3210	Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education Instruction, B–6
EDU 7266	Technology for Teaching Literacy Applications in regular and special education settings.
EDU 9003	Literacy Development for First and Second Language Learners

*\*Field Experience Courses*

*A Comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.*

*The CST – Students with Disabilities must be passed prior to graduation*

*All students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop.*

### **Teaching Students with Disabilities: Childhood - Online Learning (33 credits)**

#### **I. Core Special Education Courses (27 credits)**

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K–12*
EDU 9700	Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings: Childhood*
EDU 9707	Curriculum Adaptation and Modification Planning for Exceptional Students*
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K–12*
EDU 9712	Educational Assessment of Individuals with Exceptionalities*
EDU 9716	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood*
EDU 9718	Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies: Childhood*
EDU 9719	Principles of Applied Behavior Analysis and Positive Behavioral Supports, K–12*
EDU 9702	Practicum in Special Education—Childhood (Final Semester)

### **Choose 2 Electives (6 credits)**

EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12*
EDU 3280	Digital Literacy and Learning
EDU 9003	Literacy Development for First and Second Language Learners

*\*Field Experience Courses*

*A Comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.*

*The CST-Childhood Disabilities must be passed prior to graduation.*

*Students who do not take EDU 9711 must complete a 3-hour NYS mandated autism workshop.*

### **Teaching Students with Disabilities: Adolescence 7–12 Generalist (33 credits)**

This program, leading to state certification valid for teaching students with disabilities at the adolescence level, consists of two segments.

#### **I. General Education Core Courses (6 Credits)**

EDU 3215	Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education Instruction, 5–12
EDU 9003	Literacy Development for First and Second Language Learners

#### **Core Special Education Courses (24 Credits)**

EDU 9704	Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings—Adolescent
EDU 9706	Curriculum Adaptation and Modification Planning for Exceptional Students-Adolescent*
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K–12*
EDU 9719	Principles of A.B.A. and Positive Behavioral Supports, K–12*
EDU 9726	Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, and Social Studies–Adolescent*
EDU 9742	Formal and Informal Educational Assessment of Individuals with Exceptionalities–Adolescent* (Prereq. EDU 9711)

- EDU 9744 Curriculum and Instructional design for teaching Literacy to Individuals with Exceptionalities—Adolescent\*
- EDU 9705 Practicum in Special Education—Adolescent (Prereq: All Special Education Core) – Final Semester

### Technology (Core) 3 credits

- EDU 3280 Digital Literacy and Learning  
OR  
EDU 7267 Technology for Literacy-Based Applications in Content Area in Regular and Special Education Settings

\*Field Experience Courses

*A Comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.*

*The CST – Students with Disabilities must be passed prior to graduation*

*All students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop.*

### Childhood and Childhood Special Education (Internship) (48 Credits)

#### I. General Education Credits (24 Credits)

- EDU 3210 Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education Instruction, B–6
- EDU 7000 Psychological Foundations of Learning
- EDU 7266 Technology for Teaching Literacy Applications in regular and Special Education Settings (for students with limited technology background)  
OR
- EDU 3280 Digital Literacy and Learning
- EDU 7135 Current Trends Research and Assessment in Social Studies\*
- EDU 7136 Current Trends Research and Assessment in Science\*
- EDU 7137 Current Trends Research and Assessment in Mathematics\*
- EDU 7195 Teaching and Learning: Childhood\*
- EDU 7115 Childhood Associate Teaching  
OR

EDU 7115I Internship  
*Students must pass, or attempt to pass, all of the required New York State Examinations (EAS, CST) prior to Associate Teaching. EdTPA is completed during Associate Teaching.*

\*Field Experience Courses

### II. Special Education Core (24 credits)

- EDU 9700 Research in Collaborative Partnership and Strategic Instruction for General, Special and Inclusive Educational Settings: Childhood\*
- EDU 9707 Curriculum Adaptation and Modification Planning for Exceptional Students: Childhood\*
- EDU 9711 Education and Accommodating Needs of Individuals with Exceptionalities, K–12\*
- EDU 9712 Education of Assessment of Individuals with Exceptionalities (Prereq. EDU 9711)
- EDU 9716 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood\*
- EDU 9718 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies—Childhood\*
- EDU 9719 Principles of Applied Behavior Analysis and Positive Behavioral Supports, K–12\*
- EDU 9702 Practicum in Special Education—Childhood\*\* (Final Semester)  
Prereq. EDU 7115 and all Special Education Coursework)

\*Field Experience Courses

*A Comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.*

*The CST – Students with Disabilities must be passed prior to graduation*

*All students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop.*

### Adolescent Education and Teaching Students with Disabilities 7–12 Generalist with Subject Extensions, Career Change: (48 credits)

#### Adolescent Education Core Courses (24 Credits)

- EDU 3215 Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education Instruction, 5–12
- EDU 7000 Psychological Foundations of Learning
- EDU 7106 Socio-emotional, Cultural and Cognitive Aspect of Middle School/Adolescent Learners in General and Inclusive Settings

- EDU 7267 Technology for Literacy Based Applications in Content Area Learning in Regular and Special Education Settings
- EDU 7290 Human Relations in Multicultural and Inclusive Settings
- EDU 3280 Digital Literacy and Learning  
OR
- EDU 7297 Introduction to Research Methods
- EDU 7295 Teaching and Learning: Adolescent\*
- EDU 7117 Student Teaching – Adolescent

#### Choose one of the following:

- EDU 7291 Innovative Strategies in Secondary Education: Social Studies\*
- EDU 7292 Innovative Strategies in Secondary Education: Science\*
- EDU 7293 Innovative Strategies in Secondary Education: Math\*
- EDU 7294 Innovative Strategies in Secondary Education: Foreign Language\*
- EDU 7296 Innovative Strategies in Secondary Education: English (ELA)\*

*Students must pass, or attempt to pass, all of the required New York State Examinations (EAS, CST) prior to Associate Teaching. EdTPA is completed during Associate Teaching.*

#### Special Education Core Courses (24 Credits)

- EDU 9704 Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings: Adolescent\*
- EDU 9706 Curriculum Adaptation and Modification Planning for Exceptional Students: Adolescent\*
- EDU 9711 Education and Accommodating Needs for Individuals with Exceptionalities, K–12
- EDU 9719 Principles of A.B.A. and Positive Behavior Supports K–12\*
- EDU 9726 Curriculum and Instruction Design for Individuals with Exceptionalities: Math, Science, and Social Studies – Adolescent\*
- EDU 9742 Formal and Informal Educational Assessment of Individuals with Exceptionalities – Adolescent (Prerequisite: EDU 9711)\*
- EDU 9744 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities – Adolescent\*

EDU 9705 Practicum in Special Education – Adolescent\*

(Final Semester)

(Prereq. EDU 7117 and all Special Education Coursework)

\*Field Experience Courses

*A comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.*

*Students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop. The CST—Students with Disabilities must be passed prior to graduation.*

### Advanced Certificate in Teaching Children with Disabilities: Childhood (24 credits)

Childhood certificate attached to an existing Master's Program with Initial Certification.

### Special Education Core Courses (24 Credits)

EDU 9700 Research in Collaborative Partnerships, Strategic Instruction for General, Special, and Inclusive Educational Settings: Childhood \*

EDU 9707 Curriculum Adaptation and Modification Planning for Exceptional Students: Childhood\*

EDU 9711 Education and Accommodating Needs for Individuals with Exceptionalities, K–12\*

EDU 9712 Educational Assessment of Individuals with Exceptionalities (prerequisite EDU 9711)\*

EDU 9716 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood \*

EDU 9718 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies—Childhood\*

EDU 9719 Principles of Applied Behavior Analysis and Positive Behavior Supports, K–12\*

EDU 9702 Practicum in Special Education (150 Hrs.) – Childhood\*  
Must be taken in your final Semester. Must have completed all Special Education

Coursework and CST—Students with Disabilities

\*Field Experience Courses

*A comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.*

*Students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop. The CST—Students with Disabilities must be passed prior to graduation.*

### Advanced Certificate in Teaching Children with Disabilities Generalist 7–12: Adolescent (24 Credits)

Adolescent Certificate attached to an existing Master's Program with Initial Certification.

### Special Education Core Courses (9 Credits)

EDU 9704 Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings: Adolescent\*

EDU 9706 Curriculum Adaptation and Modification Planning for Exceptional Students: Adolescent\*

EDU 9711 Education and Accommodating Needs for Individuals with Exceptionalities, K–12\*

EDU 9719 Principles of Applied Behavior Analysis and Positive Behavior Supports, K–12\*

EDU 9726 Curriculum and Instruction Design for Individuals with Exceptionalities: Math, Science, and Social Studies—Adolescent \*

EDU 9742 Educational Assessment of Individuals with Exceptionalities- Adolescent (prerequisite: EDU 9711)\*

EDU 9744 Curriculum and Instructional design for teaching Literacy to Individuals with Exceptionalities—Adolescent\*

EDU 9705 Practicum in Special Education (150 Hrs.)—Adolescent\*

*Must be taken in your final semester. Must have completed all Special Education Coursework and CST—Students with Disabilities*

\*Field Experience Courses

*A comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.*

*Students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop. The CST—Student with Disabilities must be passed prior to graduation.*

### Teaching Students with Disabilities: Early Childhood B- 2 (33 credits)

This program, leading to state certification valid for teaching students with disabilities at the early childhood level, consists of two segments.

### General Education Core Courses.

EDU 3210 Research and Practice of Teaching Writing/English and Inclusive Education Instruction, B-6

EDU 7266 Technology for Teaching Literacy Applications in regular and special education settings. or EDU 3280 Digital Literacy and Learning

EDU 9003 Literacy Development for First and Second Language Learner

### Special Education Core Courses

EDU 9733 Educational Assessment of Young Children with Exceptionalities\*

EDU 9734 Curriculum Modification with for Teaching Students with Disabilities in Diverse Early Childhood Settings\*

EDU 9736 Early Intervention and Provision of Services for Preschoolers with Special Needs (prereqs, EDU 9737)\*

EDU 9738 Research on issues in Early Childhood Special Education (Capstone research project)

EDU 9739 Practicum in Special Education- Early Childhood

EDU 9716 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities Childhood\*

EDU 9737 Early Childhood Special Education\*

EDU 9719 Principles of Applied Behavior Analysis and Positive Behavioral Supports, K-12

\* Field Experience Courses

*\*\*Comprehensive exams must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.*

*The CST Student with Disabilities must be passed prior to graduation.*

*All students who do not take EDU 9737 must complete a NY State mandatory 3-hour autism workshop*

## Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education (PK–12) Programs

The department offers several advanced degree programs in TESOL, and Bilingual Education. These programs prepare qualified individuals to meet the educational needs of English Language Learners (ELLs) who are children, adolescents and youth. There are six graduate programs presently offered in TESOL and Bilingual Education.

## Programs Leading to New York State Certification:

- Master's in TESOL, PK–12 (students holding initial certification)
- Dual Certification in Master's: (Childhood Education (1–6) and TESOL (PK–12))
- Advanced Certificate in TESOL (PK–12) (students holding a Master's Degree)
- Bilingual Extension which extends most base certifications (demonstrated proficiency)
- Intensive Teacher Institute (ITI) program
- Clinically Rich ITI program

## Accelerated weekend classes and online courses are available for our programs.

### Program Options

- All TESOL and Bilingual Education programs prepare students to become exemplary educators at PK–12 levels, including “non-certification” track programs.
- International students who wish to obtain New York State certification should pursue the 36-credit career change program.
- Students, including international students or those whose career goals are outside teaching in the traditional New York State public PK–12 classroom and, who do not wish New York State certification should opt for non-certification track program.
- Students who enroll in a TESOL program already possessing initial New York State certification will receive endorsement for NYS professional certification upon program completion.

## Study Abroad and Global Studies Opportunities

The TESOL and Bilingual Education Programs offer expanding, cultural study-abroad opportunities where students have the opportunity to take TESOL courses. Currently, we offer short-term programs in Italy, France, Spain and Greece.

## Applicants seeking New York State Certification

### Admission Requirements: TESOL (PK–12) Master of Science Programs

1. A baccalaureate degree from an accredited college or university, which includes a concentration or major in one of the liberal arts and sciences and no fewer than six semester hours in each of the following academic areas: English, mathematics, science and social studies. In addition, certification candidates must have 12 hours in a language other than English upon graduation. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally, this will be a “B,” both in the general average and in the major field.

2. Candidates must submit satisfactory scores on one of the standardized admission exams: GRE Analytical Writing or MAT
3. New York State initial teacher certification or eligibility for teaching certification: Entry into the TESOL program is open to those students who hold initial certification in early childhood, elementary or childhood, middle childhood, secondary or adolescent education, literacy or special education.

### Students who do not hold initial certification should apply to the dual Childhood Education and TESOL Program.

4. International students are not required to hold initial certification. However, international students who are interested in possibly qualifying to apply for NY State teaching certification should consider the 36-credit career change program option.
5. Proficiency in English: Students who have foreign academic credentials must demonstrate proficiency in English at the start of the program by passing oral language and written reading and writing proficiency tests in English administered by the University's ESL Department. Students who do not demonstrate adequate English language proficiency will be required to take ESL course work to bring their English language proficiency up to the required level, as recommended by the ESL Director. Such coursework will be used to meet a program prerequisite and will not count towards meeting the credits required for the TESOL degree.
6. Although not a prerequisite, all TESOL students must have 12 credits of a language other than English before applying for state certification. TESOL students must take the CST in TESOL for certification. Bilingual Extension students must take the Bilingual Education Assessment (BEA). International students are exempt from these language requirements.
7. A comprehensive exam must be taken during the last semester of Master's Degree Program coursework. This requirement does not apply to the advanced Certificate in TESOL or the Bilingual Extension.

### Program of Study:

#### Master of Science in TESOL

The master's program in TESOL Grades PK–12 is a 33-credit program which includes course work in three areas: foundations, TESOL professional core and technology. Extensive in-depth field experiences at exemplary school sites are included for all students. A comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor. *Field work is required.*

## Master's Degree in TESOL (PK–12) (33 credits) Foundations (9 credits)

EDU 9001	Foundations of Bilingual and Second Language Education
EDU 9002	Psychology and Sociology of Language and Bilingualism*
EDU 9006	Human Development in Cross-Cultural Perspective

## TESOL Professional Core (21 credits)

EDU 9711	Educating and Accommodating the Needs of Individuals with Exceptionalities, K–12*
EDU 9003	Literacy Development for First and Second Language Learners*
	OR
EDU 9005	Teaching English to Speakers of Other Languages: Theory and Practice*
EDU 9004	Content Area Instruction for Linguistically/Culturally Diverse Learners*
	OR
EDU 9009	Teaching Strategies in the ESL and Bilingual Classroom: Science, Mathematics and Social Studies*
EDU 9010	Linguistics for Teachers of English Language (ELL) and Exceptional Learners*
EDU 9012	Methods of Language and Academic Assessment for English Language and Exceptional Learners*
EDU 9014	Practicum and Seminar in TESOL. Comprehensive exams are to be taken during same semester as this course.
EDU 9015	The Structure of the English Language

## Technology Course (3 credits.)

EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings (Childhood Education)
	OR
EDU 7267	Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Setting (Adolescent Education)
	OR
EDU 7666	Advanced Technology in Education
	OR
EDU 3280	Digital Learning and Literacy

## Career Change Dual Certification: Childhood (1–6) and TESOL (PK–12) MSED Programs (36 credits MSED)

Students who seek initial certification should take this program of study.

Students admitted to the Dual Childhood

Education and TESOL master's program must complete 36 credits of coursework as follows:

**I. Core Childhood Education Courses (12 or 15 credits) Select either EDU 7195 or EDU 9015**

EDU 3280: Digital Literacy and Learning\*

Select two from the following three:

EDU 7135: Current Trends, Research and Assessment in Social Studies\*

EDU 7136: Current Trends, Research and Assessment in Science\*

EDU 7137: Current Trends, Research and Assessment in Mathematics\*

**All students must take:**

EDU 7195: Teaching and Learning: Childhood\*\*

EDU 7115: Childhood Associate Teaching (taken in last 6 credits of entire program)\*

OR

EDU 7151: Internship (Completed at least 21 credits and have passed all NYS General Ed exams: ATSW", CST\*, LAST\*-a/1 test scores sent to St. John's)\*

Students must pass, or attempt to pass, all of the required New York State Examinations (ALST, EAS, CST) prior to Associate Teaching. EdTPA is completed during Associate Teaching.

**II. TESOL Foundations (6 credits)**

EDU 9001: Foundations of Bilingual and Second Language Education\*

EDU 9711: Education and Accommodating Needs of Individuals with Exceptionalities, K-12\*

**TESOL Professional Core (15 or 18 credits)**

Select either EDU 7195 or EDU 9015

EDU 9003: Literacy Development for First and Second language Learners\*

EDU 9004: Content Area Instruction for linguistically/Culturally Diverse Learners \*

EDU 9010: Linguistics for Teachers of English language (ELL) and Exceptional Learners\*

EDU 9012: Methods of Language and Academic Assessment for English Language and Exceptional Learners\*

EDU 9014: Practicum and Seminar in TESOL\*

EDU 9015: The Structure of the English Language

\*Field Experience Courses

Although not required prior to matriculation into the TESOL program, all TESOL students must have 12 credits of a language other than English before applying for State certification. TESOL students must take the CST in TESOL for certification. International students not

seeking NYSED certification are exempt from these requirements.

A comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

Upon completion of the first half of the program, you may be eligible for internship certification by the State Education Department and full time salaried employment in New York public and private schools, provided the following requirements are met:

- Complete all workshops (DASA – Anti-bullying, School Violence Prevention, Child Abuse and Maltreatment)
- Satisfy NYS Liberal Arts requirements for initial teaching certification (as determined by SOE Transcript evaluation of Deficiencies at Admission)
- Obtain Fingerprint Clearance

Additionally, you must meet with the Director of Field Experience to discuss and agree upon a timetable for completion of New York State Teacher Certification Exams and EdTPA, and request institutional recommendation from the Director of Certification by submitting an Institutional Release Authorization Form (IRAF) and an "Intent to Hire" letter when you have secured a teaching position in your desired area. Please see your advisor for specific information

## Advanced Certificate Programs

### TESOL Advanced Certificate Program

The division department offers a 15-graduate credit course sequence leading to a bilingual extension certificate or TESOL Advanced Certificate. Coursework will provide students with the theory, multicultural perspectives, and practical background to work in bilingual and/ or dual-language classroom settings. The five course sequence will allow the initially certified teacher to obtain the knowledge and skills of: (1) the theories of bilingual education and bilingualism; (2) the multicultural viewpoints of education; (3) the social, psychological, and psycho-linguistic aspects of bilingualism; (4) the methods of teaching English language arts and first language arts to bilingual English language learners; and (5) methods of teaching content area instruction to bilingual English language learners, using both the native language and English.

Students must pass the required N.Y. State examination for certification.

Field work is a requirement for most program coursework.

### Admission Requirements:

#### TESOL Advanced Certificate Program (15 credits)

Candidates wishing to obtain the Advanced Certificate in TESOL must have initial certification in Education. They may add the 15-credit coursework in TESOL Advanced Certificate as a wraparound to their Master's certification.

### Course Requirements

EDU 9002 Psychology and Sociology of Language and Bilingualism\*

EDU 9003 Literacy Development for First and Second Language Learners\*

EDU 9004 Content Area Instruction for Linguistically/Culturally Diverse Learners\*

EDU 9010 Linguistics for Teachers of English Language (ELL) and Exceptional Learners\*

EDU 9012\* Methods of Language and Academic Assessment for English Language and Exceptional Learners.

Total: 15 credits

\*Field Experience Courses

### Bilingual Education Extension

#### Advanced Certificate Admission

#### Requirements: Bilingual Extension-Advanced Certificate

Candidates wishing to obtain the bilingual extension can add the 15-credit course work to their initial or professional certificate programs in early childhood education; childhood education; career and technical education; students with disabilities in early childhood, or childhood, or middle childhood, or adolescence; students who are blind or visually impaired; students who are deaf or hard of hearing; students with speech and language disabilities, literacy education B-6, 5-12, and pupil personnel services.

### Course Requirements

EDU 9001 Foundations of Bilingual, Multicultural and Second Language Education\*

EDU 9002 Psychology and Sociology of Language and Bilingualism\*

EDU 9005 Teaching English to Speakers of Other Languages and Dual Language Instruction\*

EDU 9009 Content Area Instruction for Linguistically/Culturally Diverse Learners\*

EDU 9012\* Methods of Language and Academic Assessment of ELLS and Exceptional Learners\*

Total: 15 credits

\*Field Experience Courses

## Intensive Teacher Institute in Bilingual Special Education - Advanced Certificate Program (15 credits)

### Advanced Certificate in TESOL and Bilingual Extension programs

Intensive Teaching Institute in Bilingual Education and English as a Second Language is partially funded by New York State Education Department (NYSED) in partnership with St. John's University, Graduate Programs in Teaching English to Speakers of Other Languages, and Bilingual Education.

These programs address the shortage of certified Bilingual and TESOL teachers. The ITI-BE 15-credit course sequence programs offered at St. John's University are structured to prepare certified special education teachers and Pupil Personnel Service providers who are currently employed as NYS public school teachers and counselors with an advanced certificate or bilingual extension from New York State Education Department.

For further information, please contact the Program Coordinator at 718-990-6407 or refer to [stjohns.edu](http://stjohns.edu).

### Applicants with International Credentials

All credentials in support of an application to a graduate program must be evaluated by World Education Services, Inc. (WES) or GLOBE Language Services, Inc.

Conditional admission is available for students with low TOEFL scores. You may enter through "the Language Connection" program until proficiency is achieved.

The TESOL Program requires all graduate applicants who are nonnative speakers of English, as indicated on the admissions application, or who do not hold a prior degree from an accredited American college or university, to submit scores from the TOEFL (Test of English as a Foreign Language) examination. Successful candidates present a score of 500 on the paper-based test; 173 on the computerized test; 61 on the internet-based test; or 5.0 on the IELTS (International English Language Testing System).

Students with foreign credentials who wish to teach in New York State public schools will need to satisfy the requirements for entry into the initial TESOL certificate program, including passing the appropriate New York State certification examinations.

Students must consult with International Students and Scholar Services Office.

## **EDU 3200 Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K–12**

Examines theories of first- and second-language acquisition and literacy development of native English speakers and English-language learners including construct of emergent literacy, early oral language development and relationship of oral to written language. *Field work required: 20 hours Credit: 3 semester hours.*

## **EDU 3210 Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education, B–6**

This course is designed to instruct teachers to develop effective Literacy/ English Language Arts skills for early childhood and elementary school children. Teachers will learn to incorporate the Common Core State Standards in writing, grammar, speaking, listening and reading. Teachers will learn to use multisensory materials and technology to enhance children's reading to writing and writing to reading skills. They will also demonstrate their knowledge for teaching writing in a variety of original, imaginative works, as well as, narrative and expository texts that observe conventions of genres and use of figurative language and text structure. Teachers will enable their children to communicate clearly to an external audience improving their form, content and style of writing using appropriate language and grammar. *Credit: 3 semester hours. Fee \$25.*

## **EDU 3215 Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education, 5–12**

This course is designed to instruct teachers to develop effective Literacy/ English Language Arts skills for middle school and adolescent students. Teachers will learn to incorporate the Common Core State Standards in writing, grammar, speaking, listening and reading. Teachers will learn to use multisensory materials and technology to enhance children's reading to writing and writing to reading skills. They will also demonstrate their knowledge for teaching writing in a variety of original, imaginative works, as well as, narrative and expository texts, that observe conventions of genres and use of figurative language and text structure. Teachers will enable their students to communicate clearly to an external audience improving their form, contents and style of writing using appropriate language and grammar. *Credit: 3 semester hours. Fee \$25.*

## **EDU 3217 Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education, B–12**

This course is designed to instruct teachers to develop effective Literacy/ English Language Arts skills for early childhood, elementary, middle school and adolescent students. Teachers will learn to incorporate the Common Core State Standards in writing, grammar,

speaking, listening, and reading. Teachers will learn to use multisensory materials and technology to enhance children's reading to writing and writing to reading skills. They will also demonstrate their knowledge for teaching writing in a variety of original, imaginative works, as well as, narrative and expository texts, that observe conventions of genres and use of figurative language and text structure. Teachers will enable their students to communicate clearly to an external audience improving their form, content and style of writing using appropriate language and grammar. *Credit: 3 semester hours. Fee \$25.*

## **EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12**

Study and analysis of approaches and materials for literacy and English Language Arts instruction focusing on language acquisition, word identification, vocabulary development, comprehension, Common Core ELA competencies and motivational aspects for Birth through Grade 12. This course will also provide teachers with knowledge of and methods of teaching the New York State Common Core Standards. *Field work at the childhood or adolescent level: Required 20 hours. Credit: 3 semester hours.*

## **EDU 3228 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities — Adolescent**

Examines theories and models of how adolescents with exceptionalities process and learn from the oral and written languages. *Field work required. Credit: 3 semester hours.*

## **EDU 3230 Diagnosis and Case Study Analysis of Literacy Performance**

*Prerequisite: 3220 and 3270. Open only to students matriculated in M.S. or Advanced Certificate Literacy Programs.* Principles and practices of assessing and correcting literacy performance; use of formal and informal reading, writing, and perceptual tests to establish reading levels and behaviors for students in either Grades K–6 or 5–12. Students will construct a comprehensive case study as a means of communicating assessment results to parents, caregivers and school personnel. Students must receive a "B" or better in this course to proceed to EDU 3240. No grade INC (incomplete) will be given for this course. *Field work required; diagnostic instruments must be purchased. Field work required: 20 hours. Credit: 3 semester hours.*

## **EDU 3240 Case Study and Instructional Strategies for Diverse Learners**

*Prerequisite EDU 3230.* Study and analysis of literacy development, individual differences and language difficulties experienced by the diverse learner. As a continuation of EDU 3230, students learn to adapt instructional strategies and specialized procedures for

learning/ language differences and disabilities. Students must receive a "B" or better in this course to proceed to EDU 3250. No grade INC (incomplete) will be given for this course. *Field work required. (Diagnostic instruments must be purchased). Field work required: 20 hours. Credit: 3 semester hours.*

## **EDU 3241 Multi-sensory Approach to Language Learning and Phonics Instruction Part I**

Study of the underlying principles of multi-sensory language learning with an emphasis on the structure of language. Part I also includes learners with dyslexia. Course requires specialized manuals and diagnostic instruments. *\*Note: If you wish to receive certification from the Orton Academy, you must take both EDU 3241 and EDU 3242 plus a 100-hour practicum over the course of both semesters. Field work required: 100 hours across two courses. Credit: 3 semester hours.*

## **EDU 3242 Multi-sensory Approach to Language Learning and Phonics Instruction Part II**

*Prerequisite EDU 3241.* Study of various diagnostic instruments, administration of relevant academic and diagnostic tests, and designing specific therapeutic interventions incorporating the principles of multi-sensory language learning. Requires specialized manuals and diagnostic instruments. *\*Note: If you wish to receive certification from the Orton Academy, you must take both EDU 3241 and EDU 3242 plus a 100-hour practicum over the course of both semesters. Field work required: 100 hours across two courses. Credit: 3 semester hours.*

## **EDU 3250 Practicum and Seminar in Literacy Instruction (Grades Birth–6)**

*Prerequisites EDU 3230 and EDU 3240.* Students complete a comprehensive supervised case study as part of a practicum component. After reviewing the case study with the instructor, a plan of remedial instruction is designed. Fifty (50) hours of practicum experience is required: teaching literacy to a student at the early childhood or childhood levels, (Grades Birth–6). *Field work required: 50 hours. Credit: 3 semester hours.*

## **EDU 3255 Practicum and Seminar in Literacy Instruction (Grades 5–12)**

*Prerequisites EDU 3230 and EDU 3240.* Students complete a supervised case study as part of a practicum component. After reviewing the case study with the instructor, a plan of remedial instruction is designed. Fifty (50) hours of practicum experience is required: teaching literacy to a student at the adolescent or high school level (Grades 5–12). *Field work required: 50 hours. Credit: 3 semester hours.*

## **EDU 3260 Emergent Literacy Within a Constructivist, Social Context**

Review of theory, research and related models

of emergent literacy; examination of literacy behaviors and instructional procedures for young children. *Credit: 3 semester hours.*

**EDU 3262 Individualizing Reading Instruction through Literature, Media and the Arts**

Selection, evaluation, and organization of alternative approaches to implement a program stressing individual needs; theories and techniques of individualization and classroom management procedures; emphasis on examination and critical analysis of materials and modes of utilization. *Credit: 3 semester hours.*

**EDU 3264 Teaching Literacy through Literature, Grades B–6 in General and Inclusive Settings**

Explores reading-writing connections, techniques and strategies that promote children's active construction of meaning through the use of quality literature. *Field work required: 10 hours. Credit: 3 semester hours.*

**EDU 3265 Teaching Literacy through Literature, Grades 5–12 in General and Inclusive Settings**

Emphasizes reading and writing relationships, student cooperation, classroom management, literature discussion groups and circles and the writing process approach in responding actively to literature. *Field work required: 10 hours. Credit: 3 semester hours.*

**EDU 3268 Teaching Literacy through Literature, Grades B–12 in General and Inclusive Settings**

Students expand and develop their understandings about the conventions, style, genres, audiences, and purposeful nature of the craft of writing, through the integration of quality literature into reading and writing instruction. *Field work required: 10 hours. Credit: 3 semester hours.*

**EDU 3270 Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas**

Presents theories of and instructional Strategies for Teaching Literacy and English Language Arts in the Content Areas in regular and inclusive settings through print and technological means. Emphasis on comprehension, vocabulary, and motivation through informational reading and writing consistent with the competencies of English Language Arts of the Common Core Standards. *Field work required: 20 hours. Credit: 3 semester hours.*

**EDU 3271 Literacy Best Practices Informed by Research**

Examines literacy instruction as informed by scientifically based research and best practices of the field. Course components focus on the processes of word reading to include phonemic awareness and phonics, vocabulary development, fluency, reading comprehension,

writing development, motivation and affective engagement through the grades, integration of reading/writing strategies in the content areas, classroom management via grouping patterns and progress monitoring assessment. Field work on course project required. *Credit: 3 semester hours.*

**EDU 3274 Innovative Approaches to Thinking and Literacy Development for the Gifted Learner**

Study of theories and models for developing and extending reading and writing for gifted and talented students through literature, poetry and content materials. *Credit: 3 semester hours.*

**EDU 3278 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities B–12**

Examines theories and models of how children with exceptionalities and diverse and at-risk students process oral and written language; discusses how to plan and implement specific programs that focus on emergent literacy, reading and writing; included is focus on curriculum adaptation and design, teaching strategies and monitoring techniques. *Field work required. Credit: 3 semester hours.*

**EDU3280: Digital Literacies and Learning**

This course focuses on understanding theoretical, research, and practical notions of teaching and learning using technology in online and offline spaces. Topics of investigation include creating content, finding and critically evaluating information, sharing and communicating, comprehension, and assessment related to digital literacy and learning in grades K–12. Through this course, students will reflect on theories and their own digital-age literacy practices and managing social network spaces, critically analyze and synthesize research findings and features of digital tools, participate in discussions about various topics in the field of new literacies, and develop web-based learning activities for a range of classroom contexts.

**EDU 3281 Foundations of Literacy Inquiry and Professionalism**

*Open to students in advanced or doctoral programs.* Introduces foundations of literacy research, the range of methodologies and methods of inquiry, and examines the current state of research appropriate to the literacy field, including points of concern and debate. Students establish a digital portfolio to document progress and achievement in their doctoral program to be assessed annually by the literacy doctoral faculty across three years. *Credit: 3 semester hours.*

**EDU 3282 Models and Process of Reading and Writing Acquisition and Competency**

*Prerequisites: EDU 3220, 3230, 3270.* Examines the diverse viewpoints and approaches to

reading and writing revealing that literacy acquisition and development involves integrating a complex network of interactive processes. Literacy is studied through the viewpoints of different disciplines and explored through a range of theoretical models within each discipline. *Credit: 3 semester hours.*

**EDU 3283 Research and Strategies in Literacy Leadership**

*Prerequisites: EDU 3220, 3230 and 3270.*

Explores research and evidence-based practice in pre-school to grade 16, literacy program assessment, curriculum development and community advocacy and outreach. This course addresses International Reading Association standards for preparing literacy coaches and reading specialists. *Credit: 3 semester hours..*

**EDU 3285 Research Perspectives in Literacy**

Open to student in advanced or doctoral programs. Review of major topics (e.g. comprehension) in literacy research with emphasis on the appropriate application of research designs and data analysis methodologies. *Credit: 3 semester hours.*

**EDU 3290 Special Topics in Literacy**

Open to students in advanced or doctoral programs. Course analyzes current issues and design approaches in literacy theory and practice and examines emerging initiatives in the literacy field. Doctoral students begin to identify a potential domain and focus of inquiry for the dissertation. *Credit: 3 semester hours.*

**EDU 3291 Seminar in Literacy for At Risk, Diverse Populations**

*Open to students in advanced or doctoral programs.* Explores theories, research and issues in literacy education for at risk and diverse populations. Emphasis is on the influence of poverty and inequality issues in literacy issues. *Credit: 3 semester hours.*

**EDU 3292 Dissertation Seminar**

Students continuously register for Dissertation Seminar until the dissertation is completed and the degree is awarded The proposal is a document in which the student outlines the need for the study, a literature review, the procedures and design of the study among other sections. The student also selects a faculty member who serves as a mentor. A dissertation study cannot be conducted until all course requirements are met and satisfactory scores on the third annual portfolio are achieved to satisfy the doctoral culminating requirement. *Credit: 3 semester hours.*

**EDU 3293 Dissertation Seminar Continued**

Students continuously register for Dissertations seminar until the dissertation is completed and the degree is awarded. Directed research and chapter writing occur under guidance from the dissertation mentor and committee members. *Credit: 3 semester hours.*

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**EDU 3925 Maintaining Matriculation**

Master's students not registered for other courses must register for 3925 until all degree requirements are completed and the degree is granted. *No credit. Offered each semester.*

**EDU 3820 Mixed Methods Research and Design**

*Prerequisites: EDU 3285 or 5655, and EDU 7900.*

This course provides an introduction to mixed methods research and design, focused on applications in educational settings. Particular attention is given to the design and implementation of research that combines qualitative and quantitative data collection and analysis. *Credit: 3 semester hours.*

**EDU 5103 Educational Governance and Policy Issues**

This course develops leadership abilities at the school district level in designing and executing district-wide systems to improve student achievement; communicate effectively with school boards and other constituents to develop and execute policies; and lead comprehensive long-range planning, informed by multiple data sources. *Internship hours required. Credit: 3 semester hours.*

**EDU 5104 School District Legal Aspects and Personnel Administration**

This course develops leadership abilities at the school district level in communicating and working effectively with diverse groups of personnel; supporting, supervising, and evaluating personnel consistent with district and state policies; creating a culture conducive to student learning and staff professional development; and setting a high standard for professional conduct by example. *Credit: 3 semester hours.*

**EDU 5105 Multicultural Social Organizations**

This course focuses on developing and leading instructional settings conducive to equitable education from a multi-cultural perspective. Current issues in multi-cultural education will be discussed through case studies, with the intent of preparing educational leaders to create culturally responsive classrooms and schools. Particular attention will be given to the collaboration of students, staff, parents, community members. The responsibilities and obligations of leaders in today's multicultural society will be addressed. *Credit: 3 semester hours.*

**EDU 5300 Organizational Theory and Planned Change in Education**

This course develops leadership abilities at the school district level to lead comprehensive, long-term improvement based on theoretical, analytical, and evidence-based frames of reference. Major theoretical constructs underlying organizational culture, curriculum development, and planned change are discussed. *Credit: 3 semester hours.*

**EDU 5301 Leadership Values, Decision Making, and Multicultural Organization**

This course develops leadership abilities at the school district level in implementing an educational vision that incorporates respect for diversity and special needs based on theories, ethical values, and evidence-based practices for multicultural organizations. It addresses all aspects of district operations, including curriculum, instruction, staffing, and facilities management, as they pertain to meeting the needs of diverse groups. *Internship hours required. Credit: 3 semester hours.*

**EDU 5415 Introduction to Educational Administration**

This course develops leadership at the school building level in communicating effectively with diverse stakeholders in the school system, leading comprehensive long-range planning to improve all aspects of schools, creating a supportive learning environment, and managing school finances and facilities to support achievement of educational goals. *Internship hours required. Credit: 3 semester hours.*

**EDU 5418 Administrative Theory in Education**

This course develops understanding of theories of leadership as they apply to educational settings, and builds leadership abilities in articulating a vision with accompanying goals and objectives, planning the implementation of the vision, and incorporating multiple perspectives and alternative points of view, which include differentiated instruction and strategies for diverse populations. The development of a personal plan for improvement is emphasized. *Internship hours required. Credit: 3 semester hours.*

**EDU 5419 Advanced Study in Organizational Theory**

The second course in theoretical perspectives closely considers a number of theories to give practitioners access to the research literature of the fields and the frame problems as researchable questions. As an advanced doctoral course, the primary focus is on different perspectives on theory building in educational administration. Second, there is the substance of contemporary theories as they relate to organizational structures and processes. Third, the instructional strategy incorporates the intellectual tasks involved in developing a conceptual framework for candidates' own doctoral research. *Credit: 3 semester hours.*

**EDU 5420 Politics of Education**

This course develops leadership abilities at the school district level in interacting and communicating effectively with school boards, community agencies, and diverse groups to enhance educational programs based on theoretical perspectives, advocacy initiatives,

and evidence-based practices. It addresses current policies and legislation pertinent to education such as charter schools, merit pay, and responsiveness to federal and state mandates. *Credit: 3 semester hours.*

**EDU 5425: Personality, Society and Culture**

This class explores the impact of society and culture on the development of personality. It examines the sociological, psychological and anthropological approaches to examining personality. It considers the confluence of nature and nurture in personality development as well as the various socio-cultural factors and how they may impact personality formation and development. Also included is an examination of some of the research tools available in personality research. *Credit: 3 semester hours.*

**EDU 5426 Perspectives on Education**

This class explores the limits and possibilities of schooling in achieving an educational experience that is equitable and excellent. It examines the various theoretical perspectives (functional, conflict, symbolic, interactionist) and how they contribute to an understanding of what constitutes achievement. Additionally, it considers how ascribed characteristics of race, gender and class intersect with the daily interactions of teachers and students in classrooms (testing, tracking, and teacher expectations) to play an exacting role in the construction of academic success or failure. *Credit: 3 semester hours.*

**EDU 5471 Leadership in Instructional Supervision**

This course develops leadership strategies and skills at the school building level that are essential for supervising staff within schools and leading professional development to realize the school vision and create a cohesive school culture. It discusses various supervisory approaches grounded in research on instructionally effective schools, and builds leadership abilities in using differentiation strategies for adults and students, and multiple data sources to improve all aspects of the educational program. *Internship hours required. Credit: 3 semester hours.*

**EDU 5499 General Review and Exam Preparation-SBL**

This course provides a comprehensive review of administrative principles and practices emphasized on the State licensing examination for School Building Leaders. *Credit: 1 semester hour.*

**EDU 5551 Organization and Administrative Leadership in Higher Education**

An examination of the basic aspects of college and university organization including the background, development, goals, and functions of public and private colleges and universities; the legal status, boards of control, state and local controls, professional

associations and accreditations. *Credit: 3 semester hours.*

#### **EDU 5552 Issues and Problems in the Administration of Higher Education**

This course provides a unique opportunity to examine and discuss selected current and pertinent issues and significant problems in the administration of higher education through a study of relevant topics including the following: governance and control of higher education. *Credit: 3 semester hours.*

#### **EDU 5553 Financial Management in Higher Education**

This course looks at a broad scope of issues in Higher Education financial management, including budgeting, fiscal projections, resource allocation, and fund-raising. The decision-making process is examined within the context of tuition and other revenue, as well as responsiveness to the political and economic climate. *Credit: 3 semester hours.*

#### **EDU 5554 Global Studies Programs and Distance Education in Higher Education**

This course examines the increasing use of technology in Higher Education for global partnerships, networking, and online course delivery. It includes an examination of distance education practices in various universities both in the US and overseas. *Credit: 3 semester hours.*

#### **EDU 5555 Data Management and Accountability in Higher Education**

This course examines the various systems that are used to track and analyze data for the various functions within institutions of Higher Education. These include student, faculty, institutional, and financial reporting systems. A special emphasis is on reporting for purposes of federal, state, and accreditation agency accountability. *Credit: 3 semester hours.*

#### **EDU 5556 Psychology and Development of Students in Higher Education**

This course looks at the research on student-related issues in higher education, with a view to providing programs and opportunities that enhance students' college experiences and encourage college completion. A special emphasis is placed on supporting students from diverse backgrounds, including students of poverty, students who are first-generation college goers, and students from immigrant backgrounds. *Credit: 3 semester hours.*

#### **EDU 5557 Recruitment, Retention, and Academic Advisement in Higher Education**

This course provides a comprehensive overview of the foundations of academic advising, including its history, philosophical and theoretical perspectives, and delivery models, as well as the application and influence of academic advising strategies and practices in modern colleges and university. In addition, an overview of historical and current recruitment and retention theories and practices, and

their relationship to academic advising, will be explored. *Credit: 3 semester hours.*

#### **EDU 5558 – Faculty-Student Relations and Pedagogical Models in Higher Education**

This course provides a comprehensive overview of pedagogical approaches utilized within the American postsecondary environment, including constructivist, reflective, and inquiry-based approaches. Topics will also include, but are not limited to, the psychological and developmental instructional needs of the contemporary college student, as well as the various economic and sociocultural factors contributing. *Credit: 3 semester hours.*

#### **EDU 5571 Administrative Leadership and Planned Change**

This course develops leadership abilities at the school building level in effective supervision of the day-to-day operational practices of the school, and managing school finances from federal, state, and local sources, facilities, and personnel, to achieve educational goals for students, teachers, and other stakeholders. This includes major theoretical constructs underlying organizational culture, curriculum development, and planned change, and support of personnel to assist in their professional development. *Internship hours required. Credit: 3 semester hours.*

#### **EDU 5599 General Review and Exam Preparation SDL**

This course provides a comprehensive review of administrative principles and practices emphasized on the State licensing examination for SDL. *Credit: 1 semester hour.*

#### **EDU 5632 Organization and Administration of the Elementary and Secondary School Curricula**

This course develops leadership ability at the school district level to implement long-range planning in curriculum development, instructional strategies, classroom organization, and assessment through examination of the historical development of elementary, middle, and high school curricula. It addresses how policies are constructed at the district level for curriculum adoption and monitoring, and processes for change. *Internship hours required. Credit: 3 semester hours.*

#### **EDU 5650 School Based Data Analysis**

This course develops leadership abilities at the school building level in using multiple data sources to identify present issues in the school and propose solutions. The course introduces students to basic statistical tools for individual, classroom, department, and school-based data-analysis to support school improvement. It includes interpretation of standard scores and the reliability and validity of assessments. It addresses the need to implement ethical decision-making, and establish accountability systems for student achievement and fiscal

responsibility. *Internship hours required. Credit: 3 semester hours.*

#### **EDU 5651 School Community Relations in Education**

This course develops leadership abilities at the school building level in communicating and working effectively with community members and organizations to build support for improving student engagement and achievement, and create opportunities for student learning and growth. It includes developing long-range planning for building student, family, and community relationships to identify issues and propose solutions. *Internship hours required. Credit: 3 semester hours.*

#### **EDU 5655 Educational Research and Data Analysis I**

*(Prerequisite: EDU 5650 or the professor's permission.)* This course provides an introduction to the principles of statistical inquiry and their application of an evidence-based approach to educational problems. Students will formulate research questions and hypotheses and use descriptive and inferential statistics to investigate research reports. Students will have hands-on use of computer technology and SPSS to organize and analyze data. Students will learn to use measures of central tendency and variability, standard scores, the normal distribution, correlation and regression, t-tests, ANOVA, and chi-square as well as to compute and interpret statistical power. *Credit: 3 semester hours.*

#### **EDU 5701 Critical Analysis and Review of Research in Education**

The course prepares Ed.D. students for developing Chapter 2: Literature Review for the dissertation process. Students examine current theories and research and connect these ideas to their own dissertation research topic. The understanding of how to connect theory and research to a research topic is explored. The format and organization of writing the Literature Review is investigated. *Credit: 3 semester hours.*

#### **EDU 5721 Collective Negotiations**

This course develops leadership at the school district level in implementing federal, state, and district policies regarding contractual and personnel matters. It includes an overview of the legal, financial, and ethical aspects of negotiation. *Credit: 3 semester hours.*

#### **EDU 5741 Finance in Education**

This course develops leadership abilities at the school district level to create and sustain financial and operational conditions that enable the achievement of State learning standards, implement employment agreements, and allocate resources in accordance with federal and state regulations. The collective bargaining process is discussed, along with the

development of a management information system, and effective ways to communicate financial information to stakeholders. *Internship hours required. Credit: 3 semester hours.*

#### **EDU 5743 Educational Planning: An Integration of Professional Capital Agendas**

Building upon the framework of 21st Century Shared Leadership model, the course focuses on developing human capital to improve teacher and staff effectiveness and student achievement. The course will investigate professional learning communities, recruitment and retaining teachers/staff, mentoring plans, professional development, coaching, and educational policies. Global initiatives are explored through the connection of local, state and federal agendas. Those "lenses" that are specified and explicated by students within the course place a major emphasis on improving leadership practices through the analysis of case studies, panel discussions, team work, video reviews and simulations. *Credit: 3 semester hours.*

#### **EDU 5761 School-Based Business Administration for Administrators and Supervisors**

This course develops leadership at the school building and school district levels in identifying revenue sources, forecasting building and district expenditures, applying accounting principles, developing data-informed facility and personnel plans, and implementing a strategic business plan in accordance with ethical principles and federal and state regulations. *Internship hours required. Credit: 3 semester hours.*

#### **EDU 5791 Legal Aspects of the Administration of Schools**

This course develops leadership abilities at the school building level in setting standards for ethical behavior by example; encouraging initiative, innovation, collaboration, and mutual respect; and applying statutes and regulations and implementing school policies in accordance with ethical principles, and federal and state laws, including managing personnel issues, resolving conflicts, and implementing mandated services. *Internship hours required. Credit: 3 semester hours.*

#### **EDU 5800 Case Studies in Educational Administration**

This course develops leadership at the school district level in meeting State standards for leaders through the analysis of cases that represent issues in implementing the vision, goals, curricula, instructional practices, assessment practices, student support, school organization, personnel management, community relations, accountability procedures, and laws that impact educational programs throughout the district. *Credit: 3 semester hours.*

#### **EDU 5811 Administration and Supervision of Services for Diverse Students**

This course develops leadership abilities at the school building and school district levels in planning, organizing, implementing, and evaluating support services for students with special education needs, English language learners, and other groups with learning needs to maximize their educational outcomes. The course includes establishing accountability systems for support services, and applying statutes and regulations as required by federal and state laws. *Internship hours required. Credit: 3 semester hours.*

#### **EDU 5890 Independent Study: Administration and Supervision**

*Prerequisite: Permission and approval of the Chairperson is required.* Open to only qualified students who wish to pursue an advanced research project in administration and supervision along with a faculty mentor. *Credit: 3 semester hours.*

#### **EDU 5925 Maintaining Matriculation—Master's Degree**

Master's degree students not registered for other courses must register for 5925 until all degree requirements are completed and the degree is granted. *No credit. Fee required.*

#### **EDU 5935 Maintaining Matriculation—Advanced Certificate**

Advanced Certificate students not registered for other courses must register for 5935 until all degree requirements are completed and the degree is granted. *No credit. Fee required.*

#### **EDU 5940 Maintaining Matriculation—Doctoral Degree**

Doctoral students who have NOT passed their comprehensive examinations and are NOT registered for other courses must register for 5940 until all degree requirements are completed and the degree is granted. *No credit. Fee required.*

#### **EDU 5950 School Building Leader Internship**

The SBL Internship develops leadership at the school building level by facilitating hands-on experiences in every aspect of school administration, accompanied by reflective analyses, and connections between evidence-based research and practice. *Credit: 3 semester hours.*

#### **EDU 5951 School District Leader Internship**

The SDL Internship develops leadership at the school district level by facilitating hands-on experiences in every aspect of district administration, accompanied by reflective analyses, and connections between evidence-based research and practice. *Credit: 3 semester hours.*

#### **EDU 5980 Special Topics in Educational Leadership**

Course offered for advanced studies. A

course analyzes current issues, design, and approaches for emerging initiatives. Approved from dept. Chairperson and GPC. *Credit: 3 semester hours.*

#### **EDU 5990 Doctoral Research Seminar**

Students who have passed the doctoral comprehensive examination and completed all coursework requirements register for Research Seminar for 3 credits for each semester until the dissertation is completed and the degree is awarded. *Credit: 3 semester hours. Offered each semester.*

#### **EDU 6121 Orientation to Mental Health Counseling**

*Prerequisites: None.* This course is designed for beginner level mental health counseling students. This course will provide students with knowledge, perspectives, and an introduction to the skills necessary for effective practice as a culturally competent mental health counselor. SJU students will gain the skills necessary for working with individuals from diverse cultural backgrounds in settings such as hospitals, clinics, state programs and/or private practices. The course places an emphasis on ethical and legal considerations in counseling. *Credit: 3 semester hours.*

#### **EDU 6122 Orientation to School Counseling**

*Prerequisites: None.* This course is designed for beginner level school counseling students. This course will provide an examination of the transforming role of the profession, which includes understanding the dynamics of the culture of education, in the 21st century. Students will be introduced to the essential concept of successful counseling by learning about interaction of ethical and legal standards and practices, technology, current research and best practices. *Credit: 3 semester hours.*

#### **EDU 6125 Brief Counseling of Children and Adolescents**

*Prerequisites: EDU 6206, 6208.* This course introduces students to brief counseling methods and techniques for children and adolescents. Interviewing techniques and case conceptualization in terms of evidence-based practices will be emphasized. Strategies for professional counselors to document the effectiveness of counseling interventions will also be presented. *Credit: 3 semester hours.*

#### **EDU 6127 Introduction to Counseling**

*Prerequisites: None.* This course is designed for the beginner level of school and mental health counseling. It will provide students with knowledge, perspectives, and an introduction to the skills necessary for effective practice as a culturally competent counselor. Students will be introduced to the essential concept of successful counseling by learning about the interaction of ethical and legal standards and practices, technology, current research, and best practices. *Credit: 3 semester hours.*

**EDU 6205 Group Dynamics**

*Prerequisites:* None. This course involves the study of principles of group dynamics—including: group content, group process components, developmental stage theories, leadership styles, group members' roles and behaviors, therapeutic factors of group work and methods of evaluating group effectiveness. Students taking this course are required to develop activities and assignments that demonstrate their cumulative knowledge of a specific topic, and participate in a 10-hour small group activity. *Credit: 3 semester hours.*

**EDU 6206 Psychosocial Development: Across the Lifespan**

*Prerequisites:* None. This course provides an overview of human growth and development, across the lifespan. This course focuses on the psychosocial factors involved in understanding individuals across the lifespan, in various cultures, including: current understanding about neurobiological behaviors, models of psychopathology and resilience as well as their relationship with positive development and mental health. *Credit: 3 semester hours.*

**EDU 6207 Developmental Counseling**

*Co-requisites:* EDU 6590. The primary objective of this course is to analyze the different developmental stages, established by expert theorists within the counseling field. Students will be required to utilize this knowledge through practical applications. Students will combine theory and practice by developing age and cognitively appropriate activities. The challenging course work will enable students to conceptualize and create developmentally appropriate school counseling group and individual activities. *Credit: 3 semester hours.*

**EDU 6208 Counseling and Personality Theories**

*Prerequisites:* None. This course reviews the major theories of counseling, as well as their associated counseling techniques and applications. Students taking this course are required to analyze their similarities and differences, among the theories presented, in order to develop an integrated approach to counseling a client in a provided case study. *Credit: 3 semester hours.*

**EDU 6211 Crisis Prevention and Intervention I**

*Prerequisites:* None. This course is designed to introduce and increase students' conceptualization of prevention and intervention methodologies, as these terms apply to manage crisis situations either in a school or community setting. Both proactive and reactive strategies will be discussed and demonstrated. This course also utilizes the following resources to provide the most current and accredited methods: research best

practices, social media, guest speakers and student technique demonstrations. Students' active participation is an essential component of this course. *Credit: 3 semester hours.*

**EDU 6262 Assessment in Counseling**

*Prerequisites:* None. This introductory course involves the study of the various psychological assessment instruments and techniques relevant to the professional counselor working in schools, clinical settings, or private practice. The psychometric properties of test instruments and their appropriate and ethical use with diverse populations will be discussed. Students taking this course will have to demonstrate their competence in using various strategies to complete a case study. Fee \$75. *Credit: 3 semester hours.*

**EDU 6264 Counseling Skills and Techniques**

*Prerequisites:* None. This course introduces students to the counseling skills and techniques that make a counselor successful either in a school or clinical setting. The major approaches to counseling, including counseling microskills, will be studied and demonstrated by the professor and students in a supportive classroom environment. Instruction will include didactic instruction, video presentation, audio taping of clients, and role playing. Active participation in this course is required. *Credit: 3 semester hours.*

**EDU 6270 Case Conceptualization, Treatment Planning and Psychopharmacology**

*Prerequisites:* Completion of 24 credits in the clinical mental health program and permission of the advisor. This seminar course in mental health counseling will develop advanced interviewing skills and techniques necessary for differential diagnosis, case conceptualization, and treatment planning using the DSM 5, as well as, for maintaining and terminating the psychotherapeutic relationship. The appropriateness of consultation and collaboration with other mental health providers will be discussed. In addition, the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications will be studied along with a discussion of the need for appropriate referrals for medication evaluations. *Credit: 3 semester hours.*

**EDU 6301 Career Development**

*Prerequisites:* None. This course will enable students to acquire the knowledge and skills necessary to understand and intervene in other individual's career development as well as understand the variables influencing their own career path. Interrelationship among lifestyle, work place, and career planning are explored. Career development theories, occupational, educational and personal/social information sources and delivery systems, and organization of career development programs are studied. *Credit: 3 semester hours.*

**EDU 6305 Practicum in School Counseling**

*Prerequisites:* EDU 6122, 6205, 6264, 6262. \*\* Student must file application with program advisor the semester prior to enrollment in practicum. EDU 6305 is designed to provide graduate students with a minimum of 100 hours of clinical experiences in an approved school counseling setting. A minimum of 40 hours of direct counseling/consultation services and 60 hours of indirect services with students, school personnel, and families, are required at the site. Supervision is provided by a qualified site supervisor, an approved St. John's University clinical associate and by a faculty member. This course includes a weekly seminar with a faculty member, where the student will receive individual and group supervision related to the field experience. *Credit: 3 semester hours.*

**EDU 6306 Practicum in School Counseling with Bilingual Students**

*Prerequisite:* EDU 6122 or 6127, 6205, 6264, 6262. \*\*Student must file application with program advisor the semester prior to enrollment in practicum. EDU 6306 is designed to provide graduate students with a minimum of 100 hours of clinical experience in an approved bilingual school counseling setting. A minimum of 40 hours of direct counseling/consultation services, and 60 hours of indirect services with students, school personnel and families, are required at the site. Supervision is provided by a qualified bilingual site supervisor, an approved STJ clinical associate and by a faculty member. This course includes a weekly seminar with a faculty member, where the student will receive individual and group supervision related to the field experience. *Credit: 3 semester hours.*

**EDU 6307 Research in Counseling**

*Prerequisite:* EDU 6262. This introductory course examines the major qualitative and quantitative models used in counseling research along with the appropriate methodologies for analyzing research results. Students will critically review articles in the professional literature. In addition they will be required to prepare a research proposal consisting of a review of the literature and proposed methodology for the study. *Credit: 3 semester hours.*

**EDU 6310 Practicum in Clinical Mental Health Counseling**

*Co-requisites:* EDU 6270. This course consists of placement in an approved clinical setting (hospital, outpatient clinic, etc.) for a minimum of 100 hours during which the student will engage in a minimum of 40 hours of direct service with clients and the remaining hours performing indirect services under the supervision of an approved site supervisor. The practicum experience provides students with the opportunity to integrate theoretical knowledge with practical experience and to apply particular treatment approaches specific to client populations. In addition to the on-site

supervision, students will participate in a weekly on-campus seminar in which group supervision will be provided. A comprehensive case study is required as part of this course. *Credit: 3 semester hours.*

### **EDU 6311 Internship in Clinical Mental Health Counseling I**

*Prerequisites: EDU 6310.* This course consists of placement in an approved clinical setting (hospital, outpatient clinic, etc.) for a minimum of 300 hours during which the student will engage in a minimum of 120 hours of direct service with clients and the remaining hours performing indirect services under the supervision of an approved site supervisor. The internship experience is the second field experience for students and provides them with additional opportunities to enhance their clinical interviewing and assessment skills, individual and group counseling skills, and consultation skills under the supervision of an approved supervisor. In addition to the on-site supervision, students will participate in a weekly on-campus seminar in which group supervision will be provided. A comprehensive case study is required as part of this course. *Credit: 3 semester hours.*

### **EDU 6312 Internship in Clinical Mental Health Counseling II**

*Prerequisites: EDU 6311.* This course consists of placement in an approved clinical setting (hospital, outpatient clinic, etc.) for a minimum of 300 hours during which the student will engage in a minimum of 120 hours of direct service with clients and the remaining hours performing indirect services under the supervision of an approved site supervisor. The internship experience is the third field experience for students and provides them with additional opportunities to enhance their clinical interviewing and assessment skills, individual and group counseling skills, and consultation skills under the supervision of an approved supervisor. In addition to the on-site supervision, students will participate in a weekly on-campus seminar in which group supervision will be provided. During the on-campus seminar topics on counselor wellness will also be explored. A comprehensive case study is required as part of this course. *Credit: 3 semester hours.*

### **EDU 6314 Counseling and Special Education**

*Prerequisites: EDU 9711 or equivalent and permission of advisor.* This course is designed for school counseling and clinical mental health counseling students. The focus of this course involves learning the issues, concerns, and best-practice interventions that support educational and social equity for the exceptional student/individual. Understanding the concepts of impairment, disability, and handicap, current legislation, incidence and prevalence of exceptional students and how counselors can best advocate and empower persons and families to offer every chance for life success and satisfaction will be studied. Students will be taught by didactic

and multimedia presentation, interviews, and role-playing. *Credit: 3 semester hours.*

### **EDU 6364 Counseling the Substance Abuser**

*Prerequisites: None.* This course is designed to introduce students to issues relevant to substance abuse and addiction. The biological, psychological and sociological factors related to the use of alcohol and other drugs will be studied. Assessment, counseling, and treatment approaches are considered as well as the utilization of appropriate community resources and support services. *Credit: 3 semester hours.*

### **EDU 6424 Case Studies and Community Resources in Counseling**

*Prerequisites: Completion of 24 credits in the clinical mental health program and permission of the advisor.* This course examines the symptoms, causes, and experience of various types of psychological disorders. An emphasis on the case study approach is used to understanding these conditions as well as incorporating theory, research, and socio-cultural issues in developing appropriate treatment options. *Credit: 3 semester hours.*

### **EDU 6455 Directed Study in Counselor Education**

*Prerequisite: Permission of the Advisor and the Program Coordinator.* Directed study in an area of competence relevant to the student's counseling program. Student works with an advisor to develop an appropriate study plan. *Credit: 3 semester hours.*

### **EDU 6530 Multicultural Counseling**

*Prerequisites: completion of 12 credits in the program and permission of the advisor.* This theoretical and experiential course introduces students to multicultural issues in counseling theory, practice, and research. Emphasis is placed on three dimensions of multicultural competence: (a) awareness of one's own culture, biases, and values; (b) knowledge of other cultures; and (c) skills in counseling, educating, and advocating for and with ethnically diverse populations. *Credit: 3 semester hours.*

### **EDU 6590 Internship in School Counseling I**

*Prerequisite: EDU 6305 and permission of the student's advisor. Students must file application with program advisor and file an application the semester prior to enrollment in the internship.* The internship is designed to provide advanced graduate students with a minimum of 300 hours of supervised clinical experience, including a minimum of 120 direct service hours in an approved school counseling setting and remaining hours of indirect service. Supervision is provided through various methods by a qualified site supervisor, an approved STJ clinical associate, and by a faculty member. This course includes a weekly group seminar with a faculty member. Students are required to have malpractice insurance. *Credit: 3-6 semester hours.*

### **EDU 6591 Internship in School Counseling II**

*Prerequisite: EDU 6590. \*\*Student must file application with program advisor the semester prior to enrollment in the second internship.* The second internship is designed to provide advanced graduate students with a minimum of 300 hours of supervised clinical experience, including a minimum of 120 direct service hours in an approved school counseling setting and the remaining hours of indirect service. Supervision is provided through various methods by a qualified site supervisor, an approved STJ clinical associate, and by a faculty member. This course includes a weekly group seminar with a faculty member. *Credit: 3 semester hours.*

### **EDU 6592; 6593 Internship in Bilingual School Counseling I, II**

The prerequisites and course description are the same as 6590 and 6591, except that the field site is a multicultural school and the candidate works primarily with bilingual/bicultural students. *Credit 3-6 semester hours.*

### **EDU 6595 Organization and Administration of Personnel Services**

*Prerequisites: School program core courses.* This course focuses on integrating theoretical and practical skills from the prerequisite courses in order to develop and evaluate comprehensive counseling programs in schools. The American School Counseling Association model is used to guide various activities. The various roles of the school counselor and types of services provided are discussed. *Credit: 3 semester hours.*

### **EDU 6606 and 6607 Supervision of Counseling**

*Prerequisites: Completion of master's program in counseling, adequate experience as a practitioner, and permission of the Program Coordinator.* This first course explores models of supervision and the various processes involved in supervision. The second course involves the evaluation and critique of counseling sessions through actual supervision of counselor trainees. *Credit: 3-6 semester hours.*

### **EDU 6610 Spiritual Issues in Counseling and Psychotherapy**

*Prerequisites: None.* This course focuses on current research that relates to the integration of spirituality and best-practice counseling and psychotherapy. *Credit: 3 semester hours.*

### **EDU 6650 Consultation and Evaluation**

*Prerequisites: Completion of 24 credits in the School Counseling course sequence.* This course provides the counselor with the knowledge and skills necessary to analyze the culture of school settings in order to maximize the effectiveness of consultation interventions. In addition there is an emphasis on the integration of the theory and practice of learning and/or behavioral problems of students in K-12 settings. Students will also be taught how to write grants to provide needed resources in their school. Evaluation of outcomes will also be discussed. *Credit: 3 semester hours.*

**EDU 6651 Foundations in Mental Health Counseling and Consultation**

*Prerequisites:* Core 6121, 6205, 6264. This course provides students with basic information on the principles and practices of mental health counseling and consultation. Topics include the history and philosophy of mental health counseling, professional identity, the roles of the mental health counselor, professional ethics, integrating theory to practice, various contexts of practice and organizational structures, assessment, prevention, consultation and an understanding of how diversity influences the practice of mental health counseling. *Credit: 3 semester hours.*

**EDU 6925 Maintaining Matriculation**

Students seeking master's degrees who are not registered for other courses must register for 6925 until all degree requirements are completed and the degree is granted. *No credit. Offered each semester.*

**EDU 6935 Maintaining Matriculation**

Advanced Certificate students who have not registered for other courses must register for 6935 until all diploma requirements are completed and the diploma is granted. *No credit. Offered each semester.*

**EDU 7000 Psychological Foundations of Learning**

This course takes a critical perspective on the psychological issues that help contextualize American schools and explain student achievement. We will examine topics related to the psychological facets of learning and education, respectively. The course is aimed at providing students with conceptual tools essential for understanding education. The psychological foundations of the course address the nature of schooling from the perspective of students' cognitive development. It examines both concepts and applications of learning theories. *Credit: 3 semester hours.*

**EDU 7001 Curriculum Instruction and Teaching**

Basic theories and principles of curriculum and instruction; emphasis on developing and designing a curriculum plan, as well as historical, philosophical and social foundations of curriculum. *Credit: 3 semester hours.*

**EDU 7002 Early Childhood Study Abroad Elective: International Perspectives in Early Childhood Education**

The study of educational philosophy, culture, policy and practices in early childhood settings abroad. Group travel program elective; offered annually. *Credit: 3 semester hours.*

**EDU 7003 Current Issues and Change Theory in Curriculum**

Controversial issues related to teaching, learning, supervision and curriculum change; essential knowledge that shapes a person's philosophy of curriculum. *Credit: 3 semester hours.*

**EDU 7004 Essential Readings in Curriculum from the 20th Century**

Important books of the 20th century, which have shaped curriculum are read and discussed. The relevance of the theoretical perspectives to school and society today are discussed within the context of current political and fiscal climate. *Credit: 3 semester hours.*

**EDU 7005 Culturally Relevant pedagogy and Curriculum**

The course introduces students to scholarship related to culturally relevant pedagogy for marginalized and underrepresented students. Students examine the manifold influences of culture—including factors like race, class, place, gender, and language—on teaching and learning within and across in-school and out-of-school contexts. They explore opportunities and challenges to promote culturally relevant learning and to foster social and cultural justice for students, families, and communities. *Credit: 3 semester hours.*

**EDU 7006 Study Abroad Elective: International Perspectives in Education**

The study of educational philosophy, culture, policy and practices in early childhood, childhood and adolescent settings abroad. Group travel program elective; offered annually. *Credit: 3 semester hours.*

**EDU 7106 Understanding the Middle Grades Learner**

This course will focus on understanding, celebrating and nurturing the young adolescent. Course topics include historical perspectives on the middle school philosophy, foundations for middle level curriculum theory, characteristics of young adolescents, including physical, cognitive, moral, psychological and social-emotional attributes: identity development; home and community involvement; and the future of the middle grades movement. *Credit: 3 semester hours.*

**EDU 7107 Methods of Teaching in the Middle Grades**

This course will focus on understanding how to organize school structures and classroom practice to best facilitate learning for the young adolescent. Course topics include: advisory, teaming, scheduling, curriculum, assessment, instruction, athletics and the arts, teacher dispositions that lead to positive learning environments, and the future of the middle school in relation to the 21st-century skills movement. *Field work required: 20 hours. Credit: 3 semester hours.*

**EDU 7114 Early Childhood Education Associate Teaching**

*Prerequisite:* Completion of pedagogical coursework and permission of the Graduate Committee on Associate Teaching. Observation and participation in teaching in an early childhood school under University

supervision at both the Pre-K and the grades 1–2 levels, 4-1/2 days per week. Attendance at weekly seminars is required. *Credit: 3 semester hours.*

**EDU 7115 Childhood Associate Teaching**

*Prerequisite:* Completion of pedagogical coursework and permission of the Graduate Committee on Associate Teaching. Observation and participation in teaching in an approved elementary school under University supervision at both the primary (1–3) and elementary levels, 4-1/2 days per week. Attendance at weekly seminars required. *Credit: 3 semester hours.*

**EDU 7117 Adolescent Education Associate Teaching**

*Prerequisite:* Completion of pedagogical coursework and permission of the Graduate Committee on Associate Teaching. Observation and participation in teaching in an approved school under University supervision at both the grades 7–9 and the 10–12 levels, 4-1/2 days per week. Attendance at weekly seminars required. *Credit: 3 semester hours.*

**EDU 7120 Individualization: Diagnosing Students' Instructional Needs**

The development of diagnostic skills to analyze individual learning styles and to then develop instructional prescriptions on the basis of that data. *Credit: 3 semester hours.*

**EDU 7122 Programs in Early Childhood Education: Play, Social Learning in Early Childhood Environments**

This course examines historical, philosophical and current perspectives on early childhood education programs, including their implications for the role of play in children's development and learning in all domains, cognitive, linguistic, physical, emotional, social, and aesthetic. *Field work required: 20 hours. Credit: 3 semester hours.*

**EDU 7123 Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Settings**

Through workshop experiences, readings, and reflection, students become familiar with process-oriented approaches to young children's creativity in the arts and with rationales for infusing creative arts into curriculum. Issues regarding sensory integration and assistive technology are explored. *Field work required. Credit: 3 semester hours.*

**EDU 7124 Literature in Early Childhood**

This course explores the important role of literature in developing young children's oral language and literacy in relation to current early childhood performance standards in the language arts. *Credit: 3 semester hours.*

**EDU 7126 Observing and Recording the Behavior of Young Children**

This course focuses on young children's growth and development and explores the reasons for and methods of observing young children

and teacher-child interaction in diverse early educational settings. *Field work required: 15 hours. Credit: 3 semester hours.*

#### **EDU 7127 School, Family and Community Partnerships**

This course takes an ecological perspective on supporting children's learning and development through strengthening positive links between school, family, and community. Examines roles of members in interdisciplinary teams and collaborative partnerships in assessing and planning for young students with disabilities. *Credit: 3 semester hours.*

#### **EDU 7128 Integrated Curriculum in Early Childhood**

Students learn to design and implement integrated curriculum including both teacher-planned and child-initiated learning experience to address state learning standards in social studies, language arts, mathematics, science, and technology. *Field work required: 15 hours. Credit: 3 semester hours.*

#### **EDU 7129 Mathematics and Science in Early Childhood**

In this course, students explore the teaching and learning of scientific and mathematical concepts and processes through content of relevance and interest to children, Pre-K through second grade. Includes evaluating and integrating technology resources into lesson planning for inquiry-based learning. *Credit: 3 semester hours.*

#### **EDU 7135 Current Trends, Research and Assessment in Social Studies**

Current practices and trends; an examination of selected innovative programs and the development of skills and techniques for social studies instruction. *Field work required: 15 hours. Credit: 3 semester hours.*

#### **EDU 7136 Current Trends, Research and Assessment in Science**

Current practices, trends and examination of selected innovative programs and the development of skills and techniques for instruction in science. *Field work required: 15 hours. Credit: 3 semester hours.*

#### **EDU 7137 Current Trends, Research and Assessment in Mathematics**

An examination of the present-day curriculum in elementary school mathematics in addition to current practices and trends with emphasis on the content of modern mathematics. *Field work required: 15 hours. Credit: 3 semester hours.*

#### **EDU 7138 Current Trends and Research in the Teaching of Language Arts**

Current practices and trends; examination of selected innovative programs and the development of skills and techniques for language arts instruction. *Field work required: 15 hours. Credit: 3 semester hours.*

#### **EDU 7195 Teaching and Learning: Childhood**

This course is designed to provide prospective teachers of elementary school students with focused knowledge of learning and development as they relate to teaching strategies and techniques in both urban and rural settings. *Field work required: 15 hours. Credit: 3 semester hours.*

#### **EDU 7211 Educational Research and Data Analysis II**

*Prerequisite: EDU 5655.* This course develops knowledge and applications of advanced univariate and multivariate inferential statistical methods, multiple correlation and regression, principles of measurement, internal validity, power analysis and effect size. Students will have hands-on use of statistical software such as SPSS to organize and analyze data and engage in critical analyses of published research that exemplifies a variety of statistical techniques. *Credit: 3 semester hours.*

#### **EDU 7217 Creating Basic Audiovisual Media (CF.LIS 217)**

Creation and evaluation of multi-media programs for all libraries. Independent projects will require additional laboratory time. *Credit: 3 semester hours. Field trip may be required. Library Science fee: \$25.*

#### **EDU 7222 Philosophical, Historical, and Sociological Foundations of Education**

This course focuses upon current issues and problems within the field of curriculum. The course examines conceptions of curriculum as well as historical, philosophical, social, psychological, and intellectual foundations of those conceptions. *Credit: 3 semester hours.*

#### **EDU 7266 Technology for Teaching Literacy in Regular and Special Education Settings**

Technology utilization for literacy-based instruction. Emphasis is placed on the ways that technology can be used in the classroom to acquire information, communicate, and enhance learning in grades Pre K-5. *Credit: 3 semester hours.*

#### **EDU 7267 Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings**

Technology utilization for literacy-based instruction in the content areas. Emphasis is placed on the ways that technology can be used to acquire information, communicate, and enhance learning in grades 6-12. *Credit: 3 semester hours.*

#### **EDU 7270 Research Seminar: Investigating and Evaluating Research in the Field of Instructional Technology**

This course will focus on investigating and evaluating current research findings and methodologies in the field of instructional technology. Students will explore how theories, research methodologies and technology

research tools are being used to study teaching and learning with emerging technologies. Upon completion of the course, students will develop a literature review and research plan in an area of interest for their dissertation proposal. *Credit: 3 semester hours.*

#### **EDU 7290 Human Relations in Multicultural and Inclusive Settings**

The course will focus on improving communication skills and relationships with parents, students, administrators and members of the community in a multicultural society. *Credit: 3 semester hours.*

#### **EDU 7291 Innovative Strategies in Secondary Education: Social Studies**

This course examines issues, perspectives and strategies related to developing a critical pedagogy of reflective practice in secondary social studies education, and is designed around four interrelated themes: 1. Exploring the theoretical and historical underpinnings of history education; 2. Understanding best practices related to methods of social studies education at the adolescent level; 3. Examining planning and assessment practice and purpose through reflective self-evaluation, and 4. Developing pedagogical practices that are responsive to the context of urban schools and inclusive of the multifaceted identities of metropolitan adolescents and their families. *Field work required: 20 hours. Credit: 3 semester hours.*

#### **EDU 7292 Innovative Strategies in Secondary Education: Science**

This course examines issues, perspectives and strategies related to developing a critical pedagogy of reflective practice in secondary science education, and is designed around four interrelated themes:

1. Exploring models and theories related to methods of science teaching and learning;
2. Understanding current research on best practices related to methods of science education at the adolescent level;
3. Examining planning and assessment practice and purpose through reflective self-evaluation, and
4. Developing pedagogical practices that are responsive to the context of urban schools and inclusive of the multifaceted identities of metropolitan adolescents and their families.

*Field work required: 20 hours. Credit: 3 semester hours.*

#### **EDU 7293 Innovative Strategies in Secondary Education: Mathematics**

This course examines issues, perspectives and strategies related to developing a critical pedagogy of reflective practice in secondary mathematics education, and is designed around four interrelated themes: 1. Exploring

models and theories related to methods of mathematics teaching and learning; 2. Understanding current research on best practices related to methods of mathematics education at the adolescent level; 3. Examining planning and assessment practice and purpose through reflective self-evaluation, and 4. Developing pedagogical practices that are responsive to the context of urban schools and inclusive of the multifaceted identities of metropolitan adolescents and their families. *Field work required: 20 hours. Credit: 3 semester hours.*

#### **EDU 7294 Innovative Strategies in Secondary Education: Foreign Language**

This course examines issues, perspectives and strategies related to developing a critical pedagogy of reflective practice in secondary foreign language education, and is designed around four interrelated themes: 1. Exploring models and theories related to methods of foreign language teaching and learning; 2. Understanding current research on best practice related to methods of foreign language education at the adolescent level; 3. Examining planning and assessment practice and purpose through reflective self-evaluation, and 4. Developing pedagogical practices that are responsive to the context of urban schools, and inclusive of the multifaceted identities of metropolitan adolescents and their families. *Field work required: 20 hours. Credit: 3 semester hours..*

#### **EDU 7295 Teaching and Learning Adolescent**

This course involves planning for instruction with a view toward differentiated instructional strategies for all students in both urban and rural settings, in the several content areas, paying special attention to current standards. *Field work required: 20 hours. Credit: 3 semester hours.*

#### **EDU 7296 Innovative Strategies in Secondary Education: English (ELA)**

This course examines issues, perspectives and strategies related to developing a critical pedagogy of reflective practice in secondary ELA education, and is designed around four interrelated themes: 1. Exploring models and theories related to methods of ELA teaching and learning; 2. Understanding current research on best practices related to methods of ELA education at the adolescent level; 3. Examining planning and assessment practice and purpose through reflective self-evaluation, and 4. Developing pedagogical practice that is responsive to the context of urban schools and inclusive of the multifaceted identities of metropolitan adolescents and their families. *Field work required: 20 hours. Credit: 3 semester hours.*

#### **EDU 7297 Introduction to Research Methods**

Surveys methods of qualitative and quantitative inquiry into educational issues from Grade B–12 in mainstream and inclusive settings marked by racial, ethnic, linguistic, and cultural diversity. Students will analyze and synthesize research relevant to selected topics in literacy, home-school-community relations and other program-related areas of interest in early childhood, childhood, adolescent education or education for inclusive, educationally disadvantaged students. *Credit: 3 semester hours.*

#### **EDU 7300 Educational Assessment of Young Children with Exceptionalities (cf. EDU 9733)**

*Prerequisites: EDU 9737 and EDU 7126.* Use of formal and informal strategies for assessment and evaluation of young children with exceptionalities. Emphasis in interdisciplinary and family collaborator in collection and analysis of assessment data for formulation of interventions. *Field work required: 20 hours. Credit: 3 semester hours.*

#### **EDU 7301 Curriculum Modifications for Teaching Students with Disabilities in Diverse Early Childhood Setting (cf. EDU 9734)**

Focuses on adapting general education curriculum, methods, technology, resources and materials to support students over a wide range of disabilities and cultural/linguistic backgrounds in meeting state learning standards. *Field work required: 15 hours. Credit: 3 semester hours.*

#### **EDU 7302 Early Intervention and Provision of Services for Preschoolers with Special Needs (cf. EDU 9736)**

Highlights needs of infants, toddlers and preschoolers with or at risk for developmental delays or disabilities. Examines assessment and intervention processes and strategies in a variety of natural environments and issues in the transition to preschool environments. *Field work required: 15 hours. Credit: 3 semester hours.*

#### **EDU 7303 Research on Issues in Early Childhood Special Education**

Focus on relationships between research, theory and practice in providing appropriate services for infants, toddlers and young children with special needs. *Credit: 3 semester hours.*

#### **EDU 7304 Practicum in Special Education-Early Childhood (cf. EDU 9739)**

*(Prerequisites EDU 7114, Core Special Education courses and permission of instructor)* Applications of instructional strategies for students with disabilities in inclusive or special education settings, under university supervision. Students will learn the means for

identifying and reporting suspected child abuse, and maltreatment and the prevention and intervention of child abduction, school violence and alcohol, tobacco and other drug abuse. A minimum of 25 days or 150 hours of field work required. Seminar attendance required. *Credit: 3 semester hours.*

#### **EDU 7319 Approaches, Strategies and Materials for Literacy Development**

Study of various approaches to reading instruction; analysis of strengths and weaknesses of each mode; classroom grouping and management procedures for reading instruction. *Credit: 3 semester hours.*

#### **EDU 7334 School Media Centers (Cf. LIS 234)**

Introduction to the organization and functions of school media centers. Discussion of the educational setting, program relationships within the school and the community, finances and budgeting, staffing, services and program planning. Emphasized are operations of the building level media program. *Credit: 3 semester hours. Field trip required.*

#### **EDU 7399 Field Research in Reading and Learning**

This course serves as a combined seminar and practicum in which a variety of approaches to teaching students to read are explored and field-tested. Students are required to use previous research as the basis for the development of experimental study focuses on the application of varied reading ideologies for students with diverse learning styles and to submit their findings in a manuscript for publication. *Credit: 3 semester hours.*

#### **EDU 7410 Identification of the Gifted and Talented**

This course examines the identification of gifted/ talented and high ability students and factors involved with the development of their talents. Multiple criteria are illustrated in the identification process and special emphasis is placed on diverse students. This course is designed to satisfy NY State license extensions for teaching gifted students, for which an Internship will be required. *Credit: 3 semester hours.*

#### **EDU 7411 Introduction to Designing Programs, Curriculum and Materials for the Gifted and Talented**

This course develops ability in the design of appropriate programs, curriculum and materials for gifted/ talented and high-ability students groups along with a critical review of relevant research and contrasts of alternative models and perspectives within gifted education. This course is designed to satisfy NY State license extensions for teaching gifted students for which an Internship will be required. *Credit: 3 semester hours.*

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**EDU 7412 Teaching Creative Thinking and Problem Solving to Gifted and Talented Students**

This course responds to immediate and long-range needs of gifted/talented and high-ability students by promoting the achievement of basic skills and experience in creative thinking and problem solving both globally, and within various subject areas, along with critical review of relevant research. This course is designed to satisfy NY State license extensions for teaching gifted students for which an Internship will be required. *Credit: 3 semester hours.*

**EDU 7413 Professional Collaboration and Leadership in Gifted Education**

This course will cover collaborative models of professional development and program evaluation for gifted/talented and high-ability students' education, major issues and leadership concerns in the field, e.g., including underrepresented populations and integrated gifted practices school-wide and system-wide. Students will investigate how to network and disseminate information on gifted education. This course is designed to satisfy NY State license extensions for teaching gifted students for which an Internship will be required. *Credit: 3 semester hours.*

**EDU 7440 Designing, Implementing and Evaluating In-Service Programs**

This course examines, through reading and discussion of current research and literature, characteristics as well as theoretical frameworks of effective in-service design processes. Models of effective in-service programs are analyzed and adapted to address students' educational needs and settings. *Credit: 3 semester hours.*

**EDU 7550 Introduction to Doctoral Research**

This seminar will be the springboard for doctoral dissertation research through introducing students to the resources available and processes involved in constructing a dissertation study. Students will learn how to conduct a conceptual and methodological analysis of prior research in their fields of study, how to design feasible and ethical research projects, and strategies for dissemination of research. *Credit: 3 semester hours.*

**EDU 7555 Planning for Curriculum Development in Elementary and Secondary Schools**

Theories of learning and relevant research; study of the curriculum decision-making process; research evaluation and practice concerning operational aspect of educational objectives; behavioral analysis of educational tasks. *Credit: 3 semester hours.*

**EDU 7559 Introduction to Doctoral Research**

This course will lay the foundation for doctoral research by (a) stimulating student thinking on current national issues in the field of education; (b) assisting students in acquiring the basic research tools they need for formulating a

research plan; and (c) assisting students in defining themselves as researchers, who are to be future leaders in the area. *Credit: 3 semester hours.*

**EDU 7579 Observational Analysis for Teachers**

Macro-and micro-analyses of teaching through the use of affective, cognitive, verbal and non-verbal observational systems are discussed, along with a critical analysis of current research on teaching approaches and practices. *Credit: 3 semester hours.*

**EDU 7580 Analysis of Teaching and Educational Process**

The relationships that exist between instructional objectives and teaching behavior; applications of human development and learning concepts as they relate to specialized teaching methods and materials. Research results and selected generic theories of teaching behavior are used to extend the teacher's concept of the teaching-learning process. *Credit: 3 semester hours.*

**EDU 7585 Capstone: Assessment of the Learning Process**

This culminating course in the Master of Education students' teacher education program offers an opportunity for students to design, plan, draft, revise, and finalize a research /thesis project. This project demonstrates the understandings and analyses of education that the students have accumulated through their university course work and field work. *3 semester hours.*

**EDU 7590 Communications and Human Relations**

The educational implications of prejudice and sexism are examined as well as the development of skills necessary to identify needs of adolescents; training for group facilitating related to the classroom and the development of communication skills are also discussed. *Credit: 3 semester hours.*

**EDU 7663 Using Technology in the Study of Qualitative Research Methodology**

Students in this course will learn how qualitative data analysis software can be used as a tool to enhance the research analysis process. This course will integrate theory with applications, as well as provide instruction on how to use the software. Students will use both text analysis and qualitative analysis software programs in a study where they design the instruments, collect the data, and analyze the results. *Credit: 3 semester hours.*

**EDU 7664 Foundations of Online Learning**

This course provides an introduction to the field of e-learning and distance education. The course provides learning opportunities to understand the foundations, theories, research, and delivery technologies of distance education. Learners explore current e-learning tools used in online and blended instruction. The emphasis is on pedagogy and the learner, rather than

the technology itself. Learners also engage in activities that involve applying effective design and teaching strategies to a course module appropriate for their teaching. *Credit: 3 semester hours.*

**EDU 7665 Leadership in Technology I (cf. EDU 5665)**

This course develops leadership abilities at the school building and school district levels to understand the administrative and instructional uses of technology; validate improvements in curriculum development and instructional practices through the integration of technology; to make decisions about future hardware and software enhancement, consistent with the National Technology Standards, as they pertain to classroom, school, and district goals for students, including students with diverse learning needs; and to make decisions about future technology for professional development at all levels. *Credit: 3 semester hours.*

**EDU 7666 Developing Curriculum Materials for the Web**

This course explores online technology tools that can enhance teaching and learning in the K-12 classroom. Fueled by research and real world applications, this course examines several forms of interactive multimedia and online experiences that support student cognition through the use of appropriate websites and the creation of tools like wikis, WebQuests, and curriculum webs. A curriculum web is a website designed to support a specific curriculum plan while utilizing electronic resources. Students will evaluate, design, and construct assistive learning tools that integrate powerful topics with innovative online resources that embrace principles of the common core. This course will cover detailed procedures, standards and protocols for technology integration in the classroom and provide students with firm understanding of ways to support the diverse learning needs and interests of students. The course assumes a basic knowledge of computers, including use of e-mail, the Internet, and word processing. Most important this class assumes a willingness to put time and energy into the planning and development of online resources and assignments. *Credit: 3 semester hours.*

**EDU 7667 Foundations of Instructional Design for Technology-Supported Learning**

This course provides an introduction to instructional design for technology-supported learning. The purpose is that students gain an understanding of the field, learn to analyze a subject domain and to design, develop, implement, and evaluate technology-supported learning experiences to facilitate student construction of knowledge in that domain. Students will apply knowledge of approaches to teaching and learning of cognitive, psychomotor and affective goals, approaches to formative evaluation of instructional design and

communication and collaboration technologies in the design of a learning experience.

*Credit: 3 semester hours.*

### **EDU 7668 Computer Technology in Education**

This course considers the three ways in which computers can be used in instruction; as tutors, tools, or tutees. Examples of each of these uses are examined in terms of the theories of learning and curriculum implicit in each.

Authoring systems, which allow teachers to design computer-assisted instruction, are used.

*Credit: 3 semester hours.*

### **EDU 7669 Leadership in Technology II (cf. EDU 5669)**

*Prerequisite: EDU 5665/7665.* This course focuses on using technology to make data-driven decisions for effective school leadership. It explores the role of data in making effective instructional, financial, and administrative decisions in schools. Development and application of data-management and data-driven decision-making processes are emphasized. Current research on technology in educational settings is critically examined.

*Credit: 3 semester hours.*

### **EDU 7701 Research Development in Instructional Strategies**

Emphasis is placed on leadership strategies and supervisory skills for instructional improvement and teacher's professional growth; current trends and innovations in planning, development, implementation and evaluation of supervisory programs. From classroom lectures and discussions, readings from current literature, and the preparation of written assignments, the student should acquire specific knowledge of effective practices in instructional supervision.

*Credit: 3 semester hours.*

### **EDU 7703 Analysis of Alternative Innovative Strategies**

The purpose of this course is to examine educational alternatives through historical, sociological and philosophical analyses of schools and education. Study of the origin, the characteristics and the current directions of educational alternatives provide the framework for this course. *Credit: 3 semester hours.*

### **EDU 7708 Trends and Techniques in the Evaluation of Programs**

This course will provide information about approaches to formative and summative program evaluation. It will include the establishment of evaluation criteria and standards, data gathering and analysis techniques, utilization of evaluation data, criteria for judging evaluations, and ethical issues in program evaluation. Case studies will be used to illustrate application of theoretical issues in evaluation to practical situations.

*Credit: 3 semester hours.*

### **EDU 7712 Change Theory and the Curriculum**

The purpose of this course is to help students to better understand the organization of school systems and to suggest ways in which curriculum specialists can bring about educational change in a systematic and planned way. Curriculum change strategies and tactics based upon recently developed scientific knowledge, concepts and theory are considered. *Credit: 3 semester hours.*

### **EDU 7715 Issues in Curriculum: Theory and Development**

This course reviews the historical evolution of curriculum as a field as well as the works of those who have contributed to this evolution. Traditional as well as contemporary conceptions of curriculum theory, design and development are compared. *Credit: 3 semester hours.*

### **EDU 7800 Multivariate Data Analysis**

*Prerequisite: EDU 5655 and 7211.* This course examines advanced research and statistical design approaches, including multiple and logistic regression, discriminant analysis, MANOVA, HLM, causal modeling, factor analysis and validity and reliability assessment. Students will have hands-on use of computer technology and statistical software such as SPSS to organize and analyze data. *Credit: 3 semester hours.*

### **EDU 7890 Independent Study – Instructional Leadership**

*Prerequisite: Permission and approval of Chairperson is required.* Open to only qualified students who wish to pursue an advanced research project in a curriculum or teaching area along with a faculty mentor. *Credit: 3 semester hours.*

### **EDU 7891 Independent Study – Curriculum and Instruction**

*Prerequisite: Permission and approval of Chairperson is required.* Open only to qualified students who wish to pursue an advanced research project in a curriculum or teaching area along with a faculty mentor. *Credit: 3 semester hours.*

### **EDU 7900 Qualitative Research – Methods in Education**

This course focuses on a variety of qualitative approaches to discipline and inquiry that can be brought to bear on the problems in education and also examines underlying theoretical frameworks of these approaches. The course provides opportunities for students to develop knowledge and skills in the various qualitative techniques and methods. *Credit: 3 semester hours.*

### **EDU 7901 Educational Research and Data Analysis III**

*Prerequisites: 5655 and 7211.* This course advances the principles and concepts developed

in earlier research courses through practical applications and field-based studies. The course will include instrument development, data collection strategies and advanced data analysis techniques using statistical software.

*Credit: 3 semester hours.*

### **EDU 7902 Advanced Qualitative Research in Education**

*Prerequisites: EDU 5655, EDU 7900.* This course will expand student expertise in the paradigms and strategies used when conducting ethnographic and other narrative forms of research. Students will design and implement field-based projects, apply reflective analytic techniques, and communicate findings using various approaches. Students will also develop familiarity with software used for qualitative data analysis as applied to narrative text, artifacts, and media. *Credit: 3 semester hours.*

### **EDU 7925 Maintaining Matriculation – Master's Degree**

Master's degree students not registered for other courses must register for 7925 until all degree requirements are completed and the degree is granted. *No credit. Fee required.*

### **EDU 7935 Maintaining Matriculation – Advanced Certificate**

Advanced Certificate students not registered for other courses must register for 7935 until all degree requirements are completed and the degree is granted. *No credit. Fee required.*

### **EDU 7940 Maintaining Matriculation – Doctoral Degree**

Doctoral students not registered for other courses must register for 7940 until all degree requirements are completed and the degree is granted. *No credit. Fee required.*

### **EDU 7980 Special Topics in Educational Leadership**

Courses offered for advanced studies. A course analyzes current issues, design, and approaches for emerging initiatives. Approval from Dept. Chairperson and GPC. *Credit: 3 semester hours.*

### **EDU 7990 Doctoral Research Seminar**

Students who have passed the doctoral comprehensive examination and completed all coursework requirements register for Research Seminar for 3 credits for each semester until the dissertation is completed and the degree is awarded. *Credit: 3 semester hours. Offered each semester.*

### **EDU 8000 Community Immersion Research Seminar I**

The Community Immersion Research Seminar I is a year-long, 3-credit course that students enroll in during their first year of their doctoral program. In this course, students will develop and sustain relationships with and among communities in local and/or global contexts. In so doing, students will apply developing

understandings of research that relates to pedagogical practices in and for the classroom and community, as well as research that relates to poverty, equity, and corresponding policies and practices. Students will (re)create transformational strategies and approaches to actualize in concert with communities. During the first semester in their doctoral program, students will visit various communities, and students will select a focal community by the start of their second semester.

### **EDU 8001 Community Immersion Research Seminar II**

*Prerequisite: EDU 8000 Community Immersion I*

The Community Immersion Research Seminar II is a year-long, 3-credit course that students enroll in during their second year of their doctoral program. In this second year of the seminar, students will sustain meaningful relationships with and among members of a local community. In so doing, students will apply developing understandings of research that relates to pedagogical practices in and for the classroom and community, as well as research that relates to poverty, equity, and corresponding policies and practices. In this second year of Community Immersion, students will refine, hone and deepen relationships with community members; working by, with and for the community, students will develop understandings of the community's strengths and needs.

### **EDU 8002 Community Immersion Research Seminar III**

*Prerequisite: EDU 8000 Community Immersion II*

The Community Immersion Research Seminar III is a year-long, 3-credit course that students enroll in during their third year of their doctoral program. In this third year of the seminar, students will build on their relationships with members of a local community to co-construct ways to enhance the lives of community members. In so doing, students will apply developing understandings of research that relates to pedagogical practices in and for the classroom and community, as well as research that relates to poverty, equity, and corresponding policies and practices. In the final semester of this course, students will craft a plan for their dissertation research that speaks to the needs and desires of the focal community.

### **EDU 8003 Visions of Research I: Qualitative Inquiry**

What is the experience of an educators' team in a charter school? What is the educational experience of immigrant families in a particular community? These and other questions that may stem from students' community and research experiences will be the focus of this doctoral-level course. More specifically, the course will address qualitative approaches to studying and analyzing community-related meaning making. Students will develop understandings and skills necessary to design,

conduct, and interpret naturalistic studies. Additionally, students will critically examine qualitative data not only to identify current research trends, but also to consider how data can inform decision-making and shape future research.

### **EDU 8004 Visions of Research II: Quantitative Methods for Collecting and Analyzing Data**

Does student involvement in community affairs impact achievement? Is there a relationship between school curricula and community-based education? These and other questions that may stem from students' research experiences will be the target of this doctoral-level course. More specifically, the course will focus on quantitative approaches to studying and analyzing community-related meaning making, including the discussion of causal and correlational questions students develop while in the field. Students will develop understandings and skills necessary to design and interpret studies based on statistical methods. Additionally, students will critically examine quantitative data not only to identify current research trends, but also to consider how statistical measurement can inform decision-making.

### **EDU 8005 Visions of Research III: Research Design for Studying Community**

*Prerequisite: EDU 8003 Visions of Research I and EDU 8004 Visions of Research II*

This course focuses on educational research methodology to prepare students to use appropriate models, research designs, and evaluation techniques and to study educational problems in curriculum and instruction. Students will develop a proposal for an education field-based research project.

### **EDU 8006 Philosophies of Education**

This course provides a study of the educational implications of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism. Significant factors will include the curricula emphasis, preferred method, ethics, and aesthetics stressed by each philosophy. Attention is placed on the learner's ability to identify and describe his or her own philosophy of education. Study of philosophical theories will assist in understanding the source of many popular opinions and perceptions regarding education: the anxiety that education is adrift; the concern that educational aims are vague, conflicting, and not conducive to loyalty; beliefs that standards have been seriously replaced; uncertainty about the role of education in a democratic society; uncertainty about the connection of theory to practice.

### **EDU 8007 Families and Communities as Partners in Education**

This course engages doctoral students in research and activities built to develop and enrich understandings of how families and communities can partner with educators toward improving education for all, with

particular emphasis on their personal histories in that regard. Students will develop and enact proactive work with families towards that aim. Finally, students will develop an understanding of the process of framing the educational experiences of all constituents.

### **EDU 8008 Global Perspectives within Education**

This course extends existing understandings of the world and addresses evolving forms of international relations and cooperation in education. It orients students to understand various theoretical perspectives on globalization and changes to world order, and encourages reflection on the changing context for international relations in education. It also introduces students to key organizations and contributors involved in education internationally through reviews of policies and practices, in, but not limited to county-level governmental offices, bilateral aid donors, international non-governmental organizations, and regional organizations. It encourages debate, writing, and/or field work on global perspectives as they relate to approved topics related to course material and the student's program.

### **EDU 8009 Critical and Historical Perspectives within Education and Educational Research**

This course will assist students in understanding both historical and critical perspectives within the landscape of American education. Drawing upon readings from leaders in the field, students will explore epistemology, pedagogy, and curriculum. In this course, students will engage with texts and with each other to identify epistemological stances and to craft their own. Students will engage in a series of short writings, all accompanied by peer review and significant feedback from the professor. The course will culminate in an extended piece of writing that will showcase the students' abilities to engage in scholarly analysis and critique. Students in this course will develop these analyses within their strands and within the field of education as a whole. It is an expectation of the course that students develop their academic writing such that they are equipped to put forth their own ideas in clear, cogent, and concise academic writing.

### **EDU 8010 Dissertation Proposal Seminar**

*Prerequisite: Requires Chair's Permission.*

The Dissertation Seminar is a year-long, 3-credit course typically taken in the third year of the program. This course will assist students as they prepare a dissertation proposal, thus guiding them as they transition from coursework to dissertation research and writing. Drawing upon prior and concurrent coursework in research methodologies and community immersion research, as well as strand and elective courses, students will

determine a compatible research strategy for dissertation work and develop a proposal for an original research project that would make a significant contribution to both the field and the communities within which the project is situated. Furthermore, students will determine a writing strategy for the dissertation and develop an understanding of the process of submitting and defending the dissertation.

#### **EDU 8011 Dissertation/Matriculation**

*Prerequisite: Requires Chair's Permission.*

#### **EDU 8012 Dissertation/Matriculation**

*Prerequisite: Requires Chair's Permission.*

#### **EDU 8013 Advanced Research Methods**

*Prerequisite: EDU 8003 Visions of Research I, EDU 8004 Visions of Research II, and EDU 8005 Visions of Research III.*

This is the fourth methods course in the Ph.D. in Curriculum and Instruction, and it offers doctoral students advanced methods to collect, analyze, and interpret material and immaterial artifacts, verbal and nonverbal communication, and digital and nondigital meaning making. Innovative spaces, resources, and techniques will be explored.

#### **EDU 8014 Advanced Topics: Literature Review**

The Advanced Topics course offers students the opportunity to explore special topics and develop specific skills. This particular course provides an in-depth examination and analysis of the Literature Review in advance of a doctoral candidate's preparation of the dissertation proposal. This course is aligned with the Ph.D. in Curriculum and Instruction by supporting students as they analyze existing literature reviews, as well as develop and apply the skills necessary to prepare an exemplary literature review.

#### **EDU 9001 Foundations of Bilingual and Second Language Education**

History, and legal/political underpinnings of American education with an emphasis on programs for linguistically diverse learners; examination of exemplary principles, policies, educational models, research, assessment and technology. *Credit: 3 semester hours.*

#### **EDU 9002 Psychology and Sociology of Language and Bilingualism**

Social and psychological aspects of bilingualism in the context of current theory and research on first- and second-language acquisition and use from birth through adolescence. *Field work required. Credit: 3 semester hours.*

#### **EDU 9003 Literacy Development for First and Second Language Learners**

Provides students with theory and practice and necessary knowledge and skills for teaching literacy and language arts to monolingual and linguistically/culturally diverse learners. *Field work required. Credit: 3 semester hours.*

#### **EDU 9004 Content Area Instruction for Linguistically/Culturally Diverse Learners**

Prepares students with the necessary skills for teaching science, mathematics, and social studies through English as a second language and, as a means for improving English language skills. *Field work required. Credit: 3 semester hours.*

#### **EDU 9005 Teaching English to Speakers of Other Languages and Dual Language Instruction**

Theoretical and practical aspects of teaching English to speakers of other languages and dual language instruction for all age groups and language proficiency levels. *Credit: 3 semester hours.*

#### **EDU 9006 Human Development in Cross-Cultural Perspective**

Presents a cross-cultural framework for the study of birth through adolescent development. Emphasis is placed on the effects of cultural, heritage characteristics and socioeconomic levels. *Credit: 3 semester hours.*

#### **EDU 9009 Teaching Strategies in the ESL and Bilingual Classroom: Science, Mathematics and Social Studies**

Prepares students with the necessary skills for teaching science, mathematics and social studies through English as a second language and as a means for improving English language skills. *Field work required. Credit: 3 semester hours.*

#### **EDU 9010 Linguistics for Teachers of English Language (ELL) and Exceptional Learners (cf. EDU 9710)**

An introduction to the fundamental principles of descriptive and theoretical linguistics and the application of linguistic analyses to the teaching of language. (Field work of five hours required.) *Credit: 3 semester hours.*

#### **EDU 9012 Methods of Language and Academic Assessment for ELLs and Exceptional Learners**

Methods for adapting and utilizing instruments to assess language proficiency and cultural learning in TESOL, bilingual education and exceptional learners with second-language competencies. *Field work required. Credit: 3 semester hours.*

#### **EDU 9014 Practicum and Seminar in TESOL**

Open only to TESOL majors and prerequisite core courses needed. Observation and field-based teaching using conventional and technological resources in elementary and secondary level TESOL classrooms, under University supervision. Attendance at a weekly on-campus seminar is required. Thesis is conducted based on independent research. *Field work required. Credit: 3 semester hours.*

#### **EDU 9015 Structure of the English Language**

Linguistic description and analysis of the major subsystems of present-day American English;

phonology, morphology, and syntax. Analysis of major challenges in English grammar for ELLs. *Credit: 3 semester hours.*

#### **EDU 9025 Maintaining Matriculation**

Master's students not registered for other courses must register for 9025 until all degree requirements are completed and the degree is granted. *No credit. Offered each semester.*

#### **EDU 9700 Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings: Childhood**

This course shows students how to become informed consumers of qualitative and quantitative research methods as they apply to general, special and inclusive education. Research study will include examining techniques for promoting collaborative partnerships and strategic instruction and learning for general and special educators. Models of collaboration, theoretical approaches to school-based collaboration and roles of members of interdisciplinary teams will be examined. *Field work required: 10 hours. Credit: 3 semester hours.*

#### **EDU 9702 Practicum in Special Education – Childhood**

*Prerequisites: Core Special Education Courses and permission of instructor.* In this combined practicum seminar course, participants will apply research on instructional strategies in educational settings. Students will learn the means for identifying and reporting suspected child abuse, and maltreatment and the prevention and intervention of child abduction, school violence and alcohol, tobacco and other drug abuse. *Field work required: 150 hours. Credit: 3 semester hours.*

#### **EDU 9704 Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Education: Adolescent**

This course shows students how to become informed consumers of qualitative and quantitative research methods as they apply to general, special and inclusive education. Research study will include examining techniques for promoting collaborative partnerships and strategic instruction and learning for general and special educators. Models of collaboration, theoretical approaches to school-based collaboration and roles of members of interdisciplinary teams will be examined. *Field work required: 10 hours. Credit: 3 semester hours.*

#### **EDU 9705 Practicum in Special Education: Adolescent**

*Prerequisites: Core Special Education Courses and permission of instructor.* In this combined practicum seminar course, participants will apply research on instructional strategies in educational settings. Students will learn the means for identifying and reporting suspected

child abuse, and maltreatment and the prevention and intervention of child abduction, school violence and alcohol, tobacco and other drug abuse. *Field work required: 150 hours. Credit: 3 semester hours.*

**EDU 9706 Curriculum Adaptation and Modification Planning for Exceptional Students: Adolescent**

Theories and practice for creating and managing environments that foster learning, acceptance, positive behaviors and developing techniques for differentiated instruction. *Field work required: 10 hours. Credit: 3 semester hours.*

**EDU 9707 Curriculum Adaptation and Modification Planning for Exceptional Students: Childhood**

Theories and practice for creating and managing environments that foster learning, acceptance, positive behaviors and developing techniques for differentiated instruction. *Field work required: 10 hours. Credit: 3 semester hours.*

**EDU 9710 Linguistics for Teachers of English Language (ELL) and Exceptional Learners (cf 9010)**

An introduction to the fundamental principles of descriptive and theoretical linguistics and the application of linguistic analyses to the teaching of language. *Field work required. Credit: 3 semester hours.*

**EDU 9711: Education and Accommodating Needs of Individuals with Exceptionalities, K–12**

This course presents an overview of issues involving exceptional learners, students with diagnosed disabilities as well as English Language Learners, children with special health-care needs, and children at-risk for school failure. The entire human development from childhood to adolescent will be treated. Focal points of the course lie in issues of demographics, current events, the 7 disability categories including autism, characteristics and remediation of all learners, pertinent laws, community resources, the role of technology (assistive and instructional) and accommodations. Students will learn about the process of special education from assessment, the IEP, to the annual CSE meeting and subsequent placement. *Field work required: 15 hours. Credit: 3 semester hours.*

**EDU 9712: Educational Assessment of Individuals with Exceptionalities**

Centers on the diagnosis and evaluation of individuals with exceptionalities. Formal and informal methods of assessing student learning will be addressed as well as the means of analyzing one's own teaching practice and skill in using information gathered through assessment and analysis to plan or modify instruction. Field work required for interviews, observations, and assessment procedures

in school, clinic and/or community settings. Materials fee: \$25. *Field work required: 20 hours. Credit: 3 semester hours.*

**EDU 9716 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood**

Examines theories and models of how children with exceptionalities process and learn from the oral and written languages and ways to develop curriculum, material and multiple research-validated instructional strategies adaptations in literacy for students with a full range of abilities. *Field work required: 20 hours. Credit: 3 semester hours.*

**EDU 9718 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies: Childhood**

Focuses on planning and implementing curriculum, material, technology, and multiple-validated instructional strategies and programs in mathematics, social studies and science for students with a full range of abilities. *Field work required: 20 hours. Credit: 3 semester hours.*

**EDU 9719 Principles of Applied Behavior Analysis and Positive Behavioral Supports, K–12**

This course familiarizes special education teachers with appropriate behavioral approaches and methods for the instruction and management of individuals with disabilities. *Field work required: 15 hours. Credit: 3 semester hours.*

**EDU 9726 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, and Social Studies: Adolescent**

Focuses on planning and implementing curriculum, material, technology, and multiple-validated instructional strategies and programs in mathematics, social studies and science for students with a full range of abilities. *Field work required: 15 hours. Credit: 3 semester hours.*

**EDU 9733 Educational Assessment of Young Children with Exceptionalities (cf. EDU 7300)**

*Prerequisites: EDU 9737 and EDU 7126.* Use of formal and informal strategies for assessment and evaluation of young children with exceptionalities. Emphasis in multiple research-validated instructional strategies and adaptations in literacy for students with a full range of abilities. *Field work required: 20 hours. Credit: 3 semester hours.*

**EDU 9734 Curriculum Modifications for Teaching Students with Disabilities in Diverse Early Childhood Settings (cf. EDU 7301)**

Focuses on adapting general education curriculum, methods, technology, resources and materials to support students over a wide range of disabilities and cultural/linguistic backgrounds

in meeting state learning standards. *Field work required: 15 hours. Credit: 3 semester hours.*

**EDU 9736 Early Intervention and Provision of Services for Preschoolers with Special Needs (cf. EDU 7302)**

Highlights needs of infants, toddlers and preschoolers with or at risk for developmental delays or disabilities. Examines assessment and intervention processes, technologies, and strategies in a variety of natural environments and issues in the transition to preschool environments. *Field work required: 15 hours. Credit: 3 semester hours.*

**EDU 9737 Early Childhood Special Education**

Provides an understanding of child development for young children with exceptional needs. Identification, assessment and intervention strategies are presented in the context of the historical, social and legal foundations of special education. *Field work required: 15 hours. Credit: 3 semester hours.*

**EDU 9738 Research on Issues in Early Childhood Special Education**

Focus on relationships between research, theory and practice in providing appropriate services for infants, toddlers and young children with special needs. *Field work required: 10 hours. Credit: 3 semester hours.*

**EDU 9739 Practicum in Special Education Early Childhood (cf. EDU 7304)**

*Prerequisites: EDU 7114, Core Special Education courses and permission of instructor.* Applications of instructional strategies for students with disabilities in inclusive or special education settings, under university supervision. Students will learn the means for identifying and reporting suspected child abuse, and maltreatment and the prevention and intervention of child abduction, school violence and alcohol, tobacco and other drug abuse. *A minimum of 25 days or 150 hours of field work required. Seminar attendance required. Credit: 3 semester hours.*

**EDU 9742 Formal and Informal Educational Assessment of Individuals with Exceptionalities: Adolescent**

*Prerequisite: EDU 9711.* Centers on the diagnosis and evaluation of individuals with exceptionalities. Formal and informal methods of assessing student learning will be addressed as well as the means of analyzing one's own teaching practice and skill in using information gathered through assessment and analysis to plan or modify instruction. Field work required for interviews, observations, and assessment procedures in school, clinic and/or community settings. *Field work required: 20 hours. Credit: 3 semester hours.*

**EDU 9744 Curriculum and Instructional design for teaching Literacy to Individuals with Exceptionalities: Adolescent**

Examines theories and models of how youth with exceptionalities process and learn from

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the oral and written languages and ways to develop curriculum, material and multiple research-validated instructional strategies and adaptations in literacy for students with a full range of abilities. *Field work required: 20 hours. Credit: 3 semester hours.*

**EDU 9955 Maintaining Matriculation**

Master's students not registered for other courses must register for EDU 9955 until all degree requirements are completed and the degree is granted. *No credit. Offered each semester. Fee required.*

For a complete listing of approved courses, please contact the Dean's office.

**Sandra S. Abrams**, *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.

**Katherine C. Aquino**, *Assistant Professor*,

B.S., Fordham University; M.A., Georgian Court University; Ph.D., Seton Hall University; Adv. Cert., Manhattan College. Socio-academic transitioning into and within the postsecondary environment; students with disabilities; student-college match; post-traditional students; assessment and program review; instructional design and delivery within postsecondary curriculum.

**David L. Bell**, *Dean and Associate Professor*,

B.S., University of Illinois Urbana-Champaign; M.Ed., Ed.D., Loyola University at Chicago; Diversity, Equity, and Inclusion; Teacher Professional Development, Math Education and Coaching.

**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.

**Bilge Cerezci**, *Assistant Professor*, B.S.,

Bosphorus University, Turkey; M.S., Erikson Institute; Ph.D., Loyola University, Chicago.

**Elizabeth Chase**, *Assistant Professor*, B.A.,

Barnard College, Columbia University; M.S.T., Pace University; Ed.D., Teachers 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.

**Kyle Demeo Cook**, *Assistant Professor*, B.A.,

M.Ed., Ph.D. Boston College; Early childhood education access and policy, the transition to kindergarten, collaboration between early childhood and K-12 education, educational research.

**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. SBL/SDL Professional Diploma, Curriculum and instruction, professional development, cognition, international education. Woman in higher education leadership, educational reform issues and PK-16 partnerships.

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

**Michael P. Downton**, *Associate Professor*,

B.A. Purdue University, Ph.D., Indiana University, Learning and Developmental Sciences.

**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.

**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.

**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.

**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.

**Elena Jurasaite-O'Keefe**, *Associate Professor*,

M.H., Vilnius State University, Lithuania; Ph.D., University of Siauliai, Lithuania; Ph.D., University of Michigan.

**Ishita Khemka**, *Associate Professor*, B.A., Delhi

University; M.A., Teachers College, Columbia University; Ph.D., Columbia University.

Research in special education, intellectual and developmental disabilities and autism; interpersonal decision-making theory, peer-victimization, bullying, and abuse prevention training; arts and literacy.

**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.

**Stephen Kotok**, *Assistant Professor*, B.A.,

University of Wisconsin; M.S., University of Pennsylvania; M.A., Teachers College, Columbia University.

**Rebecca Louick**, *Assistant Professor*, A.B.,

Amherst College; M.S.Ed., City University of New York – Hunter College; Ph.D., Boston College.

**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.A., Brooklyn College, CUNY; Ed.D., Columbia University. Immigrant children and English language learners with disabilities; teacher education and development in early childhood/early childhood special education; teacher diversity.

**Maria Mello**, *Assistant Professor*, B.A., Swarthmore College; M.Ed., Vanderbilt University; Ph.D., Vanderbilt University. Transition to adulthood for adults with intellectual disabilities and autism; housing and residential living; acquisition of independent living skills; inclusive postsecondary education for young adults with IDD; special education advocacy; and service delivery system for underserved communities.

**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. Teachers' conceptions and Teaching 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**, *Professor*, B.A., SUNY at Albany; M.A., Columbia University, Teachers College; M.A., Columbia University, Graduate School of Arts and Sciences; M.S., Columbia University, Teachers College; Ph.D., Columbia University, Graduate School of Arts and Sciences.

**Allan Ornstein**, *Professor*, B.A., City College of New York; M.A., Brooklyn College; M.A., Ed.D., New York University. Education Curriculum, Instruction and Teaching.

**Rene S. Parmar**, *Professor*, B.A., University of Jabalpur (India); M.Ed., Vanderbilt University; Ph.D., University of North Texas. Educational Evaluation, Mathematics for Students with Learning Disabilities, Educational Assessment, Evaluation.

**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 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 K. Pratt-Johnson**, *Professor*, B.A., State University of New York at Stony Brook; M.S., Georgetown University; M.A., M.Ed., Ed.D., Teachers College at Columbia University. Bilingual Education and TESOL; Literacy Development Among Second Language Learners; Jamaican Creole/Educating Creole-Speaking Students in American Schools.

**Heather Robertson**, *Associate Professor*, B.A., Syracuse University; M.S., Texas A&M; Ph.D., Virginia Tech. Military to civilian career transition and life satisfaction of veterans and military families, college parent involvement and student retention in higher education settings.

**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.

**Michael R. Sampson**, *Professor*, B.S. East Texas State University; M.Ed., Texas A and 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**, *Associate Professor*, B.A., Queens College; M.A., Queens College; M.A., Texas Woman's University; Ed.D., University of Pennsylvania. Adolescent Literacy; Middle School; Career Development in Secondary Schools; Socio-Cultural Influences in/ among Readers' Responses to Literature.

**John Spiridakis**, *Professor*, B.A., State University of New York at Stony Brook; M.S., Ph.D., Florida State University. Bilingual/ Multicultural Education and TESOL, second and heritage language research development.

**Olivia Stewart**, *Assistant Professor*, B.A., University of Arizona; M.Ed., Arizona State University; Ph.D., Arizona State University. Digital Literacies, Multiliteracies, Multimodality, Writing, Alternative Authoring Paths, Sociocultural Theory.