

The School of Education

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

Accreditation

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

About The School of Education

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

The purpose of The School of Education is to

- provide a vibrant learning experience that supports the intellectual, professional, and moral development of students;
- offer programs for student and societal needs, and enable students to function effectively as professional in a dynamic multicultural society;
- encourage students to develop a personal education philosophy consistent with the University's mission;
- foster basic and applied research in education and human services in an environment that encourages collaboration among students and faculty; and

- serve as a resource center to the educational community at large by providing leadership and supportive services for local, state, and national associations; sponsoring professional meetings and seminars; and offering consultative services for schools and community agencies.

Degrees and Programs Available

(Queens and Staten Island)

- B.S.Ed. in Childhood Education for students wishing to prepare as teachers for grades 1–6.
- B.S.Ed. in Adolescent Education for students wishing to teach in middle school and high school settings in grades 7–12.
- B.S. Ed./M.S.Ed. Childhood/TESOL
- B.S.E./M.S. Ed. Adolescent/TESOL
- B.S.Ed./M.S.Ed. Childhood/Special Education 1–6 for students wishing to prepare as teachers of grades 1–6 and prepares students for the challenges of inclusion.
- B.S.Ed./M.S.Ed. Adolescent /Special Education 7–12 for students wishing to prepare as teachers of grades 7–12 and prepares students for the challenges of inclusion.
- B.S.Ed./M.S.Ed. Childhood/Literacy B–6 enables prospective teachers to become effective classroom instructors and literacy specialists who can diagnose the needs of their students and diversify their instruction in general education and inclusion settings.
- B.S.Ed./M.S.Ed. Adolescent /Literacy 5–12 enables prospective teachers to become effective classroom instructors and literacy specialists who can diagnose the needs of their students and diversify their instruction in general education and inclusion settings.
- Academic content areas:
Childhood Majors: English, Social Studies, Mathematics, Psychology, Language, Sociology, Science: Biology/Physics.
Adolescent Majors: English, Social Studies, Mathematics, Language, Science: Biology/Physics.
- Middle School Extension—6 credit program for (Adolescent Majors extension grades 5–6) and (Childhood Majors extension grades 7–9).

Goals and Objectives

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

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

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

- Content Specialty-Content Specific (Adolescent Education only)* • edTPA*
- This is completed during the student teaching requirement (usually the second semester of senior year)

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

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

* There are costs associated with exams and workshops.

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

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

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

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

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

The School of Education's objectives are:

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

Student Responsibilities

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

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

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

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

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

* There are costs associated with exams and workshops.

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

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

Assessment of Professional Qualities

DISPOSITION

New York State and national accreditation standards require The School of Education to monitor nonacademic behaviors. The Association

for Advancing Quality in Educator Preparation requires that program completers display "dispositions and behaviors required for successful professional practice." (2020)

The dispositions are as follows:

COLLABORATION

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

RESPECT

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

PROFESSIONAL BEHAVIOR AND RESPONSIBILITY

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

COMMITMENT TO LEARNING

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

Transfer Students

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

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

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

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

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

Advanced Placement and CLEP/credit-by-test

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

Placement and the number of college credits appropriate to the academic development of the qualified student are determined by the Undergraduate Studies Office. Credits for AP scores lower than a 5 will not be granted.

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

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

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

Honors Program

SCHOOL OF EDUCATION HONORS PROGRAM Curious. Driven. Exceptional.

These are the trademarks of those selected for The School of Education Honors Program at St. John's University. Students who participate in this program form a community of scholars who navigate the curriculum at an elevated level.

The Honors Program offers outstanding students the opportunity to maximize intellectual growth and experience personal enrichment. Students meet regularly with faculty and administrators in The School of Education, creating a space in which to explore equity, access, and culturally relevant teaching deeply and meaningfully.

Students in this elite program are engaged in experiential and seminar-based programs where course content is embedded in practice. Experiences provide students with the opportunity to develop and implement curricula, engage in action and reflective research, and study policy and practices related to education as a whole.

For more information:

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Teacher Certification

Successful completion of all academic requirements, including student teaching, in an undergraduate program in The School of Education entitles a student to request and receive a university recommendation to the New York State Education Department for initial teacher certification.

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

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

The School of Education offers guidelines, contact information and important updates and

we encourage you to visit the following website: stjohns.edu/academics/schools-and-colleges/school-education/certification-information

Requirements for teacher certification vary from state to state, therefore, students who seek teacher certification outside of New York State should contact the appropriate State Education Department for information about their latest certification regulations.

The State of New York mandates that those who complete requirements for graduation pass several New York State Certification examinations. The latest passing rates of St. John's graduates for initial certification can be found on the following website <http://data.nysed.gov/higheredcert.php?instid=800000081568>

Programs of Study

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

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

Liberal Arts	
University Core Curriculum	57 credits
Professional Courses	(54 credits)
EDU 1001	0 credits
EDU 1000	3 credits
EDU 1001	3 credits
EDU 1003	3 credits
EDU 1041	3 credits
EDU 1042	3 credits
EDU 1055	3 credits
EDU 1006	3 credits
EDU 1007	3 credits
EDU 1008	3 credits
EDU 1010	3 credits
EDU 1011	3 credits
EDU 1015	3 credits
EDU 1016	3 credits
EDU 1066	3 credits
EDU 1027	3 credits
EDU 1021	9 credits

Academic Content Area (24 credits)

Student selects one content area:

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

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

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

This program requires the completion of coursework in liberal arts (57 credits), professional education (42 credits) and an academic content area (30 credits):

- English

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

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

University Core Curriculum	(57 credits)
Professional Courses	(42-43)
EDU 101	0 credits
EDU 1000	3 credits
EDU 1002	3 credits
EDU 1008	3 credits
EDU 1011	3 credits
EDU 1012	3 credits
EDU 1053	3 credits
EDU 1015	3 credits
EDU 1028	3 credits
EDU 1055	3 credits
EDU 1091, EDU 1092, EDU 1093, EDU 1094, EDU 1095 or EDU 1096 (based on content)	3 credits
EDU 1097	3 credits
EDU 1022	9 credits

B.S.Ed./M.S.Ed. Childhood Education/Special Education (1-6) 162 credits

Academic Concentrations:	24 credits
University Core Curriculum	57 credits

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

Professional Courses (81 Undergraduate credits)

EDU 101	0 credits
EDU 1000	3 credits
EDU 1001	3 credits
EDU 1003	3 credits
EDU 1041	3 credits
EDU 1042	3 credits
EDU 1055	3 credits
EDU 1006	3 credits
EDU 1007	3 credits
EDU 1010	3 credits
EDU 1011	3 credits
EDU 1016	3 credits
EDU 1066	3 credits
EDU 1027	3 credits
EDU 1021	9 credits

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

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

**B.S. Ed./M.S.Ed. Adolescent Education/
Special Education (7-12) 156 Credits**

Academic Concentrations: 30 credits
University Core Curriculum: 57 credits

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

**Professional Courses
(36 Undergraduate credits)**

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

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

EDU 9704	3 credits
EDU 3215	3 credits
EDU 9706	3 credits
EDU 9003	3 credits
EDU 9719	3 credits
EDU 9726	3 credits
EDU 9742	3 credits
EDU 9705	3 credits
EDU 9744	3 credits
EDU 9711	3 credits
EDU 7267	3 credits

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

**B.S.Ed./M.S.Ed. Childhood Education/ Literacy
(1-6) 162 credits**

**Professional Courses
(45 Undergraduate credits)**

EDU 101	0 credits
EDU 1000	3 credits
EDU 1000H (honor students only)	3 credits
EDU 1001	3 credits
EDU 1003	3 credits
EDU 1041	3 credits
EDU 1042	3 credits
EDU 1055	3 credits
EDU 1006	3 credits
EDU 1007	3 credits
EDU 1010	3 credits
EDU 1011	3 credits
EDU 1016	3 credits
EDU 1066	3 credits
EDU 1027	3 credits
EDU 1021	9 credits

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

EDU 7266	3 credits
EDU 9711	3 credits
EDU 3220	3 credits

EDU 3230	3 credits
EDU 3200	3 credits
EDU 3210	3 credits
EDU 3240	3 credits
EDU 3200	3 credits
EDU 3250	3 credits
EDU 3264	3 credits
EDU 3270	3 credits
EDU 3283	3 credits

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

**B.S.Ed./ M.S.Ed. Childhood Education/ TESOL
(pathway program) 162 Credits**

Professional Courses (48 Undergraduate Credits)

EDU 101	0 credits
EDU 1000	3 Credits
EDU 1001	3 Credits
EDU 1003	3 Credits
EDU 1041	3 Credits
EDU 1042	3 Credits
EDU 1055	3 Credits
EDU 1006	3 Credits
EDU 1007	3 Credits
EDU 1010	3 Credits
EDU 1011	3 Credits
EDU 1016	3 Credits
EDU 1066	3 Credits
EDU 1027	3 Credits
EDU 1021	9 Credits

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

EDU 9001	3 Credits
EDU 9002	3 Credits
EDU 9006	3 Credits
EDU 9003	3 Credits
EDU 9004	3 Credits
EDU 9010	3 Credits
EDU 9012	3 Credits
EDU 9014	3 Credits
EDU 9015	3 Credits
EDU 9711	3 Credits
EDU 7266	3 Credits

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

**B.S.Ed./ M.S.Ed. Adolescent Education/ TESOL
(pathway program) 162 Credits**

Professional Courses (48 Undergraduate Credits)

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

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

EDU 9001	3 Credits
EDU 9002	3 Credits
EDU 9006	3 Credits
EDU 9003	3 Credits
EDU 9004	3 Credits
EDU 9010	3 Credits
EDU 9012	3 Credits
EDU 9014	3 Credits
EDU 9015	3 Credits
EDU 9711	3 Credits
EDU 7266	3 Credits

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

**B.S.Ed./M.S.Ed. Adolescent Education/
Literacy (7-12) 156 credits**

Professional Courses (36 Undergraduate credits)

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

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

EDU 7267	3 Credits
EDU 9711	3 Credits
EDU 3220	3 Credits
EDU 3230	3 Credits
EDU 3200	3 Credits
EDU 3215	3 Credits
EDU 3240	3 Credits
EDU 3255	3 Credits
EDU 3265	3 Credits
EDU 3270	3 Credits
EDU 3283	3 Credits

University Core Curriculum 57 credits

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

Middle School Extension

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

Required Courses in Both Certification Programs

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

Eligibility for the Programs

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

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

Academic Information

Advisement

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

Academic Service-Learning

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

Pass-Fail Option

The pass-fail option is open only to sophomores, juniors, and seniors, or to a student who has completed a minimum of 25 credits at St. John's, and whose current grade point average is at least 3.0. It is limited to three credits per semester and to six credits per academic year. The total over three years, including summer sessions, may not exceed nine credits. The pass-fail is not available for content courses or for education (EDU) courses; this includes student teaching. You may apply for the pass-fail option for three core (liberal arts) courses.

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

Honors

Summa Cum Laude	3.85
Magna Cum Laude	3.70
Cum Laude	3.50

Academic Standing

A student is in good standing if enrolled as a matriculated student in a program of study leading to a degree and is making satisfactory progress toward the completion of the program of study.

All students are to maintain a 3.0 cumulative quality point index. **Failure to maintain a 3.0 may result in not being able to Student Teach and/or*

dismissal from The School of Education.

STUDENT TEACHING

Model 1

RISE (Queens and Staten Island Students)

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

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

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

1. Education course work is embedded in the field placement. Students will be advised to reserve 6 to 12 credits of Education courses for RISE.
2. Student Teaching can only be completed at the end of program, with exception for those in a 5-year, dual, or career change program that will also require additional coursework or a practicum.
3. Observations and participation for teaching must be done in an approved school under University supervision. The school site will be selected by the director of RISE. Faculty and adjuncts in The School of Education will be embedded in the schools.
4. As noted in RISE application, requirements must be fulfilled prior to the first day of student teaching. This includes completing NYS, mandated workshops and registering for certification exams and fingerprinting. Note: Virtus Training is only required for Catholic school placements.
5. A cleared medical form by the University Health Office is required. A physical examination completed within 12 months prior to beginning student teaching is required.
6. Student is required to be present at their school assignment for two days per week in the first semester and five days per week in the second semester.
7. During RISE, Residents will work with a faculty member or adjunct who is embedded in their school. Faculty teach courses, conduct seminars, and provide feedback on teaching. Seminar dates and times are established at the orientation meeting.
8. It is strongly recommended that students not be employed during the second semester of RISE. If it is necessary, the hours should not interfere with the school site schedule.

Model 2

SUPERVISED STUDENT TEACHING (Queens only)

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

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

Recommendations for such assignments depend upon evidence of potential teaching ability as manifested in part by:

1. Proficiency in both oral and written English.
2. A physical examination completed within 12 months prior to beginning student teaching.
3. Proficiency in education courses, general courses and areas of specialization.
4. Completion of ALL education coursework prior to student teaching, as determined by your advisor.
5. Completion of all state-mandated workshops: Violence Prevention, Child Abuse, DASA and NYS Safety Workshop.

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

Applications for Student Teaching are approved by the Director of Field Experience. Applications for Student Teaching in both the fall and spring semesters should be submitted to the Field Experience Office. It is important and recommended that students use their St. John's email, as this will be the source of all communication regarding student teaching. In any event, students should feel free to call/visit the Field Experience offices at any time for information regarding student teaching. Field Experience Offices are located on the fifth floor of Sullivan Hall and third floor in DaSilva for Staten Island campus.

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

Make-Up Exams

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

Instructional Materials Center

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

The IMC should enable pre-service and

in-service teachers to examine the latest curriculum materials available in order to develop competency and familiarity. It is located on the fourth floor of the Main Library in Queens and DaSilva Hall, Room 109 on the Staten Island campus.

Academic Fairness

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

Graduate Level Courses

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

Honor Societies

Dean's Scholars (Staten Island Campus)

Dean's Scholars was founded in 1996. It is comprised of the School's top students. It is one of the most prestigious organizations in School of Education. The Dean's Scholars represent those students who combine scholarship, integrity and maturity. Members act as ambassadors, leaders and role models to the School of Education and the University. See the Undergraduate Studies Office for more information on becoming a Dean's Scholar.

JOHN DEWEY SOCIETY

Dr. Cicco is the moderator of the John Dewey Society, a student-led organization that values integrity, equality, service, and leadership. John Dewey believed education and learning are interactive and social processes. Educators help students develop skills that are beneficial to overall development, while accommodating diversity in students' learning styles

The John Dewey Society is founded on a commitment to giving, serving, and inspiring teachers-in-training to promote societal changes and reforms and to work collaboratively to achieve excellence both academically and professionally. Members work to empower their peers and students, while engaging in the community to become experienced teachers and leaders.

The society sponsors a variety of workshops, guest speaker events, and service opportunities to allow members and nonmembers to learn about specific topics pertaining to education. Events are open to students of all majors and anyone who hopes to gain a greater appreciation for education and the role teachers play in the community.

Kappa Delta Pi

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

Kappa Delta Pi at St. John's University inducts both undergraduate and graduate students

who have achieved academic excellence and who are committed to service and professional development.

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

Professional Association

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

Mission:

The PDK International family of education associations connect members in vibrant learning communities, Shares proven research, innovations, and best practices; and Empowers members to advocate for their students and their profession.

Member Benefits

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

Special Programs

America Reads*America Serves

America Reads*America Serves is a community service initiative program. In order to become a part of the America Reads*America Serves program, a student may be enrolled in any college within the University but are required to maintain a GPA of 2.0. This program offers an excellent opportunity for students wishing to take advantage of the college work/study program, as well as those interested in volunteering and becoming a part of the greater St. John's University community.

Jumpstart (Q)

Jumpstart is a national early literacy organization that works towards the day when every child in America enters kindergarten prepared to succeed. Jumpstart accomplishes this mission through supporting corps members to work with young children in early childhood centers within the South Jamaica area. During Jumpstart's program, preschool children work with Jumpstart corps members for focused attention to build language, literacy, and social relations skills. Children participate in groups with corps members, in two Jumpstart sessions weekly which includes various learning centers such as

art, dramatic play, and writing. During the session, members implement a curriculum focused on Jumpstart's five language and literacy domains and skills. These include vocabulary, comprehension, alphabet knowledge, meaning and use of print, and awareness.

During Jumpstart's program, preschool children are paired with Jumpstart corps members for focused attention to build language and literacy, initiative, and social relations skills. All children in Jumpstart are given teacher evaluations at the start and the end of the Jumpstart Program.

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

Course Offerings

101 Introduction to Education (1-12)

This course will guide students on the New York State and School of Education program requirements for their program. Students will set up their TEACH account, complete all workshops, and complete fingerprinting. Failure to complete these requirements will result in the student being re-evaluated as a School of Education student.

1000 Foundations of Education (1-12)

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

Credit: 3 semester hours.

1001 Learning and Development Childhood (1-6)

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

1002 Learning and Development Adolescent (7-12)

Interdisciplinary study of human learning, growth and development focusing on the adolescent years. Study in dynamics of cultural, sociological, psychological and environmental influences; implications for assessments and for

selection of appropriate strategies to address pupil characteristics and content-area standards. Appropriate field experiences to integrate educational theory and practice are required. *Credit: 3 semester hours.*

1003 Organizational Strategies and Classroom Environment (1–6)

This course examines theories and methodology of effective classroom management principles and the psychosocial development of children, especially students from diverse cultures in urban settings, and students with special needs. This course provides opportunities for students to observe and analyze effective instructional and organizational strategies that prevent management problems, encourage intrinsic motivation to learn, enhance academic achievement, and foster the social competence of all children in the elementary classroom. *Credit: 3 semester hours. Fieldwork required.*

1006 Methods of Teaching Mathematics (1–6)

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

1007 Methods of Teaching Science (1–6)

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

1008 Special Education Foundations and Accommodating Student Needs (1–12)

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

1010 Planning, Teaching, and Assessing Social Studies (1–6)

This is a methods course of current practices and trends in the teaching of social studies in the elementary grades. It is designed to help students develop historical, theoretical, and practical understandings of the teaching of social studies in today's classrooms. Course experiences will help students develop interdisciplinary, inquiry-based explorations and authentic assessments that meet Common Core state standards. Students will

experience models of best practice, apply their learning in elementary and after-school settings. Student will learn and use reflective praxis to plan, implement, and assess their own instruction, and monitor student learning. *Credit: 3 semester hours. Fieldwork required.*

1011 Human Relations and Multiculturalism (1–12)

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

1012 Language Acquisition and Literacy-Adolescent (7–12)

This course focuses on language acquisition and literacy development in students from grades 7–12 and English Language Learners. The sociological, linguistic, and developmental contexts of language and learning emphasized. Reading and language arts are approached as:

1. Cognitive-developmental processes;
2. Integrated and interrelated;
3. Occurring within social and cultural contexts and;
4. Vital for success in school and life. Students are exposed to curriculum development and instructional planning using various teacher communication modes, as well as a variety of cross-disciplinary teaching methods that promote skills in listening, speaking, reading, and writing. Appropriate field experiences are provided to integrate educational theory and practice. *Credit: 3 semester hours. Fieldwork Required.*

1015 Technology and Society: School, Community, Workplace (1–12)

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

1016 The Arts in Inclusive Settings (1–6)

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

1021 Student Teaching and Seminar/ Childhood Education (grades 1–6)

- Completion of pedagogical coursework and approval by the Office of Field Experience.
- Observation and participation in teaching in an approved elementary school under University supervision.
- Student teaching experiences at the 1–3 and 4–6 grade levels.

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

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

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

- Completion of pedagogical coursework and approval by the Office of Field Experience.
- Observation and participation in teaching in an approved school under University supervision.
- Student teaching experiences at the 7–12 grade levels.
- Mandatory weekly seminars as well as workshops are held on campus.
- Reflection on one's own teaching.
- Attendance is required at the school 4 ½ days a week.

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

1023 Student Teaching and Seminar/ Childhood Special Education (1–6)

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

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

A course grounded in educational theory and research that informs instructional practices in today's elementary school classrooms. Focused on planning for instruction and assessment, engaging students in classroom learning environments, and analyzing teaching effectiveness and learning outcomes concerning Common Core State Standards in English Language Arts and Mathematics. This course builds upon previous teacher preparation coursework, and serves as final preparation for the culminating student teaching experience and its related teacher performance assessment tasks. *Credits: 3 semester hours. Fieldwork required.*

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

A course grounded in educational theory and research that informs instructional practices in today's secondary school classrooms. Focused on planning for instruction and assessment, engaging students in classroom learning environments, and analyzing teaching effectiveness and learning outcomes concerning Common Core State Standards in English Language Arts and Mathematics. This course builds upon previous teacher preparation coursework, and serves as final preparation for the culminating student teaching experience and

its related teacher performance assessment tasks. *Credits: 3 semester hours. Fieldwork required.*

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

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

1042 Literacy Development for Content Area Reading and Assessment (Prerequisite EDU 1041)

This course provides students with an operational perspective on literacy development in the content areas of language arts, Social Studies, Mathematics, Science, and Health. Students are exposed to curriculum development and instructional planning using a variety of teaching methods and teacher communication modes that promote skill in content area reading and assessment techniques. In addition, appropriate field experiences are required to integrate educational theory and practice. *Credits: 3 semester hours.*

1053 Organizational Strategies and Classroom Environment (7–12)

This course examines theories and methodology of effective classroom management principles and the psychosocial development of adolescents, especially students from diverse cultures in urban settings, and students with special needs. This course provides opportunities for students to observe and analyze effective instructional and organizational strategies that prevent management problems, encourage intrinsic motivation to learn, enhance academic achievement, and foster the social competence of adolescents in the secondary classroom. *Credits: 3 semester hours. Fieldwork required.*

1055 The Art of Writing for Educators (1–12)

This course focuses on improving writing and critical thinking educational contexts. Students will experience writing as a recursive process, producing and reproducing various forms of texts, with specific focus placed on persuasive writing. Thereby understanding writing not only as a process, but also as a situated practice. Given that genres can shift across disciplines and literacy, speaking, and reading interact with writing, this course helps students analyze nuanced conventions and think about writing as a cross-curricular pedagogical tool. Approaches to writing will include: reading and discussing trends in writing

instruction across the curriculum; practicing techniques for writing with precision, clarity, and rhetorical effect; revising and editing; writing for different purposes; writing for different content areas; and writing for the educational profession. Course will also promote writing across educational contexts for native English speakers and students who are English language learners. Course experiences will provide students with models for teaching writing in their own classroom. Appropriate field experiences are provided to integrate educational theory and practice. *Credit: 3 course hours. Fieldwork required.*

1066 Math Content for Elementary Teachers: Digging Deeper

An in-depth study of the following topics in mathematics: number and numeration; operations and algorithms involving whole numbers, integers, and rational numbers; algebra; geometry; measurement; statistics; and probability. Connections to curriculum, instruction, and assessment related to mathematics content area are emphasized. Practices that nurture, develop, and sustain parental engagement and professional learning communities within schools are included. *Credit: 3 semester hours. Fieldwork required.*

1089 Curriculum Adaptation for Exceptional Students (1–6)

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

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

This course is concerned with the application of the principles of operant learning, focusing on the relationship between behaviors and environmental events (e.g., antecedents, and consequences), which influence behavior. The course also focuses on functional behavior assessment and positive behavior supports that lead to meaningful changes in environments and quality of life will be emphasized. The course participants will learn to follow evidence-based protocols to create

and implement ethical and effective behavior interventions. *Credit: 3 semester hours. Fieldwork required.*

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

This course examines issues, perspectives, and strategies related to developing a critical pedagogy of reflective practice in secondary education, and is designed around four interrelated themes: 1) exploring models and theories related to methods of teaching and learning the content (i.e., math); 2) reviewing current literature related to teaching and learning the content at the adolescent level; 3) examining instruction and assessment through reflective evaluation; and 4) developing pedagogical practices responsive to the context of urban school settings and inclusive of the multifaceted identities of metropolitan adolescents and their families. *Credit: 3 semester hours. Fieldwork required. Course number is dependent on content area.*

1097 Research to Practice: Applications for Secondary Teaching and Learning

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

Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Michael P. Downton, *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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Barbara R. Peltzman, *Associate Professor*, B.S., Elementary Education, Mills College of Education, M.S., Early Childhood Education, St. John's University, EdD, Curriculum and Teaching, Teacher Education, Elementary and Early Childhood, Teachers College

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

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

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

Mary Beth Schaefer, *Associate Professor*, BA, Secondary Education, Queens College City University of New York, MA, English Literature, Queens College (CUNY), MA, Supervision and Administration, Texas Woman's University, EdD, Literacy, University of Pennsylvania

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

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